

Internships and Students' Future Employability

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ABSTRACT

This thesis aims to study the internship process and uncover how students perceive internships to demonstrate the importance and the need for doing internships for students and their future employment. This study was conducted among the students of the Russian State University of Tourism and Service.

The methodology that was used in this study is quantitative. In this study, the method of collecting information was used by distributing questionnaires among students of the Russian State University of Tourism and Service. In total 278 responses were collected from the students to determine the perception toward the internship.

The results of this study showed that the majority of students have a positive perception of the internship. When satisfied with the process of doing on internship, we have confirmed that the internship helped them to decide in choosing their career, as well as willing to advise others on students' internships.

The recommendation made in the course of this study, the researchers' opinion is very important, as there is a need to identify the reasons for which students have a negative attitude to internships. It is important to enable conditions that lead to student with the internship process and satisfaction.

Keywords: Internship, benefits of internship process, students' perception toward the internship, employability.

ÖZ

Bu çalışmanın amacı staj sürecini çalışmak ve öğrencilerin staj hakkındaki algılarını inceleyerek staj fırsatlarının önemini ve gelecekteki iş bulma fırsatları açısından gerekliliğini göstermektir.

Çalışma yöntemi olarak nicel yöntemler seçilmiştir. Çalışmada kullanılan veriler Rusya Turizm ve Servis Devlet Üniversitesi'nde okuyan öğrenciler tarafından doldurulan anketler aracılığı ile toplanmıştır. Öğrencilerin staj hakkındaki algılarını analiz etmek üzere toplam olarak 278 anket toplanmıştır.

Çalışmanın sonuçlarına göre çalışmaya katılan öğrencilerin çoğunluğu staj hakkında olumlu görüş ve algılamaya sahiptir. Öğrenciler yaşadıkları staj tecrübesinden tatmin olmuşlardır. Yine çalışmanın bulgularına göre staj tecrübesi öğrencilerin kariyerleri hakkında karar vermelerine de yardımcı olmuştur. Çalışmaya katılan öğrenciler stajı diğer üniversite öğrencilerine de tavsiye ettiklerini de belirtmişlerdir.

Anahtar Kelimeler: Staj, staj sürecinin yararları, staj hakkındaki öğrenci algıları, işe alınabilirlik.

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Chapter 1

INTRODUCTION

Given the economic situation in many countries nowadays finding a job appears to be a serious problem encountered by many students after graduation. Moreover, if and when jobs are available, priority is given to job seekers who have more experience.

The value of internships in gaining the required experience has long been recognized by the academic and business communities. Through internships during the learning process, the student becomes competitive in the job market. This increases the probability that this student will find a job. American Accounting Association (AAA) (1952) indicated that a period of practical experience incorporated into the academic preparation of a student would enhance the overall value of the educational experience.

Most of the firms perceive students with internship experience as better entry-level employees. There are studies supporting internship benefits. One of the benefits of an internship may be a change in the significance students place on traits that are important to obtain professional employment (Swindle & Bailey, 1984).

Internship programs are a staple of many business schools, as they provide students with an opportunity to apply what they have learned in the classroom to the “real world”. Work experiences may prove useful in finding full-time employment after graduation and be a factor in students’ success in their first jobs (Richards, 1984;

Fuller & Schoenberger, 1991; Hecker, 1992; Sagen, Dallam, & Laverty, 2000; Callanan & Benzing, 2004).

In general, internship is a continuation of studying, and the ability to apply theoretical knowledge in practice. It helps students develop certain skills and abilities derived from learning and applying them to achieve organizational goals and objectives. It is performed in order that the student will be ready and safe to take responsibility for future work (Wallace-Crabbe, 1993; Alderman & Milne, 2005; Holmes, 2006; Bastian & Webber, 2008).

It should be noted that theoretical knowledge does not guarantee future employment and internships can be instrumental to provide students with "work experience" (Auburn, Ley & Arnold, 1993). Internship is a kind of guarantee that the student understands the importance of his/her work, and he/she is ready to do it (Coolidge, 1999).

Despite their popularity and extensive history, little is known about the effectiveness of internships. Literature on business school internships is limited, lacks a dominant theoretical perspective, and is largely descriptive in most empirical studies (Shepherd, Douglas, & Fitzsimmons, 2008). In addition, although internships involve complex relationships among three actors-student, university, and company-most research on internships has typically focused on only a small part of the overall process (Shepherd, Douglas & Fitzsimmons, 2008).

Tovey (2001) has identified challenges experienced by undergraduate student interns. She describes how many students find it difficult to develop skills related to time

management, learning “how to negotiate the workplace environment”, as well as other professional skills related to dependability, taking initiative, accepting criticism, networking and building relationships, and working independently (Roever, 2000; Tovey, 2001; Allen et al., 2006; Steeves, 2006). Consistent with Tovey’s (2001) findings, Rehling (2000) points out how internships can be used to provide opportunities for students to practice presentations and writing genres. They can also be used to help students develop their comfort in taking initiative and utilizing other kinds of professional expertise they gained in their internship (Rehling, 2000; Tovey, 2001).

There are not many articles describing the benefits that are provided by internships, and what students think about internships’ impact on the employability of students who graduate. Thus, this study aims to examine students’ perceptions by conducting research among students in Russian State University of Tourism and Service. The main objective of this study is to explore the importance and necessity of internships through the experience of students.

1.1 Rationale for the Study

In the course of studies among students in most universities in the world, the researchers found that most students see internships as a link between the university and the company. It is important for any university in the world to prepare students for employment. It is also important to understand the attitude of students toward internship, which will provide the opportunity to have real life workplace experience (Shepherd et al., 2008; Armstrong & Mahmud, 2008). It is important to show students the connection between the internship and future work. There is a need to examine internship programs for students and to examine whether internship provides students

with an opportunity to develop the skills needed in the workplace. The study aims to examine students' perception of internships at the Russian State University of Tourism and Service.

Previous studies found that students improved their performance in classroom upon their return from internship (English & Koeppen, 1993; Clark, 2003). Studies at Missouri Western State College argued that students "bring back that experience, what they learn about organizational hierarchy, how decisions are made, to their upper-level business classrooms, enriching them" (Raffensberger, 1992).

According to previous studies that were conducted in United States, it is necessary to show that the internships help develop interpersonal skills that are not typically part of the formal university curriculum (Crebert, Bates, Bell, Patrick & Cragolini, 2004; Casner-Lotto & Barrington, 2006).

Most studies that examined internships were conducted in the United States and other Western countries. Given the differences in values and culture, a similar study that will be conducted in the Russian Federation could enable us to understand the Russian internship experience, and how students perceive the internship experience in a different environment.

1.2 Aims of the Study

Based on the information of previous studies in the literature, it could be argued that the importance of internships is still high, and a study in the Russian Federation is relevant and useful to understand students' internship experience. Thus, the main aim of this study is to examine the perception of the students of the importance of internships and their role in future employment. Thus, the objectives of this study are:

- Describe how internships will help students to improve their skills and abilities.
- Examine students' perceptions about internships.

Referring to these objectives, as a result we get a research questions, concerning education and internships. The questions are:

- How do students perceive internships?
- How satisfied are they with their internship experience?

1.3 Scope of the Study

The study discusses the definition and implications of the theory of internships. It also gives details of the classification of the internship, and the findings of previous research. The present study focuses on students who are studying in Russian State University of Tourism and Service who have been granted internships. Based on the research and previous studies, the results were analyzed and conclusions were made.

1.4 Outline of the Study

Chapter 1 gives a background of the study, outlining a brief background of the topic, and the aims and objectives of the study. It also states the rationale as to why the subject of internships and student employability was chosen for the study.

Chapter 2 presents a review of the literature. It discusses what previous studies have concluded about the definition, classification, and role of the internships for the students. Chapter 3 gives detailed information about how the data for the study were collected. Data for the study were collected by conducting a survey of the students to measure their perceptions and satisfaction levels with their internship experience and to understand how internship will help them on work place. The research uses a quantitative methodology, and employs the purposive sampling method to collect

primary data. Chapter 4 presents the findings. This section presents a detailed report on the perception of the respondents on the context of internship and student's employability, conclusions based on past literature and findings. Chapter 5 presents a discussion of the findings, limitations of the study, and conclusions.

Chapter 2

LITERATURE REVIEW

The main problem for any student who just graduated from the university is to find a job. Many students, who have enough theoretical knowledge, are unemployed because they do not have enough work experience. The work experience is usually one of the main criteria used to determine which the student can take a certain position. In job interviews, the most frequently asked question is "Do you have any experience?". Most companies require job applicants to have at least 2 years of work experience in the same field.

Hence, the important issue for students is whether they have "work experience"? But how a student, who has been studying for 4 - 5 years at the university on a full-time basis, can simultaneously gain "work experience" when it requires spending 8 hours on the job and at the same time receive theoretical knowledge in the classroom? In most cases students can focus on only one activity. Due to the fact that all our life we hear the phrase "without getting higher education you cannot get a prestigious, high-paying job", students often choose education. In order to help students gain work experience, most universities provide a program that enables students to apply theoretical knowledge in practice, to work in a real organization, through programs called "internships" which are included in the curriculum.

There are different ways of gaining work experience. The first form of practical work experience is referred to as “internships”, which is set periods of unpaid work experience, that were assessed in some way as part of an academic qualification. A second form is through unpaid volunteer work in an organization, that is not part of an academic qualification. The third form of work experience for students is paid work, often casual or temporary, in an organization working as a library assistant, tour guide, or 'front-of-house' officer. Most of the studies in the literature aimed to understand the impact of internships for the academic process.

In this study students’ perceptions about the internship programs will be examined. It is also an objective of the study to assess satisfaction levels of students who participated in the internship programs and uncover what students think about effectiveness of internship on future employability. There are not many studies that access the usefulness of the internships. Accordingly, there are many questions to be answered:

- How internships affect employability of students who graduate.
- How internships will help students improve their skills and abilities.
- How internships will help students overcome stress in their future workplace.

Determination of the internship: internships have been described as apprenticeships, cooperative education, experimental learning, field experience, industrial placement, placement learning, practice, sandwich courses, service learning, and workplace learning (Leslie 1991; Auburn, Ley, and Arnold, 1993; Auburn 2007).

Internship programs are a staple of many business schools, as they provide students with an opportunity to apply what they have learned in the classroom to the “real

world,” and such work experiences may prove useful in finding full-time employment after graduation and being successful in their initial jobs (Fuller & Schoenberger, 1991; Richards, 1984; Hecker, 1992; Sagen, Dallam, & Laverty, 2000; Callanan & Benzing, 2004).

Internship from the standpoint of a university is an attempt to combine theoretical training with the formation of practical skills of the students to facilitate their entry into the labor market (Binks, 1996; Johnson, 2000; Okay & Sahin, 2010). It is also an attempt to get feedback from the companies and organizations that provide internship opportunities to about the quality of education in their university, as well as to obtain more information on what students need to work on in order to meet the requirements of the present-day labor market (Schambach & Dirks, 2002; Burnett, 2003; Beard, 2007).

The company gets the benefits of temporary relief from students while they are doing internship. Also companies can use internships as a device for monitoring future potential employees (Knemeyer & Murphy, 2002). In other words, the internship is a core activity for the students in this process to gain work experience but there is mutual benefits for both the student and organization in this exchange. Students can also use an internship opportunity to determine if they have an interest in a particular career. It is a good opportunity for students to find permanent, paid work in the organizations where they did their internship. Internship is a very important experience for students, providing opportunities for application of knowledge, skills and values that they have acquired in the universities (Bernard & Goodyear, 2004; Russell-Chapin & Ivey, 2004).

The work-based learning through internships represents a situation that can give rise to a significant increase in exploratory activity, because the adaptation and performance of the students seem to depend on the information that they are able to collect regarding the new learning context (Jordaan, 1963; Kalakoski & Nurmi, 1998; Blustein & Flum, 1999; Taveira & Moreno, 2003; Porfeli & Lee, 2012).

The internship is an extension of the teaching and the ability to apply theoretical knowledge in practice. The development of specific skills and knowledge comes from learning and applying them to achieve organizational goals and objectives, which would satisfy both the organization and the students. An internship is necessary for the gradual introduction into the working environment. The student will learn to carry out responsibilities for future work by being part of the process.

A study of service learning, another situation which puts students into real-world settings, found that problem solving, critical thinking, and rhetorical skills are improved in nonacademic settings (Matthews & Zimmerman, 1999). Beyond skills training, internships also help socialize and acculturate (Tovey, 2001). They improve career decision making and perceptions of self-efficacy (Brooks, Cornelius, Greenfield, & Joseph, 1995; Taylor, 1988). Students who have completed an internship display greater ambition (Pedro, 1984).

Internships provide opportunities for students and newly minted graduates to evaluate and develop their employability by trial in an organizational setting for each of the components contained in Hogan et al.'s (2013) definition of employability: rewarding (R), ability (A), and willingness (W). Internships provide students the opportunity to gain practical business experience (Gabris & Mitchell, 1989). Internships allow

students to connect their practical experiences in the workplace with the theoretical constructs that they have explored in the classroom (Clark, 2003, Young, Wright & Stein, 2006). In addition, students become more engaged in their classroom work and become better students when they are better able to understand the relevance of the theoretical models. Some studies have noted improved student classroom performance upon their return from internship experiences (English & Koeppen, 1993; Clark, 2003).

From the perspective of human capital theory, workplace learning through internships would enhance student employability after completion of higher education (Salas-Velasco 2007). Role-transition model of placement experiences includes two main actors, higher educational institutions and work organizations (Auburn, Ley, and Arnold, 1993). The model consists of four phases: academic course work (i.e., classroom-based education in relevant theories), supervised work experience (i.e., internships), a return to academic work (i.e., reinforcement of the applied theory), and selection and preparation for career development. The main purpose of this model is to enable students to enhance their employability in a workplace.

Students can experience a trial-and-error approach (i.e., learning by doing) to increase their capabilities through self-learning in informal and formal internship arrangements (Salas-Velasco, 2007). There are a variety of internship forms, but consistent across different approaches is that an internship involves a term-length placement of an enrolled student in an organization - sometimes with pay, sometimes without pay-with a faculty supervisor, a company supervisor, and some academic credit earned toward the degree.

Despite their popularity and extensive history, little is known about the effectiveness of internships. Literature on business school internships is scant, lacks a dominant theoretical perspective, and is largely descriptive in most empirical studies. In addition, although internships involve complex relationships among three actors-student, faculty or school, and company-most research on internships has typically focused on only a small part of the overall process.

After entering the university, students cannot see their future profession very clear. The higher education system of most countries in the world has only a strong theoretical orientation (Black, J. S., Mendenhall, M., & Oddou, G. 1991). General subjects and, narrow profile courses cannot describe the full picture. Therefore, after graduation, graduates are usually disappointed due to lack of practical work experience. Specialists receiving diplomas of education have the theoretical knowledge that is necessary to perform in the workplace, but cannot always figure out what they will do in practice. Different ways of learning are intended to fill this gap, primarily internship. Most of the students are not serious to this element of the educational process. However, the biggest misconception is that someone waits for students in the market after graduation, especially at the present stage of economic development, in terms of financial and economic crisis. Therefore, it is important to have in the third year, and in some universities, in the second year of studying, set the right goals for their future career development. Internships are aimed at helping students identify and understand how to properly and effectively use every opportunity to achieve this goal.

Many of the students who interned regard it as a learning experience that facilitates the transition to the real world of business. In recent years, studies have shown that 92%

of universities have some type of internship experience (Coco, 2000). The knowledge and experience gained from classes are different from what is gained during the internship. Universities provide general standard education, which is often determined by the teachers while the internships contribute to non-standard learning (Brennan & Little, 1996; Hughes, 1998; Johnson, 2000). The education is the same for all students, who are studying in the universities, but the knowledge that students acquire during the internship are individual (Agarwal & Gupta, 2008). Availability of internships in an education program justifies its high level. Majority of studies recognize that internships offer many advantages: (a) internship can help students find a job, (b) internship can be the beginning of a full-time job, (c) internship experience can motivate students to go in the direction of a specific career and (d) internships create realistic expectations about the business world and help students determine the career plans ("Business Internship" in 1994; Clark, 2003; Divine, Linrud, Miller, & Wilson, 2007). Internship program is designed not only to provide benefits for students in preparation for their career, but also enable them to become more confident in their studying. Most students believe that internship is the most important and necessary experience in preparation for future employment (Milstein & Krueger, 1997; Hess & Kelly, 2005; Fry, 2005). Internships are training in the workplace, which is part of the higher education system. Students gain experience by trial and error (i.e., learning by doing), to develop their skills and capabilities (Salas Velasco 2007) through by self-study in formal and informal situations.

The internship program, as discussed in the study by Karim, Lee and Renganathan, (2012) is created for students to gain the experience on the job. In other words, the main objective goal is to make sure that students will have a chance to practice what

they learn in lectures and classes on theory. In general, internship programs combine theoretical knowledge of students obtained in the classroom and work environment in the real life.

One of the studies found that the internship is a very useful activity in general, which gives more opportunities for employment due to association with organizational and practical experience (Knouse, 2008). It was noted that internships give a priority to students who choose the employer for permanent employment (Cook, 2004). It is obvious that students are the most important recipient of internship results. The modern workplace requires possession of such skills as communication, quantitative analysis, information technology skills, problem solving skills and ability to work with others (Dickerson & Green, 2004). In different studies in the literature four career skills categories were identified: communication skills, academic skills, interpersonal skills, and the skills acquired in the workplace (Floyd's & Gordon, 1998; Boatwright & Marks, 1988; Gault, 2000). Effective internship program must ensure and enhance these skills and prepare students to address the various situations that arise in the workplace after graduation. Although, sometimes expectations of the students doing internships do not coincide with the results of the internship.

Enhanced employability: one of the main benefits of internships is that students with internship experience have a definite advantage in the labor market, which in turn, gives them opportunity to be ready to perform tasks in the workplace. Knouse, Tanner, and Harris (1999) found that students who have internship experience have been arranged to work more quickly than those who do not.

In consequence, there was a question concerning the fact whether these benefits are more valid for students with internship experience than they are for students without internship experience. In general it is argued that students, who have the internship experience, are more motivated and more effective in job searching (Knouse & Tanner, Harris, 1999). Taylor (1988) found another very important factor: students whose resume includes internship experience are valued higher than students with no experience.

Taylor (1988) showed that students who have proven themselves during an internship can have more opportunities for employment. Molseed, Alsup and Voyles (2003) found that employees were assessed for problem-solving skills, as one of the most important skills in internships, and it may also ensure greater employment opportunities.

Some studies have shown that internships make students more marketable, help them develop specific skills needed at work, such as critical thinking and written and oral communication, as well as provide an opportunity to apply the experience in practice, a trait that many employers expect from students (Maskooki, Rama, & Raghunandan, 1998; Perry, 1989; Raymond, McNabb and Matthaei, 1993). The employment market requires students who have a high level of academic excellence, as well as students who can demonstrate skills and abilities necessary for orientation and success in the workplace (Binks, 1996; Johnson, 2000; Okay & Sahin, 2010). Skills like teamwork, problem-solving skills can improve employment opportunities for graduates (Mason et al., 2006). Thus, with the help of internship, students develop these skills (Semedo et al., 2010; Young, 1995). The ability of students to solve problems in the workplace

is important for employers, so students need to practice this skill and internship is the best opportunity to practice it.

Considering the theory of human capital, internships will enhance student employment opportunities after completion of higher education (Salas Velasco 2007). Work after receiving the internship experience will benefit both students and employers, and will make a definite contribution to the development of social skills and the ability to deal with uncertainty in the workplace (Paisey & Paisey, 2010). Students recognize the importance of internships, because it is improving their academic and social skills. Internships help university students gain certain skills to be applied in the workplace, which cannot be acquired in the classroom environment in a university. While the students take advantage of learning opportunities in the universities, there are also other things that are possible and necessary to develop in practice. In general, for employers it is a very important fact that the student did the internship will more probably know the work process. Student will have enough experience and skills, and be able to apply them in different situations encountered in the workplace (Kelley & Gaedeke, 1990; Kelly & Bridges, 2005).

Realistic expectations of interns: another advantage of the internship is to allow students to understand what they can expect from the internship and also from the actual workplace. Stiles, Kuzma, and Elliot (1996) found that students were interested in the compensation for their internships and the opportunity to work full time after graduation. Fredrickson (2000) found that students who had the exact perception of the organizational culture had more success in their internship. Most students consider internships as an effective means of providing them with sufficient practical experience and prepare them for future employment. They appreciate the importance

of the opportunity that university provides for the students go through internship in various firms for experience, which helps them improve their learning. It was found that students tend to overestimate the applicability of the information that they received from their universities (Tackett, 2001). So, in a way, internship provides realistic job previews.

Satisfaction with the internship experience: in general, it is argued that students are satisfied with their internship experience (Clark, 2003). But there are also different opinions on this issue. Providing students with the preliminary preparation can give them a chance to think about the obstacles that they may encounter in the workplace in the future. If these issues are not properly considered, these experiences can lead to anger or depression (Levine et al., 2006). Beard and Morton (1999) and Cho (2006) observed a high level of satisfaction among students, who did the internship, on the other hand Perlmutter and Fletcher (1996) noted the great dissatisfaction among the students. Rothman (2007) identified the factors that are associated with the satisfaction of students in perception to internships: clear task data from the supervisor, challenging assignments, constructive feedback, and also the attitude. Spann (1994) argues that one of the most common problems associated with the internship is student dissatisfaction and he claims that student usually is dissatisfied mainly due to the negative attitude of the staff. It may also be the result of lack of adequate skills or erroneous initial expectations. Spann (1994) cites some studies found the student supervisor as the main reason for student dissatisfaction. When students complete the internship successfully, they have a number of advantages for their career, such as; improvement in the perception of the work, increases job satisfaction, stress resistance, striving for success (Gault et al., 2000; Richards, 1984).

Mentoring intern: studies have shown that the internship is more valuable if students are provided with a mentor during the internship (Callanan & Benzing, 2004; Snyder, 1999). Mentors provide students an opportunity to quickly immerse themselves in the internship process and to quickly resolve the emerging issues (Feldman, People, and Turnley, 1999).

Internship objectives: the main purpose of the internship is to improve vocational education. For most beginners to specialist, the main objective for doing internship is acquisition and development of necessary skills. Students doing internships can gain knowledge and experience. They can also receive a good recommendation to stay and work in the already familiar environment and in some cases they can get a letter of recommendation for future workplace. This is a point to start great career achievements. The name of the company where student did the internship, can be used in the CV.

Art, work craft, how to work - those are the things, which no one will not teach students theoretically in a university. Teachers are not explaining to the students how they will apply knowledge in practice. These are some sophisticated skills, which students should gain by themselves and for the most part through practice. Often, beginners do not have the basic skills such as planning their time or understanding the behavior of a team.

The interns need to understand how to work in their specialty. What skills will be needed and how to direct all efforts for their development? In order to achieve that the intern:

- Needs to learn how to manage his/her time to plan things, set the order.

- Needs to remember that he/she is part of the mechanism where his/her action depends on the work of other employees.
- Needs to have clarification if the task seems incomprehensible.
- Needs to learn how to work independently.

The outcomes from the internship may be of two types. Studies in the literature argue that outcomes of internships include (1) skill development and career enhancement, (2) organizational benefits from the completion of the internship project (Edstrom & Galbraith, 1977; Hocking, Brown, & Harzing, 2004).

Most research on internships focuses on student learning as the major outcome. Internships may also help students acquire job relevant skills such as writing skills, and help students put abstract concepts into context (Bowers & Nelson, 1991, Freedman & Adam, 1996; Winsor, 1990, Garavan & Murphy, 2001). Benefits that students are getting after the internship are:

- consolidate the theoretical knowledge acquired in their program of study;
- the ability to apply their knowledge and skills in practice;
- the ability to navigate in a real working process and encounter situations that were not given in the example in the theory;
- the possibility of direct contact with the professional community;
- job search skills, and communication with the employer;
- experience of working with an experienced professional, mentor;
- possibility as soon as possible to understand what the specialty or area selected is incorrect and his/her skills do not match requirements of the profession;

- the ability to find their way in the profession and determine the direction of future growth;
- the ability to look for a job, the right to start to a career;
- the opportunity to get initial experience, which is so lacking young professionals for a job after Internship, and get their first record in the workbook;
- the ability to make their first successes, and demonstrate skills in the chosen specialty before, perhaps future employer;
- a more detailed picture of how the organization operates;
- development of personal competencies like time management, the ability to take responsibility and work in a team;
- communication and necessary acquaintances;
- obtain additional information about the market sought after competencies and market professionals;
- understanding in which organization student would like to work (government, business, nonprofit organization with a hierarchical type of control, type of management, based on a partnership between employees, management style, based on the achievement of certain results of projects, etc.);
- obtain employment opportunities in a company where he/she did internship (this is the strategy of many companies, aimed at the formation of personnel reserve);
- obtaining job search skills and negotiating with employers.

For the student, the outcomes will mostly focus on skill development and career opportunities. Satisfaction from the internship experience, possible employment, and less career shock may be likely proximal outcomes. Longer term outcomes will be perhaps be better career decisions and career prospects.

On the other hand the company receives the benefits of temporary assistance and student's knowledge and can even use internships as a screening device for future potential employees. Thus, internships are often seen as a "win-win" proposition (Knemeyer & Murphy, 2002). It is also beneficial for the company where the student did the internship. Those benefits are:

- despite the fact that student interns are another challenge for organizations that need to be addressed, internships also have advantages for the company.

Organization of being a place where a student did internship, and having a connection with the profile educational institution, organization receives such advantages as:

- the opportunity to have valuable young professionals;
- an opportunity to "educate" young students at organizational standards, to do internship in accordance with the necessary rules, requirements and specific nature of the organization;
- the ability to adjust the educational programs of universities, interacting with them, thus making way for students to perform the work necessary for the organization.

For the employing firm, the important immediate benefits may include project completion, efficiencies due to using cheaper labor, potential screening of and recruitment of the intern and, perhaps, an inflow of ideas (e.g., best practices) from the university to the company. Longer-term benefits may include a stronger tie with the university, thereby encouraging students to apply for future internships, as well as a continued inflow of ideas.

Antecedents: the transfer of knowledge across organizational boundaries, shows the importance of the relationship between the two organizations as well as the individuals involved in the process (Geisler, Furino, & Kiresuk, 1990; Inkpen & Dinur, 1998). For the employing firm, the primary relationship issue is how prepared it is for internships. Preparedness can be captured by three sets of factors: awareness of university's interests, internal organizational context, and formality of structure for internships. Interorganizational research has shown that the greater the awareness of two collaborating organizations' respective interests, the more likely they will be able to transfer knowledge between them. Whether the awareness comes from prior ties, from careful screening of potential partners each should lead to a greater level of cohesion between the partners and a greater likelihood for knowledge transfer (Uzzi & Lancaster, 2002; Reagans & McEvily, 2003).

Process: for the employing firm, the processes focus on managing the relationship with the university while overseeing the student intern. Between the company and the university, the process centers on communication and commitment to building a relationship. In terms of overseeing the internship, for the company this entails providing supervisory support and feedback to the student during the internship.

Outcomes: as shown in Table 1: Determinants of internship effectiveness there are three types of outcomes from the internship: (1) organizational benefits from the completion of the internship project, (2) enhanced capabilities of the company and the university, and, at the student level, (3) skill development and career enhancement. According to this, there is a new concept that internship depends not only on the student and on staff in the organization, but also on of supervisor or mentor, which in

turn provides jobs and tips for completing specific tasks set by the university to the student.

Table 1: Determinants of internship effectiveness

ANTECEDENTS	PROCESSES	OUTCOMES
<p>Employing firm's preparedness for the internship</p> <p>Awareness of university's interests</p> <ul style="list-style-type: none"> - Prior ties - Careful screening or matching - Similarity in strategies <p>Internal organizational context</p> <ul style="list-style-type: none"> - Size - Resources available <p>Internship structure formality</p> <ul style="list-style-type: none"> - Project definition - Selection of students - Matching the project with students 	<p>Employing firm's interaction with university and student</p> <p>Communication with and commitment to the university</p> <ul style="list-style-type: none"> - Arms length or embedded <p>Managing the process</p> <ul style="list-style-type: none"> - Feedback to student and supervisory Support 	<p>Employing firm's tangible benefits and enhanced capabilities</p> <p>Proximal</p> <ul style="list-style-type: none"> - Project completion -Project productivity -Potential recruitment -Initial inflow of ideas - Student satisfaction <p>Distal</p> <ul style="list-style-type: none"> -Continued inflow of ideas -Stronger linkages with academic institution
<p>Student's ability to transfer and apply university knowledge to internship</p> <p>General academic preparedness</p> <p>Internship readiness</p> <ul style="list-style-type: none"> - Awareness and choice about project - Choice about faculty advisor 	<p>Student's commitment to the internship</p> <p>Motivation</p> <ul style="list-style-type: none"> - Task and knowledge challenges - Initial student learning <p>Communication</p> <ul style="list-style-type: none"> - With faculty and employer 	<p>Student's skill development and career enhancement</p> <p>Proximal</p> <ul style="list-style-type: none"> - Student satisfaction - Student placement <p>Distal</p> <ul style="list-style-type: none"> - Career prospects
<p>University's preparedness for the internship</p> <p>Awareness of company's interests</p> <ul style="list-style-type: none"> - Prior ties - Careful screening or matching - Similarity in strategies <p>Internal organizational context</p> <ul style="list-style-type: none"> - Size - Degree 	<p>University's interaction with employing company and student</p> <p>Communication with and commitment to the employer</p> <ul style="list-style-type: none"> - Arms length or embedded <p>Managing the process</p> <ul style="list-style-type: none"> - Feedback to student and faculty mentoring 	<p>University's enhanced capabilities and facilitation of student development</p> <p>Proximal</p> <ul style="list-style-type: none"> -Student satisfaction -Student placement -Quality of student programs <p>Distal</p> <ul style="list-style-type: none"> -Inflow of research ideas

<ul style="list-style-type: none"> - Program design Internship structure formality - Faculty preparedness - Faculty selection role - Selection of students - Matching the project with students 		<ul style="list-style-type: none"> -Stronger linkages with employing firm -Reputation for student placement
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Internship effectiveness: despite their popularity, little is known about the effectiveness of internships. The following studies are giving the information that will show the effectiveness and importance of internships. The effectiveness of the internship experience as a contribution to the overall student performance in higher education is an essential factor that is included in the curriculum. Most of the studies were based on the belief that the inclusion of internships in curricula should enable students to gain job-related competencies and simultaneously evaluate potential careers. Some of the studies attempted to determine the effectiveness of internships by examining the extent of personal attributes (i.e., learning and performance goal orientations) and occupational mentoring influence students' person-job and person organization fits, how these fits are related to satisfaction with internships, and how such satisfaction is correlated with students' commitment to the profession after the completion of their internships (Leslie 1991; Auburn, Ley, and Arnold 1993; Auburn 2007).

Through such opportunities, students might also develop interpersonal connections within their chosen industries that may serve their careers in the future. From the perspective of human capital theory, workplace learning through internships would enhance student employability after completion of higher education, which is an argument consistent with Knight and Yorke's (2003) contention that "higher education

institutions are now charged with promoting graduate employability” (Salas-Velasco 2007; Knight & Yorke’s, 2003). The employability of higher education students could be strengthened by integrating workplace learning into course curricula and by providing career-related consultations with teachers and professional mentors (Knight & Yorke, 2003).

Internship is an approach to workplace learning that is frequently adopted in higher vocational education. Students can experience a trial-and-error approach (i.e., learning by doing) to increase their capabilities through self-learning and informal and formal training arrangements (Salas-Velasco, 2007). Student personality traits contribute to the effectiveness of internships over and above the contributions of the efforts of teachers and work organizations. (Auburn, Ley, and Arnold 1993; Auburn 2007). Dweck and Leggett (1988) interpreted provisioning in terms of two dimensions: learning and performance. Learning is presented as “A preference to develop one’s competence by acquiring new skills and mastering new situations” (p. 45), whereas performance is described as “a preference to demonstrate and validate one’s competence by seeking favorable judgments from others” (VandeWalle, Slocum, 2001, p. 34). The majority of the universities has gradually modified and advanced their internship programs, which has reinforced the effectiveness of workplace learning and enhanced its ability to meet the requirements of the organizations.

A study found an internship to be overall a beneficial activity that can enhance employability through work-related and organizational learning experience (Knouse et al., 2008). Evidently, students are the most important beneficiary of the internship outcomes. Also in the recent years, the modern workplace has been placing an increasing level of importance on such generic skills as communication, quantitative

analysis, information technology skills, problem-solving skills, and ability to work with other people (Dickerson and Green, 2004). Referring to the findings of various studies, a review of literature identifies four career preparation skill categories: communication skills, academic skills, interpersonal skills, and job acquisition skills (Floyd & Gordon, 1998; Boatwright & Stamps, 1988; Gault, 2000). An effective internship program should be able to provide and/or enhance such skills and prepare students to face the real-life challenges after their graduation. However, students' expectations before taking an internship may not match their experiences after experiencing one.

The internship program, which is part of educational process, is an important component of success for the university. Those skills gained as a result of the internship should be useful in the future (Elkins, 2002). University should provide students with theoretical knowledge before doing the internship which will in turn enable students to have an idea of how to apply this knowledge in practice and develop their skills to communicate with others. It will also help them understand the need of their acquired knowledge (Raymond et al., 1993). The context of internship program is a factor that is necessary in the acquisition of high-quality internships and work experience (Gryski, 1987).

Previous studies show that employers consider addressing the most important skill that is acquired in the course of the internship, this skill is a key to increase the students' chances in employment (Molseed, 2003). In order to make the internship program more effective, the employer must clearly identify goals and objectives for students who need to develop the skills required in the workplace, and then find a way to make sure that the student himself has found a way and time when he/she need to use a

particular skill (Narayanan, 2006). If students have mentors during the internship, they have an opportunity to get many privileges, than students who do not have a mentor (Callanan and Benzing, 2004).

Previous studies identified the perception of the satisfaction of internships, but not the effectiveness of the internships (Molseed, 2003). In this study the effectiveness of the internship program is determined by the criteria in which the student develops their skills in three areas; academic, personal and enterprise skills. Academic skills are the ones such as the skill to apply the theory in practice, research skills, as well as the skills necessary for reporting. Personal skills - creativity, communication, problem solving- are also included. Corporate skills that are necessary to meet the challenges of the organization were also examined.

In accordance with the views of students - internship opportunity to secure the future education and career, develop self-confidence in the performance of tasks and develop teamwork skills and social interaction, an exploratory study of internship was done at Greek universities by Mihail (2006). It showed that the internship is a great an advantage in relation to the academic and entrepreneurial skills. According to some reports, the skills that had the greatest impact are time management skills, communication skills and teamwork. As a result, it is clear that the internship program is more important in obtaining personal skills for students (Mihail, 2006).

A well-developed internship program provides a great opportunity for students to enable them to acquire the necessary experience during internships. There is an opinion, according to which there is a connection between the organizations and universities that they are developing a plan for the training of students, according to

which students will receive theoretical and practical experience. Students overall can find internships to be an effective means of providing them with business education and preparing them for their future careers.

After reviewing the literature related to this topic, researcher developed research questions, such as:

- How do students perceive internships?
- How satisfied are they with their internship experience?

Chapter 3

METHODOLOGY

3.1 Introduction

In this study, the researcher focused on the effectiveness and importance of the internship in order to contribute to the literature on internship and investigate its impact on student's employability. More specifically, the present research aims to study and analyze students' perception of the internship, and understand how important and valuable internship is for students. Therefore, the main objective of this specific study is to investigate and add to the already existing knowledge about internships and how it helps students.

The survey used in the study was designed after a review of the literature. The survey was designed to determine the effectiveness and importance of internships for students and to understand how students assess the importance and seriousness of internships in practice. The second objective is to explore whether internships are helping develop skills and knowledge, which would allow us to understand effectiveness of students' internship experience. In order to obtain the relevant data, the study uses a quantitative approach.

3.2 Research Site

Stabilization of the labor market in the Russian Federation has developed a "candidate of the market", result in high activity, readiness to change, professional growth and development. At the same time, the expert growth, skills development and horizontal

development aspired employees to join the company. A company seeks through various incentive programs and focuses on the development of internal communication and interaction between the parts of the organization to increase mobility of staff. At the same time, it revealed a willingness to change the current career development and to try new activities. Businesses are not afraid to take a break. Someone is spending time trying to learn by investing in your future or current career. And someone changes the activity takes personal affairs. There was the belief that a good specialist is always in demand and a break or a change of occupation does not prejudice the career (Zhuravleva, 2011). Improving labor legislation promotes the influx of foreign professionals, with more and more Russians having the opportunity to gain experience abroad. Improving the quality of staff training and development programs will also have a positive effect.

Russia, more than ever, is open to international business and as a country it becomes more and more an attractive market. However, the unstable past of the country, economic and technological challenges sometimes hinder the pace of development of foreign companies. A critical factor in achieving success becomes a transformation of personnel management structure. If the company and its employees are not willing to change at the same speed with which changes the business itself, the company will not be able to move forward. Employers' expectations are very high: they require unconventional thinking and innovative approach. Companies see the dependence of the success of the talented staff with clear thinking, systematic and structured approach from the people who help to avoid bureaucracy and cut costs. State for 2015 has taken active measures to combat unemployment using different instruments such as:

- internships (graduates of schools, universities);

- retraining (training);
- vocational training (change of activity);
- creating their own business (entrepreneurship).

Besides improving the state employment policy was conducted during 2013 (Zhuravleva, 2013). These basic measures are as follows:

- the introduction of quotas for foreign labor (quota for issuing invitations to foreign citizens to enter the Russian Federation for carrying out labor activity);
- promoting the creation of additional jobs and employment of citizens in small and medium-sized enterprises;
- allocation of funds to subjects of the Russian Federation for employment specially equipped workplaces.

In the coming year there will still be a deficit of professional staff in many areas. Experienced specialists are required especially in the industries such as the energy sector and the automotive industry. In 2013, in order to attract good candidates, companies had to make a lot more effort. Serious growth of salaries (more than 10-20%) occurs just at this moment - at the moment negotiating with the employer of the candidate. At the same time the Russian average wage growth in 2013-2014 did not exceed the inflation rate. The banking sector has traditionally seen the highest increase, but the largest increase in the opening of new jobs and the recruitment of staff occurred in the consumer goods, retail sector, industrial production, IT and telecommunications. However, the situation began to change dramatically. Thus, the Russian labor market, are inherently more "market candidate" because of the acute shortage of highly qualified personnel and the demographic crisis experienced in 2014, stress due to

rapidly falling unemployment. If at the beginning of 2012 the unemployed were 6.6% of the total working population in the domestic economy by the end of the year this figure fell to 5.3% (Sharinova, 2012).

While the labor market is saturated, employers are in no hurry to raise wages and, consequently, the economy does not appear surplus of free finance households, which can heat up the growth of consumer prices. Until now dominated by the dismissal of workers on their own, and not as a result of the reduction of enterprises needs in the workforce. To date, the main problem is not employment, unemployment, and inefficient use of employed labor force, primarily located in the forced outage. In this regard, a significant part of the population concerned about the threat of job loss. The current situation on the labor market acquires new features. First, long-term hidden unemployment, which is accompanied by the labor shortage continues. The decline in production, on the one hand and low manufacturing efficiency and work organization on the other increased the number of unnecessary personnel. To optimize the use of their whole system of measures, companies aimed at a reasonable combination of labor and means of production. Second, there were significant failures in the reproduction of skill mix. It does not make a natural outflow of older workers in many professional and qualification groups. In general, the scope and level of training of workers of mass professions does not meet future requirements. Of particular interest is the analysis of the situation of young professionals on the Russian labor market. Its necessity is caused by two major factors: First, young people account for about 35% of the working population of Russia, and secondly, they are - the future of the country. Young professionals today largely determine the political, economic and social processes in the society (Sharinova & Emelianenko, 2013). However, they are all over the world

are among the most vulnerable groups in the labor market, because it does not have sufficient professional and social experience, and therefore less competitive. Reducing the overall standard of living has led to overemployment among students who have to work in their free time. Despite the crisis, the economic growth is increasingly felt the need for improving the educational level of workers, increasing the demand for vocational education. If there are no current trends in the reproduction of qualified personnel will not change in the short term we can expect rising unemployment among the unskilled population, and especially the students who do not continue further education, no profession or proper qualifications. Therefore, a rational organization of the professional education of students agreed with the trends in the global labor market. Thus, with the development of market relations and competition, accelerating the restructuring of the industry structure of employment value of training the employee is bound to increase. International experience confirms the trend duration of student learning growth and later its entry into active employment. The Russian labor market is not the market of competitors for a very long time.

As noted in previous chapters, there are not many studies about the effectiveness of internship programs. The Russian State University of Tourism and Service was founded as a vocational institution and after it was restructured as a university, internship programs were included in the curriculum. There are many students from different countries and different nationalities in this university, this factor allows the university to collect and compare the experience of internship in different countries. This international university is linked to the hospitality, tourism and service industry. In this environment, students should have as much experience and practice as possible. Thus, the internship is an integral part of the educational process in Russian State

University of Tourism and Service. The university often changes the individual tasks of students, trainees and promotes its internship program, which enhances the efficiency of internships in the workplace and its ability to develop a variety of skills students needed in the workplace. The internship program was initially offered for 6 months only in one year, and now it's divided into 2-3-month periods in the third and fourth year of education. In the first year of the program, students were sent to certain companies for internships. About 7 years ago, the university began to develop internship opportunities abroad, giving students the opportunity to choose the organization for an internship. All the information about the university and its internship program is available on its website <http://www.rguts.ru>.

3.3 Data Collection and Analysis

A survey was developed covering all issues related to the study. It has the following parts: the first part contains general information on the demographic variables, and items pertaining to how internships will help students to improve their skills and abilities. The second part aims to examine students' perceptions about their internship experience.

The data collection for the study was done by a survey. A total of 278 questionnaires were collected from the students who had gone through internship programs. Quantitative research instrument was distributed to students through an online survey all of who have completed an internship at the Russian State University of Tourism and Service. The questionnaire consisted of 42 items. The survey was divided into 2 parts. The first 24 questions were made to describe how internships will help students to improve their skills and abilities, and the other questions aimed to examine students' attitudes toward internships.

The survey was conducted among students of the Faculty of Economics, who had gone through the internship program. This includes 3th and 4th year of their curriculum in the program during which students must pass two mandatory internships.

The researcher has reviewed the literature which is related with the topic. The survey was designed in order to measure the appropriate data which will show the effectiveness and importance the internship for students.

Questions were taken from different sources, which are related to the topic. These are:

1. Undergraduate Internship Program Structures for Effective Postgraduation employability: A Case Study of a Mass Media Arts Internship Program (Patel, 2015).
2. A survey of internship programs for management undergraduates in AACSB-accredited institutions (Eyong B. Kim, Kijoo Kim, Michael Bzullak, 2012).
3. Starting and maintaining a quality of internship program. (Michael True, 2013).

The questionnaire was distributed by using Google Form. To become familiar with the survey context, the link is listed below:

https://docs.google.com/forms/d/1W2PvQ16ZQQH2E44mp1xjzVR9_mOvI49QNOrcZm2k95c/viewform

The Statistical Package for the Social Sciences (SPSS) program was used to analyze the collected data. Results of the analysis were used to answer on the research questions:

- Describe how internships will help students to improve their skills and abilities.
- Examine students' attitudes toward internships.

In other words, it was examined how effective and important internship programs were for students. Based on the results, recommendations were developed and presented in the conclusion chapter.

Chapter 4

DATA ANALYSIS AND INTERPRETATION

4.1 Demographic Characteristics

This section presents the demographic variables. The researcher used frequency tables constructed from the data collected. The demographic variables are gender, age, and academic level. The age distribution of the sample is shown in Table 1. The sample consisted of 139 males (50%) and 139 females (50%). It allows to observe the perception of students of different age and gender to internships.

The frequency distribution of the respondents' age is presented in Table 2.

Table 2: Frequency table for age

Age	Frequency	Percent
18-25	120	43.2
26-33	106	38.1
34-41	52	18.7
Total	278	100

As seen in Table 2, most of the students who participated in the study are between the ages of 18-25 years. Their number was 120 people, which is 43.2% of the sample. The number of participants in the 26-33 age group is 106 (38.1%). There were 52 respondents (18.7% of the sample) in the third age category (People of different ages

have the experience to do internship. Data of the study describe how people of different ages are perceiving internships.

Table 3: Frequency table for gender

Gender	Frequency	Percent
Male	139	50
Female	139	50
Total	278	100

Table 3 presents the gender distribution of the participants in the study. Frequency table for gender shows that a total of 278 respondents is divided equally between two genders.

Table 4: Frequency table for academic level

Academic level	Frequency	Percent
Third year	144	51.8
Fourth year	134	48.2
Total	278	100

Table 4, frequency table for academic level, shows the frequency of academic level of students that can show how people at various levels of education did the internships.

4.2 Descriptive Analysis

A total of 278 questionnaires were collected from the students who had gone through the internship programs. The questionnaire consisted of 42 items. The survey was divided into 2 parts. The first part was demographics. The second part, which included

24 questions, aimed to understand how internships will help students to improve their skills and abilities, and the third part aimed to examine students' perception toward internships.

Questions were taken and adapted from the following sources, which are related to the topic:

1. Undergraduate Internship Program Structures for Effective Postgraduation employability: A Case Study of a Mass Media Arts Internship Program (Patel, 2015).
2. A survey of internship programs for management undergraduates in AACSB-accredited institutions (Eyong B. Kim, Kijoo Kim, Michael Bzullak, 2012).
3. Starting and maintaining a quality of internship program. (Michael True, 2013).

Table 5: Mean and Standard Deviation

No	Question	Mean	Standard Deviation
41	“My internship experience improved my ability to connect academic subject matter to a real world experience”	4.12	0.815
38	“My internship experience prepared me for my career goals and actual job”.	4.06	0.948
35	“Overall, I am satisfied with my internship experience.”	4.05	0.964
40	“I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations.”	4.04	0.910
36	“I believe I learned what I expected in my internship”	4.03	0.974
26	“In my opinion, internship is a good learning experience”	4.03	0.980
25	“I find the internship experience successful”	4.01	0.921
42	“I would recommend internship experience to other students”	4.01	0.801
22	“I have a better understanding of professional work environment”	4.01	0.993
37	“My internship experience improved my ability to excel in a professional work environment”	4.00	1.009
34	“When I had any job-related problems, I had a chance to ask my internship employer or co-workers”	4.00	0.974
33	“I had a chance to discuss my career with an internship employer or co-workers of internship”	4.00	0.944
39	“I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom.”	3.99	0.963
32	“My internship employer actively helped me doing internship”	3.99	0.935
29	“My expectations for the internship were met”	3.97	0.985
27	“I received enough training during internship to do the job”	3.97	0.970
23	“ I have learned more about career options in my field of study”	3.97	0.983
24	“Internship experience will help my career”	3.96	0.934
31	“The information I recorded during the internship was helpful”	3.96	0.934
28	“I’m satisfied with the results of the internship”	3.95	0.982

19	“Internship helped me to gain experience in teamwork”	3.95	1.002
20	“The internship was useful in terms of the practical application of the information I have received”	3.94	0.969
21	“After my internship I feel confident I can attain a full-time position in this or a similar organization”	3.92	0.997
17	“Internship helped me to understand the processes and work in the company”	3.92	1.000
18	“Internship helped me to study of the basic processes required in the future work”	3.89	1.008
15	“All knowledge and skills were certainly useful and applicable to my work”	3.88	0.981
30	“University supervisor’s feedback during the internship was adequate”	3.88	0.993
16	“ Internship helped me to understand new developments”	3.87	0.997
14	“Content of the internship satisfied my needs”	3.82	0.952
13	“This experience helped me make a choice for my career goals”	3.74	0.975
12	“My company supervisor provided constructive feedback”	3.54	0.963

This table shows the elements relating to the question of student’s perception about the internship. Item 41 (“My internship experience improved my ability to connect academic subject matter to a real world experience”) ranks first with mean of 4.12 and standard deviation of 0.815. Since, item 41 shows that the internship helps students to apply theoretical knowledge in practice. Item 38 (“My internship experience prepared me for my career goals and actual job”) ranks second with mean of 4.06 and standard deviation of 0.948, and it’s showing that for the majority of the students, internships made a good preparation and also specific development in in their abilities and skills. Also, internship served as a starting point for them to develop their self-confidence level. The third item 35 (“Overall, I am satisfied with my internship experience”) with mean of 4.05 and standard deviation of 0.964, this item describes the whole picture of student’s perception for the internships. Students are in general satisfied with the internship experience, which means that they liked it, they benefited from their internship experience and they believe that the internship experience prepared them for future jobs. It also shows that a large number of students perceives internship as an essential factor influencing their future employability.

According to the list of questions, item 14 (“Content of the internship satisfied my needs”) with mean of 3.82 and standard deviation of 0.952 is telling us that students don’t think that the content of internships can satisfy their needs, maybe they were expecting something else, like after the internship they will get their job in that company. It is also possible that the internship was unpaid, and the student was not satisfied with it. Maybe student was thinking that internship involves only visiting a company, but not being include in the work process, because for many students internships are not that important and they do not regard them as experience. Item 13 (“This experience helped me make a choice for my career goals”) with mean of 3.74 and standard deviation of 0.97 may tell us that students are not feeling that internships are not that helpful to make their choice for career goals, it’s just preparing them for it. Item 12 (“My company supervisor provided constructive feedback”), is the one with the lowest mean of 3.54 and standard deviation of 0.963. Last item explains that not all of the supervisors from companies were giving a constructive feedback, which, of course, is important for students. Sometimes, it means that supervisors don’t know how to help the students or don’t attach any importance to that aspect of their supervisory duties.

It should also be noted that the high rate of deviation from the mean can be related to the fact that students have different perception about internships. This can be because of their age and level of education.

From the data above, it should be noted that students are serious about internships, and consider them to be necessary for the development of their skills, which will be used in the workplace. This finding is in accordance with the literature review presented in Chapter 2, and is consistent with studies related to this topic.

To measure different perceptions toward the internships between students of different ages, a one-way ANOVA test was used. The results are represented in Table 6.

Table 6: One-Way ANOVA test for students' perceptions toward the internship, according to their age

	"How old are you?"	18-25	26-33	34-41	F	Sig
12	"My company supervisor provided constructive feedback"	3,50 (0,090)	3,54 (0,096)	3,61 (0,120)	3,62	0,800
13	"This experience helped me make a choice for my career goals"	3,67 (0,093)	3,83 (0,091)	3,71 (0,130)	3,71	0,478
14	"Content of the internship satisfied my needs"	3,76 (0,097)	3,82 (0,087)	3,94 (0,108)	3,94	0,541
15	"All knowledge and skills were certainly useful and applicable to my work"	3,88 (0,094)	3,83 (0,097)	3,98 (0,115)	3,98	0,698
16	"Internship helped me to understand new developments"	3,88 (0,096)	3,80 (0,102)	3,98 (0,105)	3,98	0,562
17	"Internship helped me to understand the processes and work in the company"	3,88 (0,101)	3,94 (0,096)	3,94 (0,104)	3,94	0,886
18	"Internship helped me to study of the basic processes required in the future work"	3,86 (0,100)	3,86 (0,095)	3,98 (0,118)	3,98	0,766
19	"Internship helped me to gain experience in teamwork"	3,93 (0,097)	3,88 (0,098)	4,09 (0,114)	4,10	0,461
20	"The internship was useful in terms of the practical application of the information I have received"	3,85 (0,099)	3,95 (0,089)	4,11 (0,101)	4,12	0,253
21	"After my internship I feel confident I can attain a full-time position in this or a similar organization"	3,80 (0,102)	3,99 (0,089)	4,07 (0,116)	4,08	0,170
22	"I have a better understanding of professional work environment"	3,91 (0,099)	4,09 (0,090)	4,05 (0,124)	4,06	0,379
23	"I have learned more about career options in my field of study"	3,95 (0,092)	3,99 (0,095)	3,96 (0,132)	3,96	0,967
24	"Internship experience will help my career"	3,95 (0,090)	4,01 (0,088)	3,86 (0,120)	3,87	0,658
25	"I find the internship experience successful"	3,92 (0,091)	4,16 (0,084)	3,92 (0,116)	3,92	0,104
26	"In my opinion, internship is a good learning experience"	3,85 (0,098)	4,16 (0,088)	4,15 (0,118)	4,15	0,040*
27	"I received enough training during internship to do the job"	3,90 (0,100)	3,99 (0,090)	4,07 (0,098)	4,08	0,523
28	"I'm satisfied with the results of the internship"	3,87 (0,098)	4,02 (0,090)	4,00 (0,120)	4,00	0,469
29	"My expectations for the internship were met"	3,92 (0,101)	4,02 (0,090)	4,00 (0,113)	4,00	0,760
30	"University supervisor's feedback during the internship was adequate"	3,88 (0,098)	3,88 (0,089)	3,88 (0,134)	3,88	0,999
31	"The information I recorded during the internship was helpful"	3,89 (0,093)	3,97 (0,082)	4,07 (0,125)	4,08	0,481
32	"My internship employer actively helped me doing internship"	4,04 (0,090)	3,89 (0,092)	4,04 (0,110)	4,04	0,458
33	"I had a chance to discuss my career with an internship employer or co-workers of internship"	3,96 (0,095)	3,98 (0,089)	4,13 (0,106)	4,13	0,538
34	"When I had any job-related problems, I had a chance to ask my internship employer or co-workers"	3,95 (0,094)	3,96 (0,095)	4,15 (0,115)	4,15	0,435
35	"Overall, I am satisfied with my internship experience."	4,01 (0,093)	4,05 (0,097)	4,13 (0,106)	4,13	0,731
36	"I believe I learned what I expected in my internship"	4,04 (0,094)	3,90 (0,095)	4,27 (0,107)	4,27	0,087
37	"My internship experience improved my ability to excel in a professional work environment"	3,99 (0,097)	3,86 (0,101)	4,31 (0,101)	4,31	0,031*
38	"My internship experience prepared me for my career goals and actual job."	4,05 (0,089)	4,00 (0,090)	4,19 (0,129)	4,19	0,486
39	"I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom."	3,95 (0,090)	3,99 (0,093)	4,06 (0,127)	4,06	0,825
40	"I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations."	3,94 (0,090)	4,11 (0,084)	4,13 (0,110)	4,13	0,267

41	“My internship experience improved my ability to connect academic subject matter to a real world experience”	4,05 (0,080)	4,13 (0,082)	4,25 (0,082)	4,25	0,363
42	“I would recommend internship experience to other students”	3,85 (0,082)	4,11 (0,066)	4,19 (0,103)	4,19	0,010*

*The mean difference is significant at the 0,05 level.

	“How old are you?”	Sum of Squares	df	Mean Square	F	Sig.	
26	“In my opinion, internship is a good learning experience”	Between Groups	6,135	2	3,068	3,249	0,040*
		Within Groups	259,634	275	0,944		
		Total	265,770	277			
37	“My internship experience improved my ability to excel in a professional work environment”	Between Groups	7,054	2	3,527	3,528	0,031*
		Within Groups	274,946	275	1,000		
		Total	282,000	277			
42	“I would recommend internship experience to other students”	Between Groups	5,924	2	2,962	4,735	0,010*
		Within Groups	172,018	275	0,626		
		Total	177,942	277			

To determine if significantly different perception toward the internships between students of different ages, ANOVA test was used. The results showed that out of 30 points, 3 points only showed significant differences. There was a statistically significant difference between students’ age and students’ opinion that internship is a good learning experience at the $p < 0,05$ level for the three conditions [F(2, 275)=3,249, $p=0,040$]. A mean of 4,16 and standard deviation of 0,088 shows that students in the 26-33 age group are thinking that internship is a good learning experience.

Also there was a significant difference between students’ age and students’ recommendation of internship experience to other students at the $p < 0,05$ level for the three conditions [F(2, 275)=3,527, $p=0,031$]. A mean of 4,31 and standard deviation of 0,101 shows that students between ages 34-41 are thinking that internship experience improves students’ ability to excel in a professional work environment.

And the third point with the significant difference between students' age and internship experience is that improved students' ability to excel in a professional work environment at the $p < 0,05$ level for the three conditions [$F(2, 275)=4,735, p=0,010$]. A mean of 4,19 and standard deviation of 0,103 shows that students in the age group of 34-41 are thinking that they will recommend internship experience to other students.

In order to measure whether male and female students have different perceptions about their internship experience independent samples t-test was run. The results are presented in Table 7.

Table 7: Independent-samples T-test for students' perceptions toward the internships, according to their gender

	"What is your gender?"	Male	Female	t	Sig
12	"My company supervisor provided constructive feedback"	3,54 (0,994)	3,53 (0,935)	0,124	0,901
13	"This experience helped me make a choice for my career goals"	3,83 (0,982)	3,64 (0,962)	1,604	0,110
14	"Content of the internship satisfied my needs"	3,90 (0,884)	3,73 (1,011)	1,516	0,131
15	"All knowledge and skills were certainly useful and applicable to my work"	3,90 (0,970)	3,86 (0,994)	0,366	0,714
16	"Internship helped me to understand new developments"	3,92 (0,956)	3,82 (1,037)	0,842	0,401
17	"Internship helped me to understand the processes and work in the company"	3,97 (1,003)	3,85 (0,997)	1,019	0,309
18	"Internship helped me to study of the basic processes required in the future work"	3,97 (1,028)	3,80 (0,985)	1,370	0,172
19	"Internship helped me to gain experience in teamwork"	4,02 (1,035)	3,86 (0,965)	1,379	0,169
20	"The internship was useful in terms of the practical application of the information I have received"	4,02 (0,992)	3,84 (0,940)	1,552	0,122
21	"After my internship I feel confident I can attain a full-time position in this or a similar organization"	3,97 (1,000)	3,87 (0,996)	0,781	0,435
22	"I have a better understanding of professional work environment"	4,05 (1,013)	3,96 (0,974)	0,785	0,433
23	"I have learned more about career options in my field of study"	4,02 (0,974)	3,92 (0,993)	0,854	0,394
24	"Internship experience will help my career"	3,89 (0,950)	4,01 (0,917)	-1,028	0,305
25	"I find the internship experience successful"	3,97 (0,876)	4,05 (0,966)	-0,716	0,475
26	"In my opinion, internship is a good learning experience"	3,94 (0,966)	4,10 (0,990)	-1,349	0,178
27	"I received enough training during internship to do the job"	3,97 (0,940)	3,96 (1,003)	0,062	0,951
28	"I'm satisfied with the results of the internship"	3,92 (1,008)	3,97 (0,959)	-0,488	0,626
29	"My expectations for the internship were met"	4,01 (0,955)	3,93 (1,016)	0,669	0,504
30	"University supervisor's feedback during the internship was adequate"	3,82 (1,030)	3,94 (0,954)	-1,027	0,305

31	“The information I recorded during the internship was helpful”	3,84 (0,977)	4,06 (0,878)	-1,937	0,054*
32	“My internship employer actively helped me doing internship”	3,97 (0,932)	4,00 (0,940)	-0,256	0,798
33	“I had a chance to discuss my career with an internship employer or co-workers of internship”	4,02 (0,908)	3,97 (0,981)	0,444	0,657
34	“When I had any job-related problems, I had a chance to ask my internship employer or co-workers”	3,94 (0,980)	4,04 (0,970)	-0,800	0,425
35	“Overall, I am satisfied with my internship experience.”	4,02 (0,989)	4,07 (0,941)	-0,497	0,619
36	“I believe I learned what I expected in my internship”	4,03 (0,981)	4,02 (0,970)	0,061	0,951
37	“My internship experience improved my ability to excel in a professional work environment”	4,05 (0,998)	3,94 (1,020)	0,951	0,342
38	“My internship experience prepared me for my career goals and actual job.”	4,13 (0,886)	3,97 (1,003)	1,394	0,164
39	“I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom.”	4,00 (0,963)	3,97 (0,967)	0,186	0,852
40	“I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations.”	4,02 (0,916)	4,05 (0,907)	-0,263	0,793
41	“My internship experience improved my ability to connect academic subject matter to a real world experience”	4,14 (0,813)	4,10 (0,819)	0,441	0,660
42	“I would recommend internship experience to other students”	4,05 (0,778)	3,97 (0,825)	0,898	0,370

*The mean difference is significant at 0,05 level.

An independent-samples t-test was conducted to find the significant difference between genders in the student perception about the internships. There was a significant difference between male (M=3,84, SD=0,977) and female perceptions (M=4,06, SD=0,878); $t=-1,937$, $p=0,054$. These results suggest that female students find the information that they recorded during the internship was helpful.

To measure the differences between internship perceptions of students according to their academic standing, an independent samples t-test was used. The results are represented in Table 8.

Table 8: Independent-samples T-test for students’ perceptions toward the internships, according to their academic standing

	“What was your academic standing during your internship?”	Third year	Fourth year	t	Sig
12	“My company supervisor provided constructive feedback”	3,54 (0,937)	3,52 (0,994)	0,162	0,871
13	“This experience helped me make a choice for my career goals”	3,66 (0,961)	3,82 (0,988)	-1,320	0,188
14	“Content of the internship satisfied my needs”	3,74 (0,966)	3,90 (0,933)	-1,402	0,162

15	“All knowledge and skills were certainly useful and applicable to my work”	3,79 (1,001)	3,97 (0,954)	-1,525	0,129
16	“Internship helped me to understand new developments”	3,77 (0,978)	3,97 (1,011)	-1,612	0,108
17	“Internship helped me to understand the processes and work in the company”	3,92 (0,932)	3,91 (1,072)	0,109	0,913
18	“Internship helped me to study of the basic processes required in the future work”	3,88 (0,993)	3,89 (1,028)	-0,112	0,911
19	“Internship helped me to gain experience in teamwork”	3,81 (1,022)	4,08 (0,966)	-2,199	0,029*
20	“The internship was useful in terms of the practical application of the information I have received”	3,91 (0,986)	3,96 (0,953)	-0,395	0,693
21	“After my internship I feel confident I can attain a full-time position in this or a similar organization”	3,85 (1,064)	4,00 (0,918)	-1,220	0,224
22	“I have a better understanding of professional work environment”	4,00 (1,007)	4,01 (0,981)	-0,067	0,947
23	“I have learned more about career options in my field of study”	3,95 (0,999)	3,99 (0,969)	-0,348	0,728
24	“Internship experience will help my career”	3,97 (0,938)	3,94 (0,932)	0,284	0,776
25	“I find the internship experience successful”	4,01 (0,924)	4,00 (0,922)	0,058	0,954
26	“In my opinion, internship is a good learning experience”	3,97 (0,986)	4,08 (0,974)	-0,875	0,382
27	“I received enough training during internship to do the job”	4,02 (1,007)	3,91 (0,930)	0,948	0,344
28	“I’m satisfied with the results of the internship”	3,93 (1,022)	3,97 (0,941)	-0,335	0,738
29	“My expectations for the internship were met”	3,99 (0,935)	3,95 (1,040)	0,319	0,750
30	“University supervisor’s feedback during the internship was adequate”	3,91 (0,942)	3,84 (1,047)	0,615	0,539
31	“The information I recorded during the internship was helpful”	3,92 (0,932)	3,99 (0,938)	-0,614	0,540
32	“My internship employer actively helped me doing internship”	3,98 (0,946)	3,98 (0,926)	0,009	0,993
33	“I had a chance to discuss my career with an internship employer or co-workers of internship”	3,97 (0,942)	4,02 (0,949)	-0,447	0,656
34	“When I had any job-related problems, I had a chance to ask my internship employer or co-workers”	3,97 (1,010)	4,02 (0,938)	-0,428	0,669
35	“Overall, I am satisfied with my internship experience.”	4,07 (0,938)	4,02 (0,938)	0,466	0,641
36	“I believe I learned what I expected in my internship”	4,01 (1,031)	4,05 (0,912)	-0,328	0,744
37	“My internship experience improved my ability to excel in a professional work environment”	3,96 (1,060)	4,03 (0,953)	-0,594	0,553
38	“My internship experience prepared me for my career goals and actual job.”	4,06 (0,944)	4,04 (0,957)	0,216	0,829
39	“I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom.”	3,97 (1,010)	4,00 (0,914)	-0,304	0,761
40	“I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations.”	4,01 (0,935)	4,08 (0,885)	-0,687	0,493
41	“My internship experience improved my ability to connect academic subject matter to a real world experience”	4,13 (0,804)	4,11 (0,829)	0,204	0,838
42	“I would recommend internship experience to other students”	4,01 (0,836)	4,01 (0,766)	-0,011	0,991

*The mean difference is significant at 0,05 level.

An independent-samples t-test was conducted to find the significant difference between students with different academic standing while they were doing the internship and students’ perception about the internships. There was a significant difference between students who were studying on the third year ($M=3,81$, $SD=1,022$)

and who were studying on the fourth year ($M=4,08$, $SD=0,966$); $t=-2,199$, $p=0,029$).

These results suggest that students who were studying on a fourth year think that the internship helped them to gain experience in teamwork. Perhaps it was a consequence of the fact that the students were doing internship for the second time, and they understand that they need to work as a team to achieve the company's goals.

To measure different perceptions toward internships between students with different CGPAs, a one-way ANOVA test was used. The results are represented in Table 9.

Table 9: One-Way ANOVA test for students' perceptions toward the internship, according to their CGPA

	"What is your CGPA?"	3.5- 4.0	3.0- 3.49	2.5- 2.99	2.0- 2.49	Below 2.0	F	Sig
12	"My company supervisor provided constructive feedback"	3,81 (0,877)	3,44 (1,007)	3,55 (0,887)	3,42 (1,106)	3,26 (0,872)	2,027	0,091
13	"This experience helped me make a choice for my career goals"	4,00 (0,803)	3,58 (1,049)	3,86 (0,913)	3,57 (1,106)	3,52 (0,905)	2,579	0,038*
14	"Content of the internship satisfied my needs"	4,06 (0,878)	3,67 (0,983)	3,86 (0,896)	3,73 (0,950)	3,73 (1,147)	1,786	0,132
15	"All knowledge and skills were certainly useful and applicable to my work"	4,16 (0,846)	3,72 (1,017)	3,94 (0,896)	3,76 (1,149)	3,78 (1,032)	2,129	0,077
16	"Internship helped me to understand new developments"	4,06 (0,878)	3,70 (0,988)	3,95 (0,984)	3,78 (1,094)	3,89 (1,197)	1,448	0,219
17	"Internship helped me to understand the processes and work in the company"	4,01 (0,959)	3,71 (1,063)	4,11 (0,873)	3,89 (1,060)	3,89 (1,049)	1,820	0,125
18	"Internship helped me to study of the basic processes required in the future work"	4,06 (0,965)	3,71 (0,997)	3,98 (1,000)	3,81 (1,062)	3,94 (1,079)	1,401	0,234
19	"Internship helped me to gain experience in teamwork"	4,07 (0,955)	3,87 (0,985)	4,08 (1,018)	3,73 (1,005)	3,78 (1,134)	1,298	0,271
20	"The internship was useful in terms of the practical application of the information I have received"	4,06 (0,931)	3,87 (0,902)	4,08 (1,004)	3,73 (1,107)	3,73 (0,933)	1,418	0,228
21	"After my internship I feel confident I can attain a full-time position in this or a similar organization"	4,01 (1,039)	3,77 (0,925)	4,14 (0,981)	3,78 (1,044)	3,84 (1,068)	1,769	0,135
22	"I have a better understanding of professional work environment"	3,90 (1,073)	3,99 (0,906)	4,17 (1,021)	3,94 (1,012)	4,00 (1,000)	0,700	0,592
23	"I have learned more about career options in my field of study"	3,92 (1,021)	3,87 (0,962)	4,17 (0,880)	3,94 (1,114)	3,94 (1,026)	1,046	0,384
24	"Internship experience will help my career"	3,98 (0,75)	3,92 (0,927)	4,13 (0,790)	3,92 (1,024)	3,47 (1,020)	1,958	0,101
25	"I find the internship experience successful"	4,19 (0,859)	3,83 (0,915)	4,16 (0,857)	3,97 (1,052)	3,78 (0,976)	2,220	0,067
26	"In my opinion, internship is a good learning experience"	4,06 (1,014)	3,93 (1,047)	4,26 (0,822)	3,94 (0,985)	3,68 (0,946)	1,897	0,111
27	"I received enough training during internship to do the job"	4,08 (1,005)	3,82 (0,978)	4,11 (0,820)	4,00 (1,090)	3,68 (1,003)	1,549	0,188
28	"I'm satisfied with the results of the internship"	4,03 (0,967)	3,86 (0,914)	4,01 (1,000)	3,78 (1,166)	4,15 (0,898)	0,809	0,520
29	"My expectations for the internship were met"	4,16 (0,787)	3,81 (1,048)	4,00 (1,065)	3,97 (1,000)	4,05 (0,911)	1,215	0,305
30	"University supervisor's feedback during the internship was adequate"	3,89 (0,952)	3,81 (0,993)	3,88 (1,000)	3,97 (1,026)	4,00 (1,106)	0,261	0,903
31	"The information I recorded during the internship was helpful"	4,13 (0,772)	3,80 (0,985)	4,05 (0,862)	3,86 (1,018)	3,94 (1,177)	1,456	0,216

32	“My internship employer actively helped me doing internship”	4,11 (0,882)	3,84 (0,970)	4,07 (0,798)	4,00 (1,065)	3,89 (1,100)	0,995	0,411
33	“I had a chance to discuss my career with an internship employer or co-workers of internship”	4,09 (0,911)	3,83 (0,997)	4,13 (0,845)	3,81 (1,036)	4,42 (0,769)	2,556	0,039*
34	“When I had any job-related problems, I had a chance to ask my internship employer or co-workers”	4,17 (0,834)	3,76 (1,092)	4,14 (0,833)	3,81 (1,111)	4,31 (0,749)	3,113	0,016*
35	“Overall, I am satisfied with my internship experience.”	4,25 (0,842)	3,83 (1,041)	4,19 (0,950)	3,84 (0,855)	4,31 (1,003)	3,102	0,016*
36	“I believe I learned what I expected in my internship”	4,22 (0,812)	3,81 (1,101)	4,13 (0,913)	4,02 (0,944)	4,10 (0,994)	1,994	0,096
37	“My internship experience improved my ability to excel in a professional work environment”	4,07 (0,903)	3,86 (1,041)	4,05 (1,006)	4,21 (0,991)	3,73 (1,195)	1,290	0,274
38	“My internship experience prepared me for my career goals and actual job.”	4,09 (0,911)	3,97 (1,016)	3,98 (0,938)	4,18 (0,926)	4,31 (0,820)	0,802	0,525
39	“I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom.”	3,98 (0,907)	3,87 (1,058)	4,11 (0,890)	4,07 (0,997)	3,89 (0,875)	0,729	0,573
40	“I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations.”	4,19 (0,780)	3,91 (0,956)	4,08 (0,973)	4,05 (1,012)	4,00 (0,577)	0,939	0,442
41	“My internship experience improved my ability to connect academic subject matter to a real world experience”	4,11 (0,845)	4,04 (0,833)	4,16 (0,745)	4,15 (0,945)	4,31 (0,582)	0,531	0,713
42	“I would recommend internship experience to other students”	4,12 (0,833)	3,95 (0,820)	3,98 (0,743)	4,02 (0,885)	4,00 (0,667)	0,454	0,769

*The mean difference is significant at 0,05 level.

	“What is your CGPA?”	Sum of Squares	df	Mean Square	F	Sig.	
13	“This experience helped me make a choice for my career goals”	Between Groups	9,588	4	2,397	2,579	0,038*
		Within Groups	253,764	273	0,930		
		Total	263,353	277			
33	“I had a chance to discuss my career with an internship employer or co-workers of internship”	Between Groups	8,917	4	2,229	2,556	0,039*
		Within Groups	238,080	273	0,872		
		Total	246,996	277			
34	“When I had any job-related problems, I had a chance to ask my internship employer or co-workers”	Between Groups	11,472	4	2,868	3,113	0,016*
		Within Groups	251,525	273	0,921		
		Total	262,996	277			
35	“Overall, I am satisfied with my internship experience”	Between Groups	11,186	4	2,796	3,102	0,016*
		Within Groups	246,109	273	0,901		
		Total	257,295	277			

To determine if there is significantly different perception toward the internships between students of different CGPA, the ANOVA test was used. The results showed

that out of 30 items, item only showed significant differences. There was a significant difference between students' CGPA and students' opinion that internship experience helped them to make a choice for their career goals at the $p < 0,05$ level for the three conditions [$F(4, 273)=2,579, p=0,038$]. The mean of 4,00 and standard deviation of 0,803 shows that students with CGPA are thinking that internship experience helped them to make a choice for their career goals.

Also there was a significant difference t between students' CGPA and students who had a chance to discuss their career with an internship employer or co-workers of internship at the $p < 0,05$ level for the three conditions [$F(4, 273)=2,556, p=0,039$]. Mean of 4,13 and standard deviation of 0,845 shows that students in with CGPA 2.5-2.99 had a "chance to discuss their career with an internship employer or co-workers of internship". The third point with a significant effect between students' CGPA and students who had a chance "to ask their internship employer or co-workers" about any job related problems at the $p < 0,05$ level for the three conditions [$F(4, 273)=3,113, p=0,016$]. A mean of 4,17 and standard deviation of 0,834 shows that students in with CGPA 3.5-4.0 had a chance to ask their internship employer or co-workers about any job related problems. And fourth point with the significant effect between students' CGPA and student who satisfied with internship experience at the $p < 0,05$ level for the three conditions [$F(4, 273)=3,102, p=0,016$]. The mean of 4,25 and standard deviation of 0,842 shows that students with CGPA 3.5-4.0 are satisfied with their internship experience.

To measure the different perceptions of students, according to their internship salary, an independent samples t -test was used. The results are represented in Table 10.

Table 10: Independent-samples T-test for students' perceptions toward the internships, according to their internship salary

	"Internship salary"	Paid	Unpaid	t	Sig
12	"My company supervisor provided constructive feedback"	3,68 (1,021)	3,47 (0,932)	1,703	0,090
13	"This experience helped me make a choice for my career goals"	3,91 (0,923)	3,66 (0,989)	2,044	0,042*
14	"Content of the internship satisfied my needs"	3,97 (0,907)	3,75 (0,965)	1,844	0,066
15	"All knowledge and skills were certainly useful and applicable to my work"	4,09 (0,903)	3,79 (1,002)	2,389	0,018*
16	"Internship helped me to understand new developments"	4,04 (0,781)	3,79 (1,072)	1,980	0,049*
17	"Internship helped me to understand the processes and work in the company"	3,98 (0,874)	3,88 (1,052)	0,793	0,429
18	"Internship helped me to study of the basic processes required in the future work"	4,03 (0,939)	3,82 (1,033)	1,625	0,105
19	"Internship helped me to gain experience in teamwork"	4,03 (0,900)	3,9 (1,044)	0,989	0,323
20	"The internship was useful in terms of the practical application of the information I have received"	4,05 (0,873)	3,88 (1,006)	1,376	0,170
21	"After my internship I feel confident I can attain a full-time position in this or a similar organization"	3,98 (0,874)	3,89 (1,048)	0,715	0,475
22	"I have a better understanding of professional work environment"	4,11 (0,938)	3,96 (1,015)	1,187	0,236
23	"I have learned more about career options in my field of study"	4,01 (0,888)	3,95 (1,025)	0,458	0,647
24	"Internship experience will help my career"	4,02 (0,826)	3,92 (0,979)	0,793	0,428
25	"I find the internship experience successful"	4,09 (0,849)	3,97 (0,951)	0,996	0,320
26	"In my opinion, internship is a good learning experience"	4,11 (0,900)	3,98 (1,013)	0,997	0,320
27	"I received enough training during internship to do the job"	4,09 (0,916)	3,91 (0,991)	1,445	0,150
28	"I'm satisfied with the results of the internship"	4,06 (0,899)	3,90 (1,016)	1,234	0,218
29	"My expectations for the internship were met"	4,10 (0,908)	3,91 (1,015)	1,474	0,142
30	"University supervisor's feedback during the internship was adequate"	3,91 (0,990)	3,86 (0,997)	0,288	0,773
31	"The information I recorded during the internship was helpful"	4,04 (0,969)	3,91 (0,917)	1,072	0,285
32	"My internship employer actively helped me doing internship"	4,10 (0,933)	3,93 (0,933)	1,424	0,156
33	"I had a chance to discuss my career with an internship employer or co-workers of internship"	4,11 (0,913)	3,95 (0,956)	1,333	0,183
34	"When I had any job-related problems, I had a chance to ask my internship employer or co-workers"	4,05 (0,912)	3,96 (1,002)	0,706	0,481
35	"Overall, I am satisfied with my internship experience."	4,22 (0,742)	3,97 (1,041)	1,985	0,048*
36	"I believe I learned what I expected in my internship"	4,23 (0,762)	3,94 (1,044)	2,312	0,022*
37	"My internship experience improved my ability to excel in a professional work environment"	4,24 (0,781)	3,89 (1,080)	2,732	0,007*
38	"My internship experience prepared me for my career goals and actual job."	4,23 (0,792)	3,97 (1,002)	2,072	0,039*
39	"I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom."	4,11 (0,860)	3,93 (1,003)	1,475	0,141
40	"I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations."	4,1 (0,882)	4,01 (0,924)	0,753	0,452
41	"My internship experience improved my ability to connect academic subject matter to a real world experience"	4,32 (0,710)	4,03 (0,843)	2,819	0,005*
42	"I would recommend internship experience to other students"	4,2 (0,738)	3,92 (0,815)	2,746	0,006*

*The mean difference is significant at 0,05 level.

An independent-samples t-test was conducted to find the significant difference between internship salary in the student perception about the internships. There was a significant difference in paid ($M=3,91$, $SD=0,923$) and unpaid ($M=3,66$, $SD=0,989$); $t=2,044$, $p=0,042$). These results suggest that students are thinking that paid internship experience helped them make a choice for their career goals. There was a significant difference in paid ($M= 3,97$, $SD=0,907$) and unpaid ($M=3,79$, $SD=1,002$); $t=2,389$, $p=0,018$). These results are telling us that students who had paid internship perceived that all knowledge and skills were certainly useful and applicable to their work. There was a significant difference in paid ($M= 4,09$, $SD=0,903$) and unpaid ($M=3,79$, $SD=1,072$); $t=1,980$, $p=0,049$). The results are showing us that students feel that with paid internship they understand new developments. There was a significant difference in paid ($M=4,22$, $SD=0,742$) and unpaid ($M=3,97$, $SD=1,041$); $t=1,985$, $p=0,048$). These results suggest that students are more satisfied with paid internship experience. There also was a significant difference in paid ($M=4,23$, $SD=0,762$) and unpaid ($M=3,94$, $SD=1,044$); $t=2,312$, $p=0,022$). These results suggest that students believe that they learned more with their paid internship. The significant difference in paid ($M=4,24$, $SD=0,781$) and unpaid ($M=3,89$, $SD=1,080$); $t=2,732$, $p=0,005$). These results suggest that students understand that their paid internship experience improved their ability to excel in a professional work environment. The significant difference in paid ($M=4,23$, $SD=0,792$) and unpaid ($M=3,9$, $SD=1,002$); $t=2,072$, $p=0,039$). These results suggest that students found paid internship experience prepared them for career goals and actual job. There was a significant difference in paid ($M=4,32$, $SD=0,710$) and unpaid ($M=4,03$, $SD=0,843$); $t=2,819$, $p=0,048$). These results suggest that students who had paid internship experience improved their ability to connect academic subject matter to a real world experience. There also was a significant

difference in paid ($M=4,2$, $SD=0,738$) and unpaid ($M=3,92$, $SD=0,815$); $t=2,746$, $p=0,006$). These results shows that students would recommend paid internship experience to other students. These results show us that students have positive perceptions about paid internships. According to the table, paid internships are more useful than unpaid. Perhaps the company is more demanding on the students doing a paid internship. Since the company is spending money on a student, paying him the money as an employee, it shall be entitled to require him to take appropriate action. Thus the internship process is more like full working process, from solving problems to getting salaries.

To measure the different perceptions toward the internships between students with different length of internship experience, a one-way ANOVA test was used. The results are represented in Table 11. No statistically significant associations emerged.

Table 11: One-Way ANOVA test for students' perceptions toward the internship, according to their length of internship experience

	"Length of internship experience"	1 semester	2 semesters	Summer only	F	Sig
12	"My company supervisor provided constructive feedback"	3,56 (0,915)	3,54 (1,027)	3,50 (0,935)	0,097	0,907
13	"This experience helped me make a choice for my career goals"	3,72 (0,861)	3,75 (1,040)	3,73 (0,998)	0,036	0,965
14	"Content of the internship satisfied my needs"	3,79 (8,68)	3,78 (0,967)	3,88 (1,009)	0,261	0,770
15	"All knowledge and skills were certainly useful and applicable to my work"	3,74 (0,898)	3,93 (1,044)	3,94 (0,970)	1,097	0,335
16	"Internship helped me to understand new developments"	3,84 (1,014)	3,83 (0,952)	3,93 (1,041)	0,278	0,757
17	"Internship helped me to understand the processes and work in the company"	3,88 (0,947)	3,90 (1,010)	3,96 (1,043)	0,111	0,895
18	"Internship helped me to study of the basic processes required in the future work"	3,96 (0,940)	3,89 (0,985)	3,81 (1,095)	0,467	0,627
19	"Internship helped me to gain experience in teamwork"	3,94 (0,999)	3,95 (0,980)	3,93 (1,041)	0,010	0,990
20	"The internship was useful in terms of the practical application of the information I have received"	3,93 (0,965)	3,94 (0,984)	3,93 (0,964)	0,003	0,997
21	"After my internship I feel confident I can attain a full-time position in this or a similar organization"	3,88 (0,974)	3,98 (1,059)	3,89 (1,090)	0,288	0,750
22	"I have a better understanding of professional work environment"	4,01 (0,980)	3,98 (1,059)	4,04 (0,930)	0,097	0,907
23	"I have learned more about career options in my field of study"	3,87 (1,079)	3,98 (0,947)	4,04 (0,942)	0,644	0,526
24	"Internship experience will help my career"	3,93 (0,979)	3,98 (0,896)	3,94 (0,947)	0,063	0,939
25	"I find the internship experience successful"	3,96 (0,912)	4,01 (0,891)	4,05 (0,970)	0,214	0,807

26	"In my opinion, internship is a good learning experience"	4,07 (0,874)	4,06 (0,979)	3,94 (1,068)	0,495	0,610
27	"I received enough training during internship to do the job"	4,08 (0,865)	3,95 (0,961)	3,88 (1,063)	1,004	0,368
28	"I'm satisfied with the results of the internship"	3,93 (0,911)	4,10 (0,917)	3,78 (1,093)	2,689	0,070
29	"My expectations for the internship were met"	3,94 (0,946)	4,07 (0,954)	3,87 (1,052)	1,004	0,368
30	"University supervisor's feedback during the internship was adequate"	3,88 (1,038)	3,83 (1,019)	3,93 (0,929)	0,254	0,776
31	"The information I recorded during the internship was helpful"	3,92 (0,931)	3,95 (0,999)	3,98 (0,863)	0,103	0,902
32	"My internship employer actively helped me doing internship"	3,86 (0,971)	3,98 (0,937)	4,10 (0,895)	1,378	0,254
33	"I had a chance to discuss my career with an internship employer or co-workers of internship"	3,84 (1,001)	4,05 (0,955)	4,08 (0,872)	1,515	0,222
34	"When I had any job-related problems, I had a chance to ask my internship employer or co-workers"	3,94 (0,973)	4,04 (1,017)	3,99 (0,931)	0,248	0,780
35	"Overall, I am satisfied with my internship experience."	4,03 (0,869)	4,02 (1,000)	4,09 (1,007)	0,105	0,901
36	"I believe I learned what I expected in my internship"	4,07 (0,917)	4,06 (1,026)	3,96 (0,965)	0,417	0,660
37	"My internship experience improved my ability to excel in a professional work environment"	4,02 (0,974)	4,01 (0,991)	3,96 (1,069)	0,077	0,925
38	"My internship experience prepared me for my career goals and actual job."	4,07 (0,859)	4,09 (0,972)	4,00 (1,000)	0,255	0,775
39	"I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom."	4,07 (0,917)	4,01 (0,986)	3,87 (0,976)	0,965	0,382
40	"I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations."	4,13 (0,796)	4,06 (0,930)	3,93 (0,975)	1,125	0,326
41	"My internship experience improved my ability to connect academic subject matter to a real world experience"	4,13 (0,796)	4,13 (0,821)	4,09 (0,831)	0,059	0,943
42	"I would recommend internship experience to other students"	3,98 (0,742)	4,05 (0,863)	3,98 (0,782)	0,232	0,793

*The mean difference is significant at 0,05 level.

From table above we can see, that there are no significant differences.

To measure the different perceptions about whether internships between students, according to their prior internship experience, an independent samples t-test was used.

The results are represented in Table 12.

Table 12: Independent-samples T-test for students' perceptions toward the internships, according to their prior internship experience

	"Prior to this internship have you interned before?"	Yes	No	t	Sig
12	"My company supervisor provided constructive feedback"	3,68 (1,006)	3,41 (0,907)	2,360	0,019*
13	"This experience helped me make a choice for my career goals"	3,92 (0,922)	3,57 (0,995)	3,023	0,003*
14	"Content of the internship satisfied my needs"	4,03 (0,851)	3,62 (0,998)	3,709	0,000*
15	"All knowledge and skills were certainly useful and applicable to my work"	4,09 (0,912)	3,69 (1,006)	3,394	0,001*

16	“Internship helped me to understand new developments”	4,06 (0,897)	3,69 (1,053)	3,069	0,002*
17	“Internship helped me to understand the processes and work in the company”	4,12 (0,886)	3,72 (1,060)	3,417	0,001*
18	“Internship helped me to study of the basic processes required in the future work”	4,09 (0,881)	3,69 (1,079)	3,363	0,001*
19	“Internship helped me to gain experience in teamwork”	4,16 (0,830)	3,74 (1,101)	3,563	0,000*
20	“The internship was useful in terms of the practical application of the information I have received”	4,15 (0,827)	3,73 (1,044)	3,685	0,000*
21	“After my internship I feel confident I can attain a full-time position in this or a similar organization”	4,09 (0,805)	3,77 (1,125)	2,676	0,008*
22	“I have a better understanding of professional work environment”	4,20 (0,871)	3,83 (1,064)	3,144	0,002*
23	“I have learned more about career options in my field of study”	4,09 (0,932)	3,85 (1,017)	2,064	0,040*
24	“Internship experience will help my career”	4,03 (0,928)	3,88 (0,936)	1,378	0,169
25	“I find the internship experience successful”	4,01 (0,891)	4,00 (0,950)	0,075	0,940
26	“In my opinion, internship is a good learning experience”	4,09 (0,890)	3,96 (1,053)	1,129	0,260
27	“I received enough training during internship to do the job”	4,03 (0,928)	3,90 (1,006)	1,149	0,252
28	“I’m satisfied with the results of the internship”	4,10 (0,893)	3,80 (1,039)	2,549	0,011*
29	“My expectations for the internship were met”	4,07 (0,962)	3,88 (1,000)	1,629	0,104
30	“University supervisor’s feedback during the internship was adequate”	3,95 (0,987)	3,81 (0,997)	1,170	0,243
31	“The information I recorded during the internship was helpful”	4,03 (0,980)	3,89 (0,888)	1,249	0,213
32	“My internship employer actively helped me doing internship”	4,07 (0,862)	3,90 (0,992)	1,533	0,126
33	“I had a chance to discuss my career with an internship employer or co-workers of internship”	4,06 (0,963)	3,95 (0,927)	0,957	0,339
34	“When I had any job-related problems, I had a chance to ask my internship employer or co-workers”	4,09 (0,920)	3,91 (1,017)	1,541	0,124
35	“Overall, I am satisfied with my internship experience.”	4,15 (0,878)	3,95 (1,030)	1,669	0,096
36	“I believe I learned what I expected in my internship”	4,11 (0,938)	3,95 (1,003)	1,325	0,186
37	“My internship experience improved my ability to excel in a professional work environment”	4,08 (0,973)	3,92 (1,038)	1,311	0,191
38	“My internship experience prepared me for my career goals and actual job.”	4,12 (0,856)	4,00 (1,024)	1,065	0,288
39	“I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom.”	4,03 (0,924)	3,95 (0,999)	0,676	0,500
40	“I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations.”	4,10 (0,902)	3,98 (0,917)	1,096	0,274
41	“My internship experience improved my ability to connect academic subject matter to a real world experience”	4,21 (0,804)	4,03 (0,817)	1,904	0,058
42	“I would recommend internship experience to other students”	4,14 (0,783)	3,89 (0,803)	2,589	0,010*

*The mean difference is significant at 0,05 level.

An independent-samples t-test was conducted to find the significant difference between Prior internship experience in the student perception about the internships. There was a significant difference between students who did internship before ($M=3,68$, $SD=1,006$) and who didn’t do it ($(M=3,4$, $SD=0,907)$; $t=2,360$, $p=0,019$). According to this result students found company supervisor feedback constructive,

because they did internship before, and for this moment they know what should they expect and ask from supervisor.

“This experience helped me make a choice for my career goals”: who did ($M=3,92$, $SD=0,922$) and who didn't do it ($(M=3,57$, $SD=0,995)$; $t=3,023$, $p=0,003$). Here after prior internship experience become more legibly, what is allowing them to make certain choices in their career. Students perceive the internship process a little bit different from previous experience and finding benefits for themselves that allow them to achieve certain goals.

“Content of the internship satisfied my needs”: who did ($M=4,03$, $SD=0,851$) and who didn't do it ($(M=3,62$, $SD=0,998)$; $t=3,709$, $p=0,000$). This result is showing us that student, who did internship not for the first time, find the content of the internship satisfied. Because by having prior experience, students easily identify their needs and do everything possible and necessary to satisfy them.

“All knowledge and skills were certainly useful and applicable to my work”: who did ($M=4,09$, $SD=0,912$) and who didn't do it ($(M=3,69$, $SD=1,006)$; $t=3,394$, $p=0,001$). Student began to better understand which skills and when it is better to put them into practice.

“Internship helped me to understand new developments”: who did ($M=4,06$, $SD=0,897$) and who didn't do it ($(M=3,69$, $SD=1,053)$; $t=3,069$, $p=0,002$). Repeating an internship allows students to understand the processes taking place in the workplace in more detail. Also re-doing internship enables students to pay attention to those things that they didn't notice at first.

“Internship helped me to understand the processes and work in the company”: who did (M=4,12, SD=0,886) and who didn’t do it ((M=3,72, SD=1,060); t=3,417, p=0,001)). Repeating an internship allows students to fill in the gaps in their knowledge about the process in the workplace.

“Internship helped me to study of the basic processes required in the future work”: who did (M=4,09, SD=0,881) and who didn’t do it ((M=3,69, SD=1,079); t=3,363, p=0,001)). Students have an idea of the labor process in their future work, understand their weaknesses and start working on improving themselves.

“Internship helped me to gain experience in teamwork”: who did (M=4,16, SD=0,830) and who didn’t do it ((M=3,74, SD=1,101); t=3,563, p=0,000)). Some internships enable students to try themselves as a leader, and to understand the essence of teamwork from different positions.

“The internship was useful in terms of the practical application of the information I have received”: who did (M=4,15, SD=0,827) and who didn’t do it ((M=3,73, SD=1,044); t=3,685, p=0,000)). Internships are helping students to apply they knowledge on practice.

After my internship I feel confident I can attain a full-time position in this or a similar organization: who did (M=4,09, SD=0,805) and who didn’t do it ((M=3,77, SD=1,125); t=2,676, p=0,008)). After the internship students feel more confident, and they start to understand when they become ready to work in organization.

“I have a better understanding of professional work environment”: who did (M=4,20, SD=0,871) and who didn’t do it ((M=3,83, SD=1,064); t=3,144, p=0,002)). Repeating an internship give an opportunity for the students to feel themselves as a part of professional work mechanism and they start to better understand how to work.

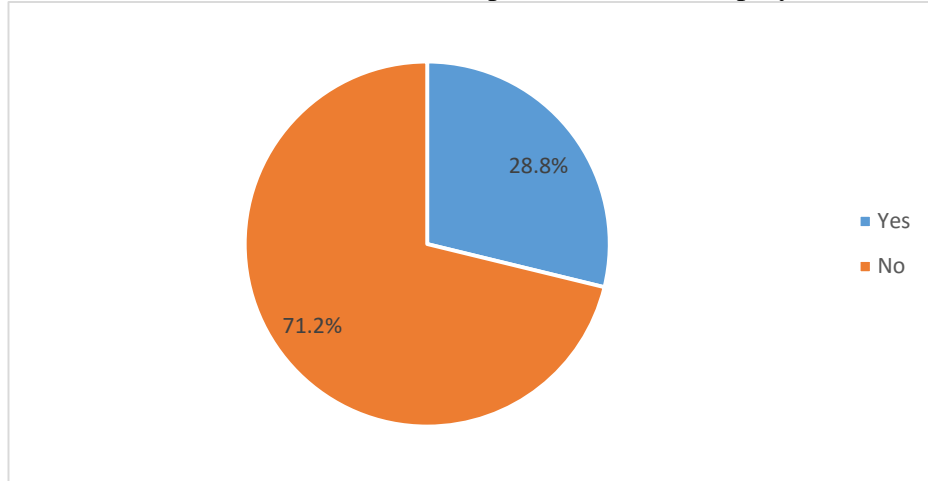
“I have learned more about career options in my field of study”: who did (M=4,09, SD=0,932) and who didn’t do it ((M=3,85, SD=1,017); t=2,064, p=0,040)). Students are learning more about career options, because internships are letting them see work process and be a part of it.

“I’m satisfied with the results of the internship”: who did (M=4,10, SD=0,893) and who didn’t do it ((M=3,80, SD=1,039); t=2,549, p=0,011)). After doing internship for a second time, student can gain more knowledge and skills, that they could not in their first internship which might help them achieve desired results.

“I would recommend internship experience to other students” who did (M=4,14, SD=0,783) and who didn’t do it ((M=3,89, SD=0,803); t=2,589, p=0,010)). After the internship students start to understand what they will do in future job, and getting ready to do it. They will feel satisfied with the results of the internship, and they are recommending it to the other students.

Table 13 shows the percentage of students who did internship with the same employer.

Table 13: Students, who did internship with the same employer



It can be noted that 71,2 % of student did internship with the same employer, and only 28,8% didn't do internship with the same employer. According to the results, we may suggest that students, who did internship again with the same employer, are satisfied with the results for the first time internship. It is also possible that they were offered full-time employment after the second passage, and we cannot exclude the fact that the internship was paid.

To measure the different perceptions about whether internships between students, for whom was offered a full-time job by the organization where they were interned, an independent samples t-test was used. The results are represented in Table 14.

Table 14: Independent-samples T-test for students' perceptions toward the internships, for whom was offered a full-time job by the organization where they were interned

	"Were you offered a full-time job by the organization you interned?"	Yes	No	t	Sig
12	"My company supervisor provided constructive feedback"	3,71 (0,984)	3,39 (0,925)	2,801	0,005*
13	"This experience helped me make a choice for my career goals"	3,91 (0,884)	3,60 (1,025)	2,641	0,009*
14	"Content of the internship satisfied my needs"	3,92 (0,866)	3,73 (1,010)	1,692	0,092
15	"All knowledge and skills were certainly useful and applicable to my work"	3,98 (0,892)	3,80 (1,042)	1,514	0,131
16	"Internship helped me to understand new developments"	3,91 (0,832)	3,83 (1,113)	0,732	0,465
17	"Internship helped me to understand the processes and work in the company"	3,98 (0,910)	3,86 (1,067)	0,996	0,320

18	“Internship helped me to study of the basic processes required in the future work”	3,92 (0,930)	3,85 (1,069)	0,577	0,564
19	“Internship helped me to gain experience in teamwork”	4,09 (0,878)	3,82 (1,079)	2,267	0,024*
20	“The internship was useful in terms of the practical application of the information I have received”	4,03 (0,845)	3,86 (1,055)	1,445	0,149
21	“After my internship I feel confident I can attain a full-time position in this or a similar organization”	4,00 (0,846)	3,86 (1,103)	1,134	0,258
22	“I have a better understanding of professional work environment”	3,99 (1,032)	4,02 (0,963)	-0,284	0,777
23	“I have learned more about career options in my field of study”	3,97 (0,941)	3,96 (1,019)	0,070	0,945
24	“Internship experience will help my career”	4,00 (0,883)	3,92 (0,974)	0,691	0,490
25	“I find the internship experience successful”	4,07 (0,848)	3,96 (0,976)	1,004	0,316
26	“In my opinion, internship is a good learning experience”	4,11 (0,939)	3,96 (1,009)	1,286	0,199
27	“I received enough training during internship to do the job”	4,02 (0,897)	3,92 (1,026)	0,872	0,384
28	“I’m satisfied with the results of the internship”	4,07 (0,866)	3,85 (1,059)	1,881	0,061
29	“My expectations for the internship were met”	4,05 (0,868)	3,90 (1,069)	1,241	0,216
30	“University supervisor’s feedback during the internship was adequate”	3,87 (0,937)	3,88 (1,039)	-0,155	0,877
31	“The information I recorded during the internship was helpful”	3,88 (0,913)	4,01 (0,950)	-1,118	0,265
32	“My internship employer actively helped me doing internship”	3,93 (0,917)	4,02 (0,949)	-0,802	0,423
33	“I had a chance to discuss my career with an internship employer or co-workers of internship”	4,01 (0,892)	3,99 (0,987)	0,198	0,843
34	“When I had any job-related problems, I had a chance to ask my internship employer or co-workers”	4,04 (0,927)	3,95 (1,012)	0,798	0,426
35	“Overall, I am satisfied with my internship experience.”	4,12 (0,812)	3,99 (1,069)	1,097	0,274
36	“I believe I learned what I expected in my internship”	4,08 (0,856)	3,98 (1,060)	0,865	0,388
37	“My internship experience improved my ability to excel in a professional work environment”	4,12 (0,812)	3,90 (1,136)	1,801	0,073
38	“My internship experience prepared me for my career goals and actual job.”	4,09 (0,850)	4,02 (1,022)	0,618	0,537
39	“I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom.”	4,05 (0,886)	3,93 (1,021)	1,045	0,297
40	“I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations.”	4,07 (0,848)	4,01 (0,960)	0,483	0,630
41	“My internship experience improved my ability to connect academic subject matter to a real world experience”	4,21 (0,760)	4,04 (0,851)	1,759	0,080
42	“I would recommend internship experience to other students”	4,15 (0,846)	3,90 (0,748)	2,619	0,009*

*The mean difference is significant at 0,05 level.

An independent-samples t-test was conducted to find the significant difference between students who got full-time job offer after the internship and who didn’t. There was a significant difference between students who got the offer (M=3,71, SD=0,984) and who didn’t get it ((M=3,39, SD=0,925); t=2,801, p=0,005). This result is showing that, most of the students who got supervisors’ constructive feedback got full-time job

offer. That means, supervisor helped students when they had some problems or question, supervisors helped students to understand the internship process.

An independent-samples t-test was conducted to find the significant difference between students who got full-time job offer after the internship. There was a significant difference between students who did ($M=3,91$, $SD=0,884$) and who didn't get it ($(M=3,60$, $SD=1,025)$; $t=2,641$, $p=0,009$). The result is telling us, that during the internship student got enough knowledge and experience, and he became a full-time employee.

An independent-samples t-test was conducted to find the significant difference between students who got full-time job offer after the internship. There was a significant difference between students who did ($M=4,09$, $SD=0,878$) and who didn't get it ($(M=3,82$, $SD=1,079)$; $t=2,267$, $p=0,024$). The result is showing that students developed one of the most important skills- teamwork, and this is the reason why majority of students got the offer for a full-time job in the organization.

An independent-samples t-test was conducted to find the significant difference between students who got full-time job offer after the internship. There was a significant difference between students who did ($M= 4,15$, $SD=0,846$) and who didn't get it ($(M=3,90$, $SD=0,748)$; $t=2,619$, $p=0,009$). This number are showing, that after the internship students are recommending this experience to the other students.

To measure different perceptions about whether internships between students, according to their specific form of education, an independent samples t-test was used. The results are represented in Table 15.

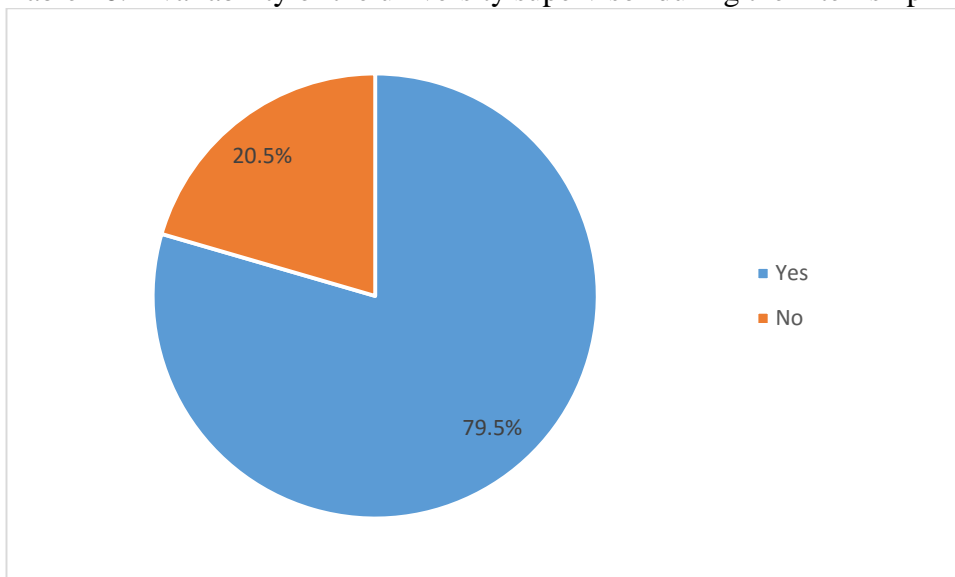
Table 15: Independent-samples T-test for students' perceptions toward the internships, according to their specific form of education

	"Specify the form of education."	Full-time education	Evening classes	t	Sig
12	"My company supervisor provided constructive feedback"	3,54 (0,952)	3,50 (1,016)	0,262	0,794
13	"This experience helped me make a choice for my career goals"	3,74 (0,964)	3,72 (1,027)	0,116	0,907
14	"Content of the internship satisfied my needs"	3,78 (0,967)	3,96 (0,881)	-1,249	0,213
15	"All knowledge and skills were certainly useful and applicable to my work"	3,85 (0,990)	4,00 (0,943)	-0,972	0,332
16	"Internship helped me to understand new developments"	3,86 (1,025)	3,87 (0,883)	-0,018	0,985
17	"Internship helped me to understand the processes and work in the company"	3,91 (1,027)	3,94 (0,891)	-0,233	0,816
18	"Internship helped me to study of the basic processes required in the future work"	3,90 (0,986)	3,83 (1,102)	0,427	0,669
19	"Internship helped me to gain experience in teamwork"	3,89 (1,019)	4,14 (0,911)	-1,653	0,100
20	"The internship was useful in terms of the practical application of the information I have received"	3,90 (0,998)	4,07 (0,836)	-1,145	0,253
21	"After my internship I feel confident I can attain a full-time position in this or a similar organization"	3,87 (1,013)	4,10 (0,916)	-1,537	0,125
22	"I have a better understanding of professional work environment"	4,02 (0,972)	3,94 (1,079)	0,544	0,587
23	"I have learned more about career options in my field of study"	3,95 (0,985)	4,03 (0,981)	-0,548	0,584
24	"Internship experience will help my career"	3,97 (0,947)	3,87 (0,883)	0,745	0,457
25	"I find the internship experience successful"	4,01 (0,920)	3,98 (0,933)	0,260	0,795
26	"In my opinion, internship is a good learning experience"	4,02 (0,979)	4,05 (0,989)	-0,217	0,828
27	"I received enough training during internship to do the job"	3,95 (0,997)	4,00 (0,861)	-0,276	0,783
28	"I'm satisfied with the results of the internship"	3,93 (0,984)	4,00 (0,981)	-0,424	0,672
29	"My expectations for the internship were met"	3,98 (0,995)	3,94 (0,951)	0,246	0,806
30	"University supervisor's feedback during the internship was adequate"	3,91 (0,959)	3,76 (1,122)	0,981	0,327
31	"The information I recorded during the internship was helpful"	3,98 (0,895)	3,85 (1,079)	0,907	0,365
32	"My internship employer actively helped me doing internship"	3,99 (0,932)	3,94 (0,951)	0,355	0,723
33	"I had a chance to discuss my career with an internship employer or co-workers of internship"	3,99 (0,954)	4,05 (0,911)	-0,446	0,656
34	"When I had any job-related problems, I had a chance to ask my internship employer or co-workers"	3,99 (0,963)	4,01 (1,027)	-0,185	0,854
35	"Overall, I am satisfied with my internship experience."	4,03 (0,988)	4,12 (0,862)	-0,660	0,510
36	"I believe I learned what I expected in my internship"	4,01 (0,984)	4,10 (0,936)	-0,652	0,515
37	"My internship experience improved my ability to excel in a professional work environment"	3,94 (1,040)	4,23 (0,838)	-1,950	0,052*
38	"My internship experience prepared me for my career goals and actual job."	4,03 (0,944)	4,14 (0,970)	-0,767	0,444
39	"I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom."	3,97 (0,970)	4,03 (0,942)	-0,405	0,686
40	"I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations."	4,04 (0,899)	4,03 (0,962)	0,062	0,951
41	"My internship experience improved my ability to connect academic subject matter to a real world experience"	4,10 (0,851)	4,20 (0,650)	-0,789	0,431
42	"I would recommend internship experience to other students"	4,01 (0,782)	4,00 (0,882)	0,148	0,882

*The mean difference is significant at 0,05 level.

An independent-samples t-test was conducted to find the significant difference between students who did the internship according to their specific form of education. There was a significant difference between students who were enrolled in full-time education (M=3,94, SD=1,040) and who took evening classes ((M=4,23, SD=0,838); $t=-1,950$, $p=0,052$)). This result shows that student who took evening classes found that internship experience improved their ability to excel in a professional work environment. Perhaps, because student, who took evening classes, had more time to improve or develop their skills than students who got a full-time education. As a rule, students who are in evening classes, they are already working, and at the same time they can do internship in that company.

Table 16: Availability of the university supervisor during the internship



From the table above, the results are showing the percentage of students whose university supervisor was available and not. For 79,5% of student answered that their supervisor was available, and for 20,5% of student supervisor didn't provide feedback.

Chapter 5

DISCUSSION AND CONCLUSION

This last chapter is divided into three sections: summary of the study, discussion of findings, and recommendations. The first part is a brief content of the thesis. The second part describes the findings of the study, as well as the conclusion of the work done. The last part includes recommendations for future research.

5.1 Summary of the Study

The purpose of this study was to learn the perception of students toward the internship and to understand their attitude to the internship process. More specifically two questions were asked: Do the students find the internships effective and do they understand the value and benefits of internships?

5.2 Discussion of Findings

In the context of this study, the perception about the effectiveness of internship programs was reporting by students, in which the internship acquires skills in three areas; academic skills, personal skills and teamwork. Academic skills such as application of theory in practice, research skills and report writing skills and presentation. Personal skills include communication skills, problem-solving and analytical skills.

Overall, the results of this study show that the students who did internship, consider it necessary to consolidate the process of theoretical knowledge in practice. The results also show the effectiveness of internships. According to the study it was found that

students develop the skills necessary in the course of the internship on the workplace. This finding is consistent with results of previous studies which showed that internship program characteristics are the most effective for the improvement and consolidation of learning (Ngai, 2009).

According to the results of this study it was clearly seen that the students, who were paid interns spoke about it more positively. This falls in line with previous studies suggesting that certain motivators (i.e., remuneration, compensation) directly affect the perception of the activity (Waterman, 1997). There is the analysis that considers the difference between the perception of male and female students toward the internship. The result of this analysis showed that there are no differences between perceptions by gender. This finding confirms that students of different gender have similar perceptions about their internship experience.

By conducting a survey on the internship and students' future employability, it became clear that the majority of students are satisfied with their experience, and they have positive attitudes towards internships. For example, considering the results of the responses to question 28 ("I'm satisfied with the results of the internship") which shows that 33.8% of the students strongly agree with this, 38.5% of the students agreed with this statement. 17.3% are neutral to this statement, 9.7% disagree, and only 0.7% of students strongly disagree. Most likely, students responded negatively to this question didn't get any benefits from internships, the reason for this could be the students themselves and the supervisors from the university and the company. As a result of this answer, more than half of students (72,3%) had positive opinion about the internship experience.

Also, the answer to the question 40 (“I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations”), according to which 33.5% of students strongly agreed that the internship helped them understand how to apply their knowledge on practice, 46.4% of the students agreed with this statement. 12.2% are neutral to this statement, 6.8% disagreed and 1.1% of students strongly disagree. Students whose answers were negative didn’t know how to apply their knowledge in practice, perhaps because they didn’t study enough in the classroom or didn’t understand what kind of skills they need to apply in order to achieve the organization's objectives. As a result of the responses to this question 79.9% of students applied their theoretical knowledge in practice in order to achieve organizational goals. Answers on question 42 (“I would recommend internship experience to other students”) showing us that 82% of student will recommend internship experience to other students. That means students are satisfied with internship experience, they found it useful and beneficial.

This study shows that students perceive internship experience positively, because it gives them an opportunity to choose their future career, and find the ways to solve problems, develop self-confidence, develop social interaction skills. Internships help students in most cases, but some students have a negative perception of internship.

Based on the results it can be seen that some of the students perceive internship negatively or neutrally. This may be due to the fact that students simply do not have a clue about how to go through the internship. In other words, they are simply unprepared for this. Most universities give students an opportunity to seek own organization where they need to do internship, but no details. To solve such problems, universities should develop a specific training course. In these classes, students could

learn all about internships in the details, as well as give them a hint that it will help them to determine their future career. They need, not only for data collection and reporting for the university, but also an experience. This course would help students to get information that will help them be ready for what will happen in an organization where students will do an internship, from the beginning till the end. At the same time the supervisors of the university have to be constantly be in touch with the students in case of questions.

Also, the organization itself can interest students. Universities should provide an opportunity to the organization to make a presentation, which will be affected by the subject:

- what is the organizational goals;
- what do the employees do in the organization.

Companies should give students or interns the opportunity to feel themselves as a part of the organization mechanism, by giving them the opportunity to practice in the organization.

5.3 Limitations of the Study

This study was conducted on the territory of Russian Federation, in Russian State University of Tourism and Service. The results of this research showed the students' perception of internships, who were studying in Russia. It is not excluded by the fact that in other countries, students may perceive internships in a different way, which could depend on the methods of teaching and various internship programs, and the culture of organizational behavior and organizational standards.

Questions included in the questionnaire were designed to study the students' perception of internships, namely the satisfaction of doing the internships. But there was no questions in the questionnaire that would emphasize the facts and the reasons of negative perception of internships.

This study is limited because the researcher wasn't looking for the causes of the negative perception of students toward the internships. Gathering this information would help understand the causes for which students have a negative perception to the internships. Later, it would be useful for universities and organizations, as knowing the problem can find a solution, and to enable all students to get benefits from internship.

5.4 Suggestions for Future Research

a) Further studies should examine the reasons for which students have a negative perception of internship. This will allow students to find problems preventing an intern to gain experience. It would also be beneficial to focus on ways to eliminate the reasons so that students will have the opportunity to understand the information, which they receive during internship.

b) When a student comes to do internship for the first time, he believes that employers will show him/ her everything and will give some work to do, which will consolidate the theoretical knowledge gained in the university. However, the fact of the students in most cases, expect a cold reception. The following suggestions for future research is to find out the reasons for which supervisor from the organization are irresponsible to the students who are doing internship.

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APPENDICES

Appendix 1: Questionnaire Survey

Internship and Student's Future Employability

Dear Respondent!

This survey is part of an academic study the aim of this research is to find how internships are helping or affecting on student's future employability. Research will be conducted in Russian State University of Tourism and Service.

There is no right or wrong replies in this questionnaire. Any sort of information collected during this research will be kept confidential. Participation in this survey voluntary but encouraged. We really appreciate your time and participation.

If you have any questions, please do not hesitate to contact Yury Fuchadzhi through his email: yuryfuchadji@mail.ru

Thank you for your cooperation.

Research team:

Assoc. Prof. Dr. Tarik Timur

Yury Fuchadzhi

Address:

Business faculty

Eastern Mediterranean University

Famagusta, TRNC

Via Mersin10- Turkey

1. How old are you?

18-25
26-33
34-41

2. What is your gender?

Male
Female

3. What was your academic standing during your internship?

Third year
Fourth year

4. What is your CGPA?

3.5-4.0
3.0-3.49
2.5-2.99
2.0-2.49
Below 2.0

5. Internship salary

Paid
Unpaid

6. Length of internship experience

1 semester
2 semesters
Summer only

7. Prior to this internship have you interned before?

Yes

No

8. If yes, was it with the same employer?

Yes
No

9. Were you offered a full-time job by the organization you interned?

Yes
No

10. Specify the form of education

Full-time education
Evening classes

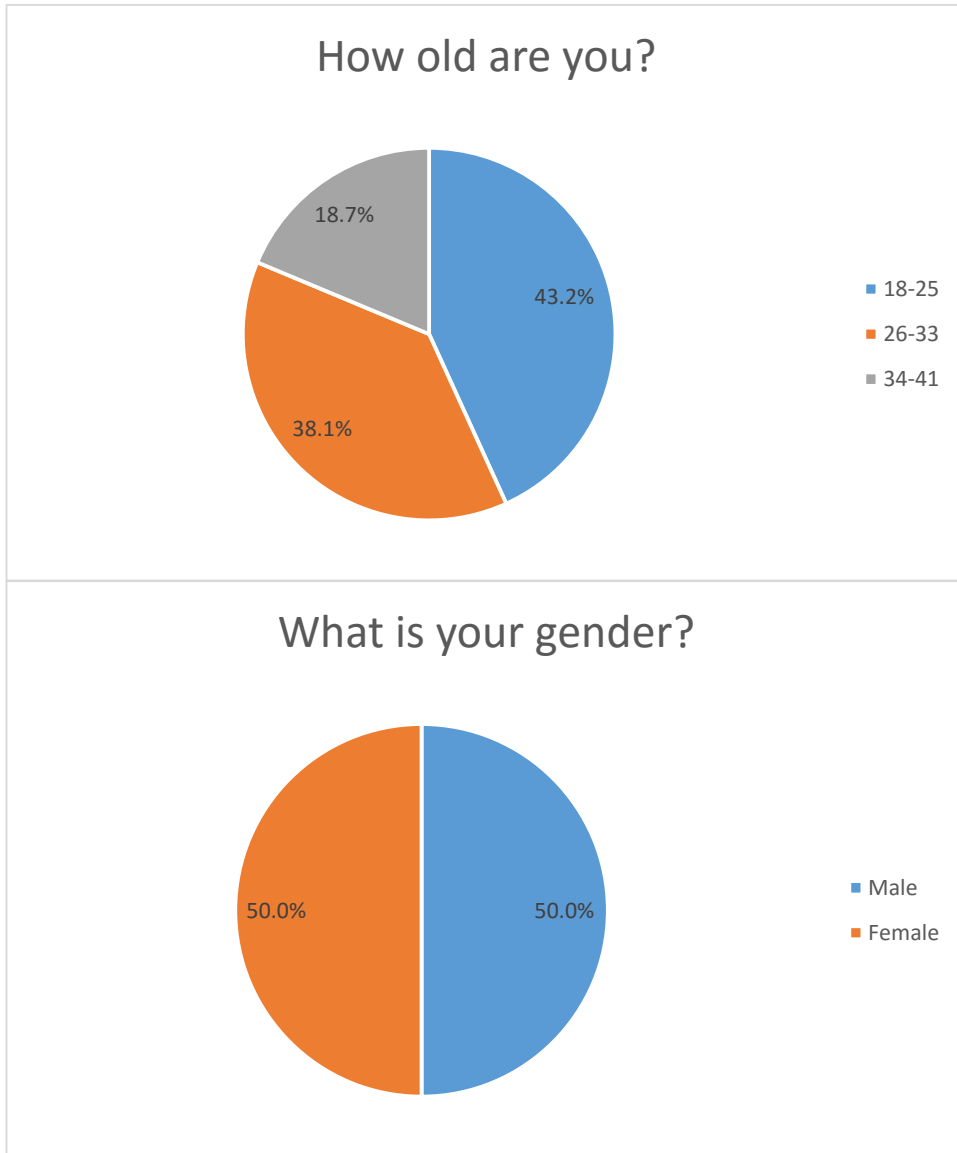
11. Was your university supervisor available when you had questions?

Yes
No

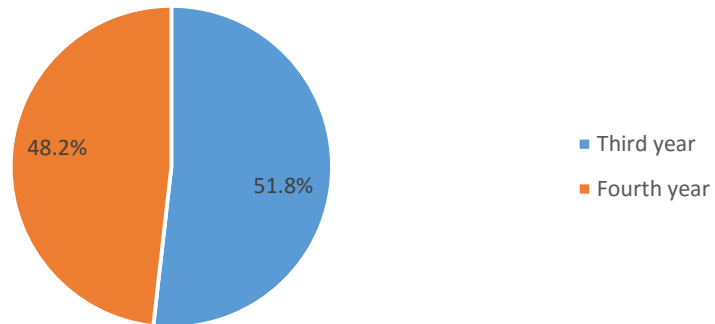
12	“My company supervisor provided constructive feedback”	1	2	3	4	5
13	“This experience helped me make a choice for my career goals”	1	2	3	4	5
14	“Content of the internship satisfied my needs”	1	2	3	4	5
15	“All knowledge and skills were certainly useful and applicable to my work”	1	2	3	4	5
16	“Internship helped me to understand new developments”	1	2	3	4	5
17	“Internship helped me to understand the processes and work in the company”	1	2	3	4	5
18	“Internship helped me to study of the basic processes required in the future work”	1	2	3	4	5
19	“Internship helped me to gain experience in teamwork”	1	2	3	4	5
20	“The internship was useful in terms of the practical application of the information I have received”	1	2	3	4	5
21	“After my internship I feel confident I can attain a full-time position in this or a similar organization”	1	2	3	4	5

22	"I have a better understanding of professional work environment"	1	2	3	4	5
23	"I have learned more about career options in my field of study"	1	2	3	4	5
24	"Internship experience will help my career"	1	2	3	4	5
25	"I find the internship experience successful"	1	2	3	4	5
26	"In my opinion, internship is a good learning experience"	1	2	3	4	5
27	"I received enough training during internship to do the job"	1	2	3	4	5
28	"I'm satisfied with the results of the internship"	1	2	3	4	5
29	"My expectations for the internship were met"	1	2	3	4	5
30	"University supervisor's feedback during the internship was adequate"	1	2	3	4	5
31	"The information I recorded during the internship was helpful"	1	2	3	4	5
32	"My internship employer actively helped me doing internship"	1	2	3	4	5
33	"I had a chance to discuss my career with an internship employer or co-workers of internship"	1	2	3	4	5
34	"When I had any job-related problems, I had a chance to ask my internship employer or co-workers"	1	2	3	4	5
35	"Overall, I am satisfied with my internship experience."	1	2	3	4	5
36	"I believe I learned what I expected in my internship"	1	2	3	4	5
37	"My internship experience improved my ability to excel in a professional work environment"	1	2	3	4	5
38	"My internship experience prepared me for my career goals and actual job."	1	2	3	4	5
39	"I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom."	1	2	3	4	5
40	"I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations."	1	2	3	4	5
41	"My internship experience improved my ability to connect academic subject matter to a real world experience"	1	2	3	4	5
42	"I would recommend internship experience to other students"	1	2	3	4	5

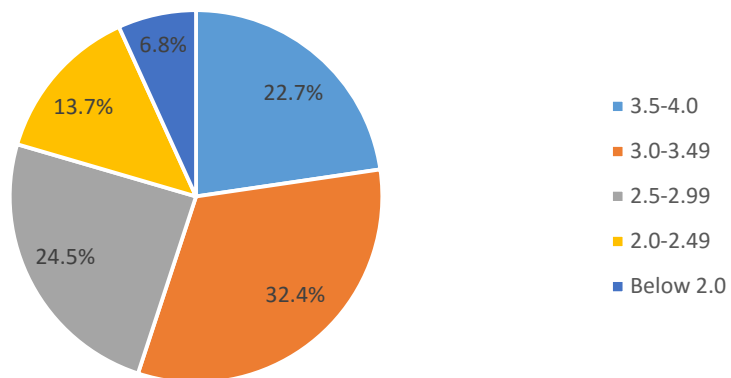
Appendix 2: The survey results in percentage



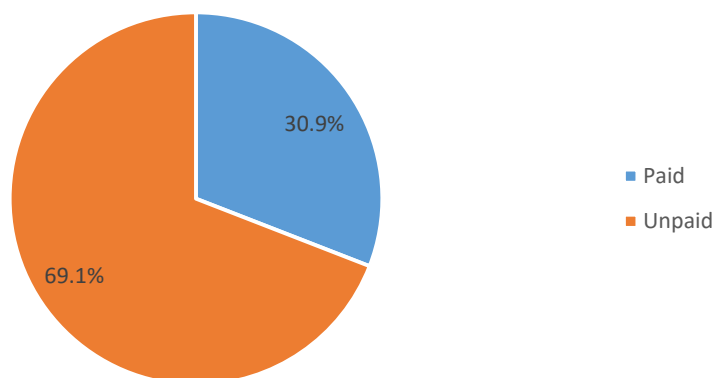
What was your academic standing during your internship?



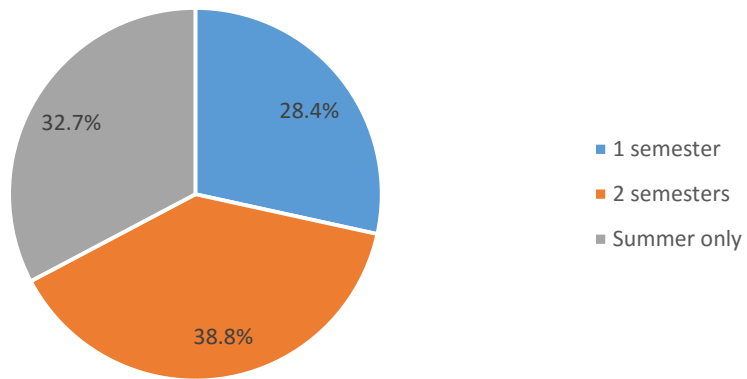
What is your CGPA?



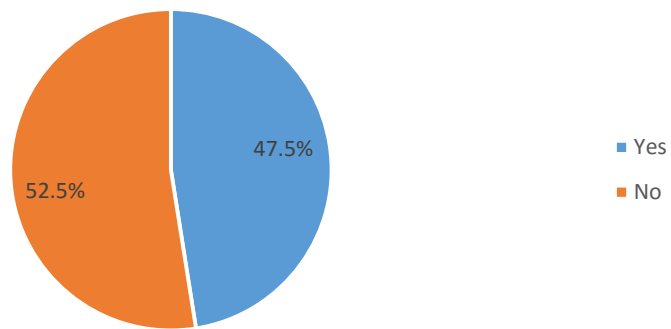
Internship salary



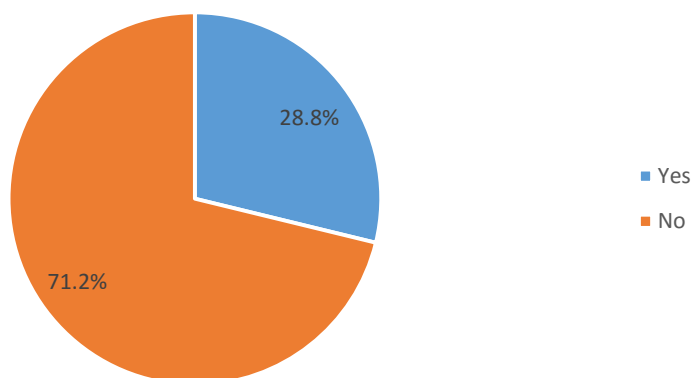
Length of internship experience



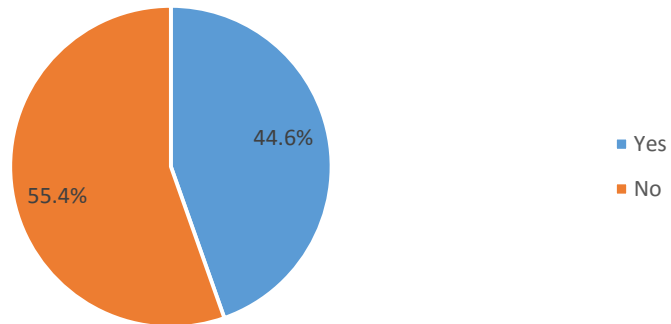
Prior to this internship have you interned before?



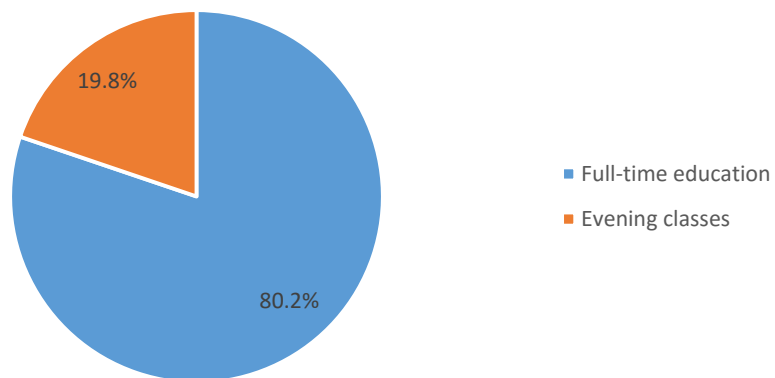
If yes, was it with the same employer?



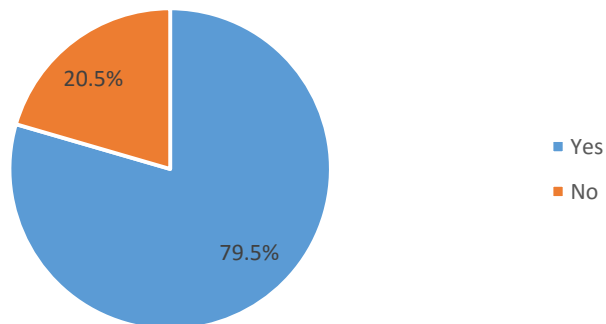
Were you offered a full-time job by the organization you interned?



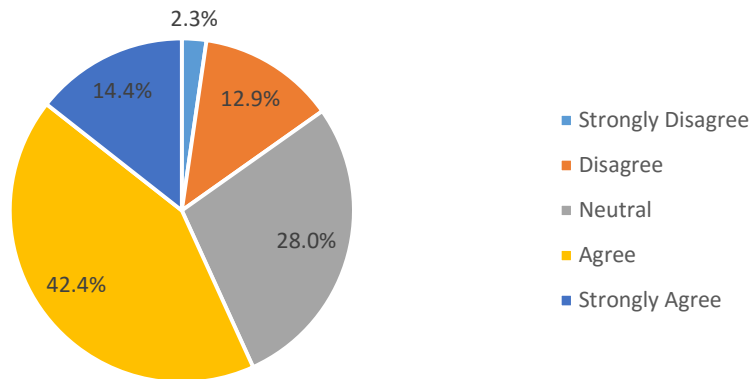
Specify the form of education



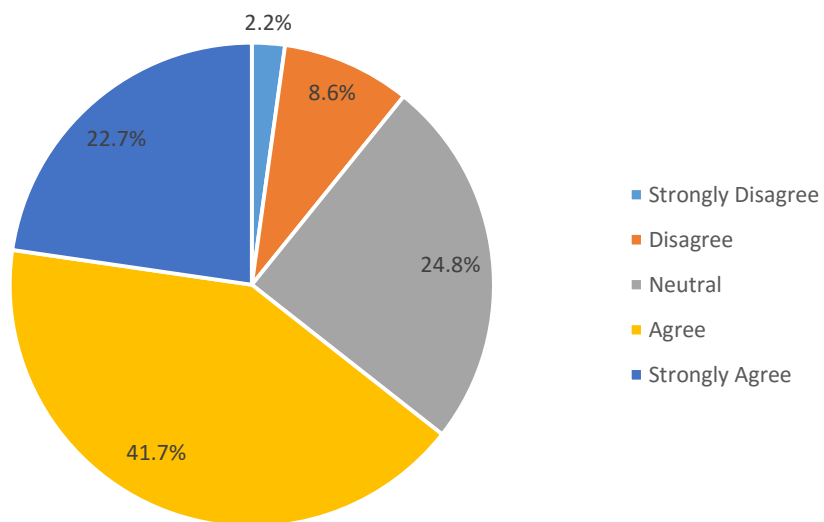
Was your university supervisor available when you had questions?



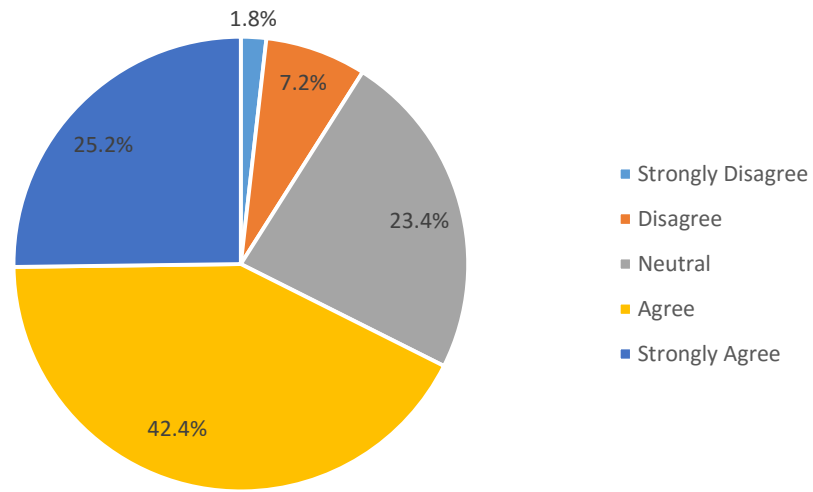
My company supervisor provided constructive feedback



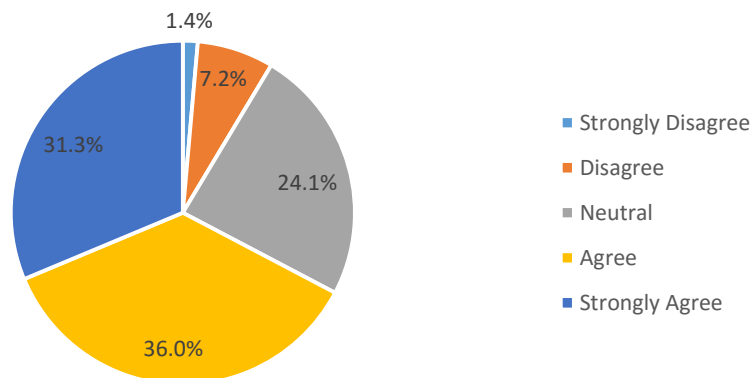
This experience helped me make a choice for my career goals



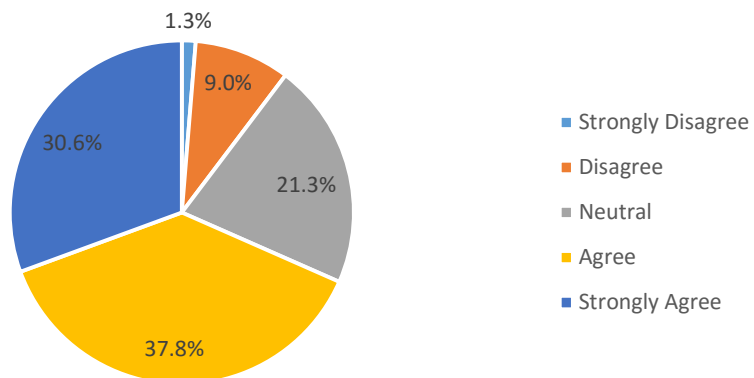
Content of the internship satisfied my needs



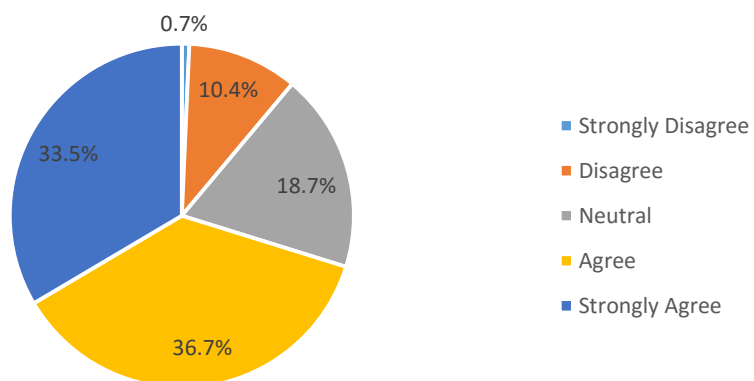
All knowledge and skills were certainly useful and applicable to my work



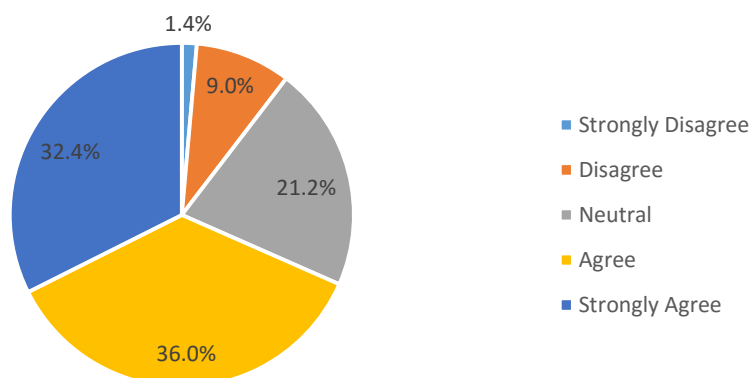
Internship helped me to understand new developments



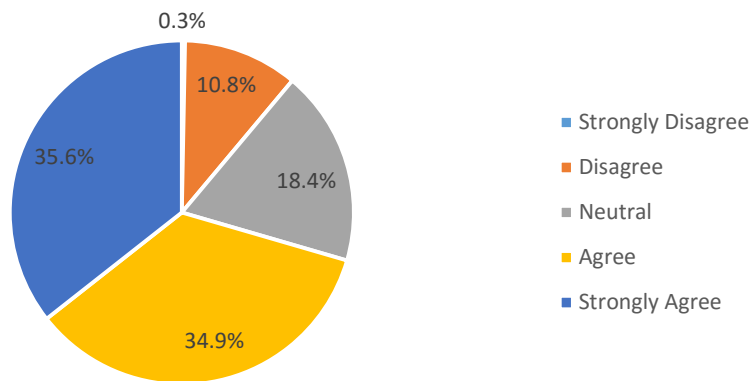
Internship helped me to understand the processes and work in the company



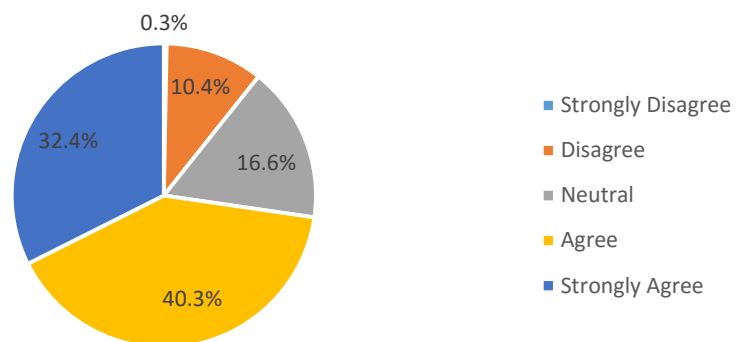
Internship helped me to study of the basic processes required in the future work



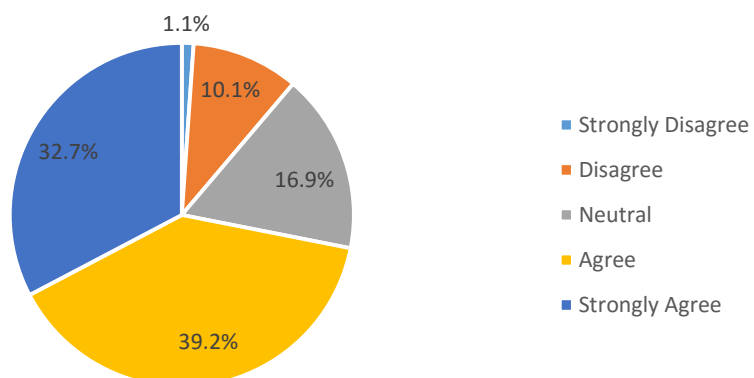
Internship helped me to gain experience in teamwork



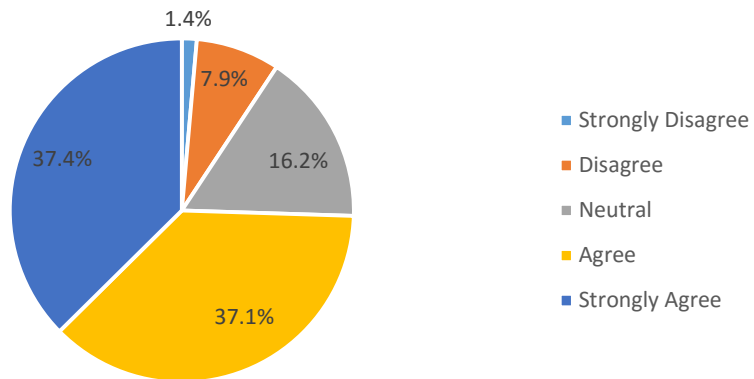
The internship was useful in terms of the practical application of the information I have received



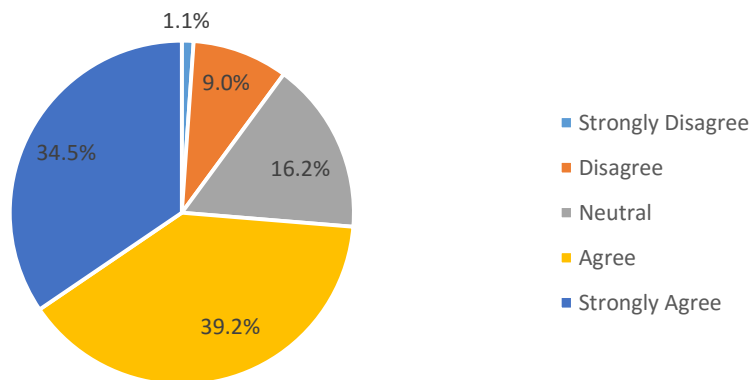
After my internship I feel confident I can attain a full-time position in this or a similar organization



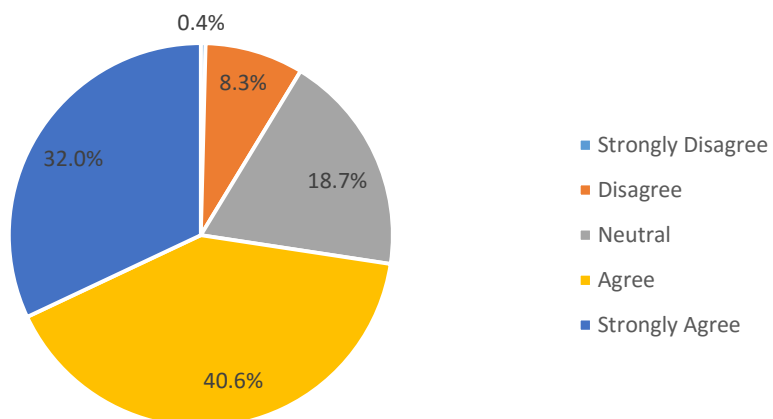
I have a better understanding of professional work environment



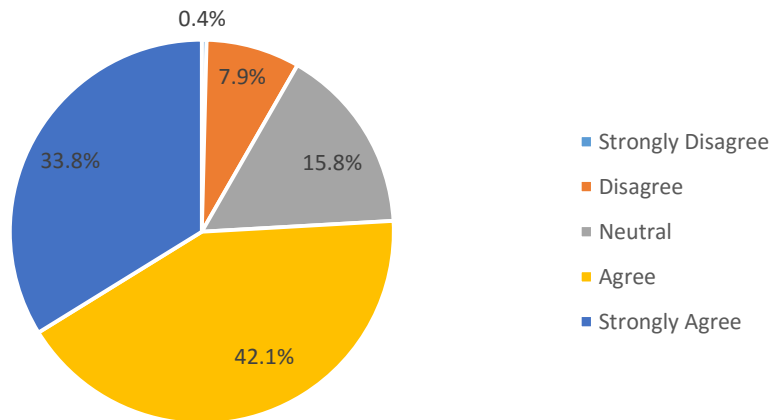
I have learned more about career options in my field of study



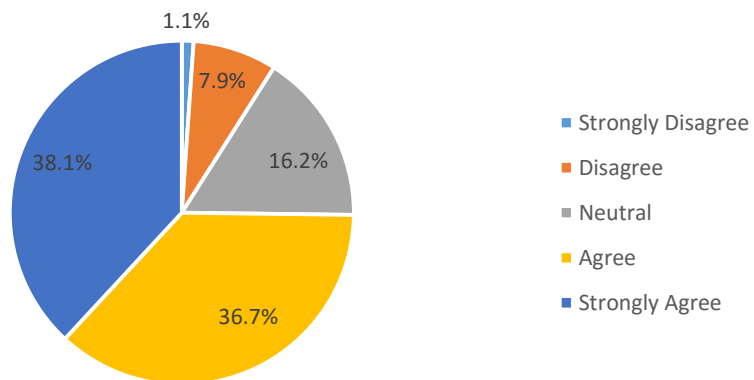
Internship experience will help my career



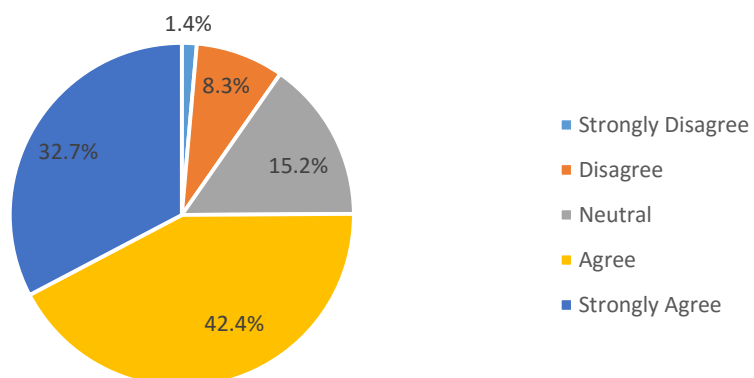
I find the internship experience successful



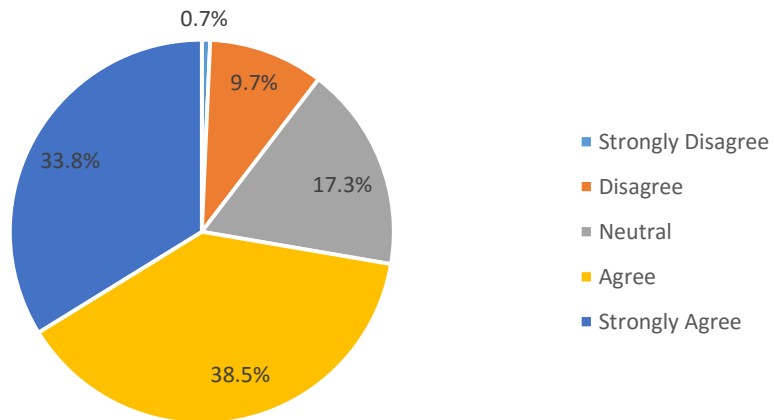
In my opinion, internship is a good learning experience



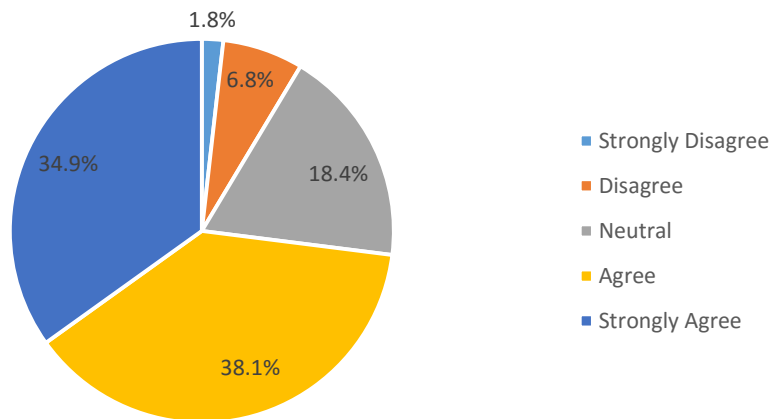
I received enough training during internship to do the job



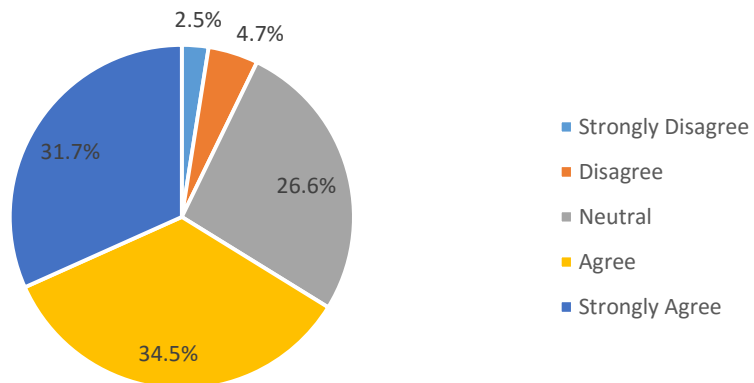
I'm satisfied with the results of the internship



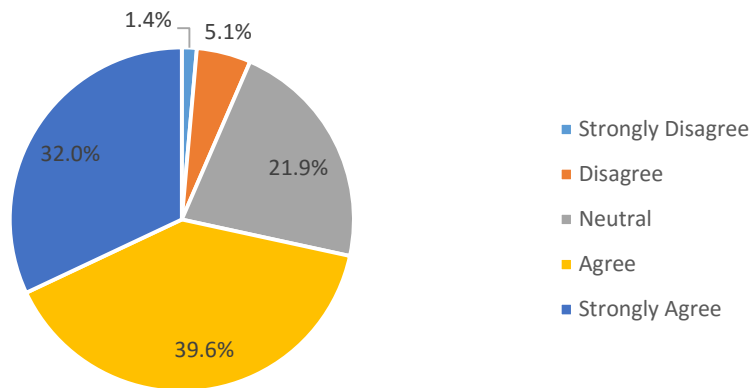
My expectations for the internship were met



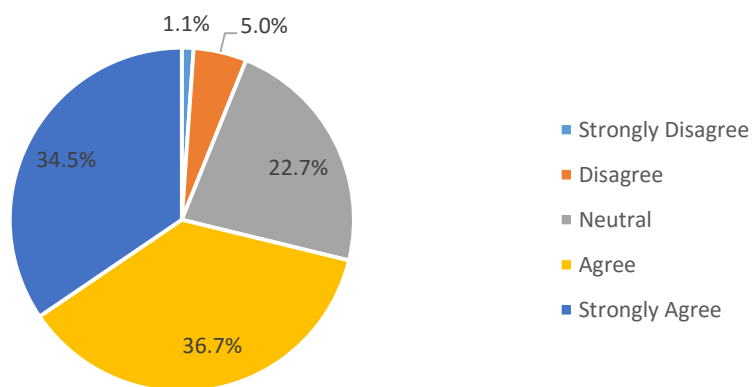
University supervisor's feedback during the internship was adequate



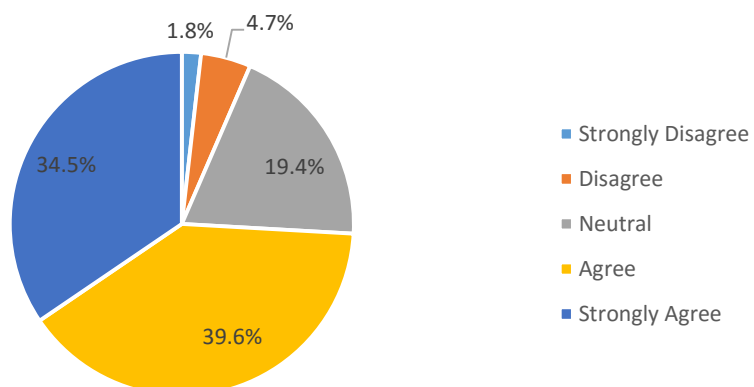
The information I recorded during the internship was helpful



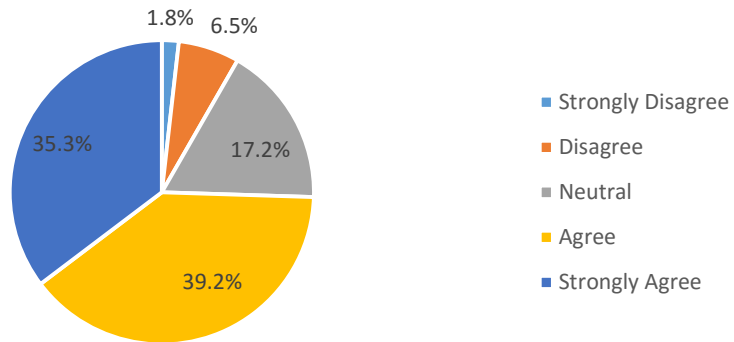
My internship employer actively helped me doing internship



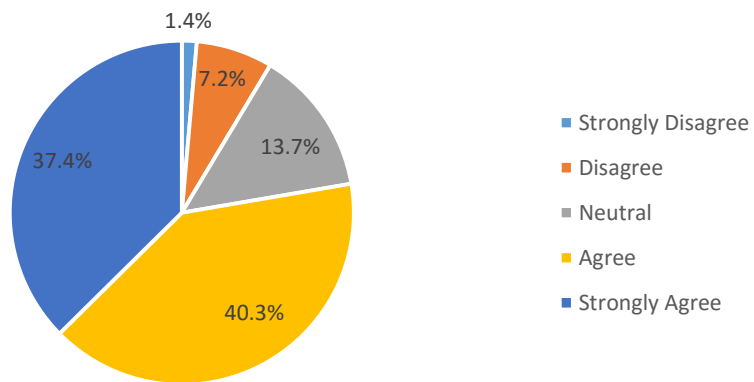
I had a chance to discuss my career with an internship employer or co-workers of internship



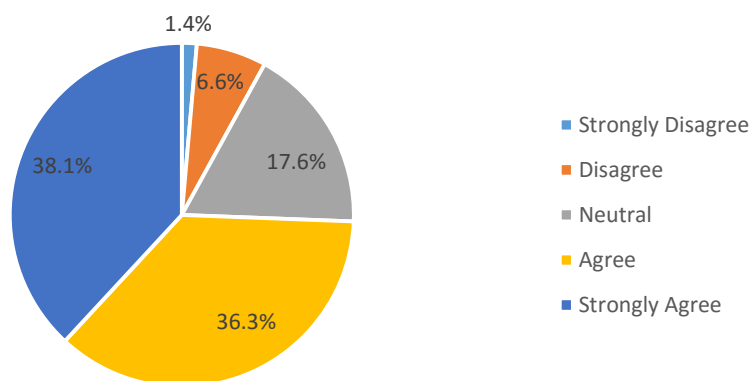
When I had any job-related problems, I had a chance to ask my internship employer or co-workers



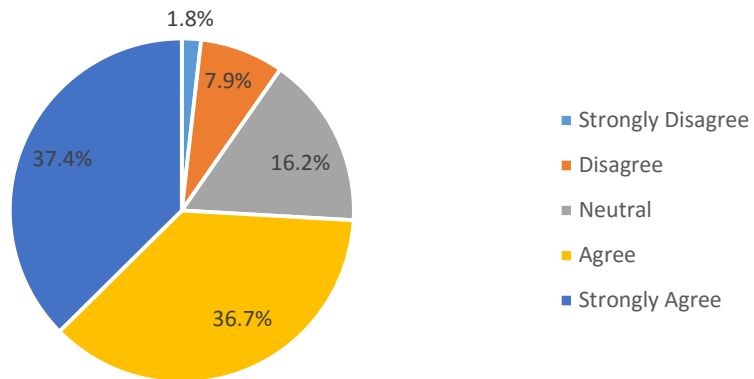
Overall, I am satisfied with my internship experience



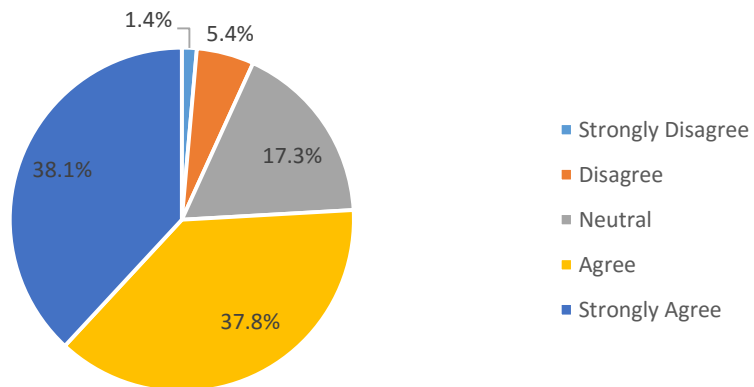
I believe I learned what I expected in my internship



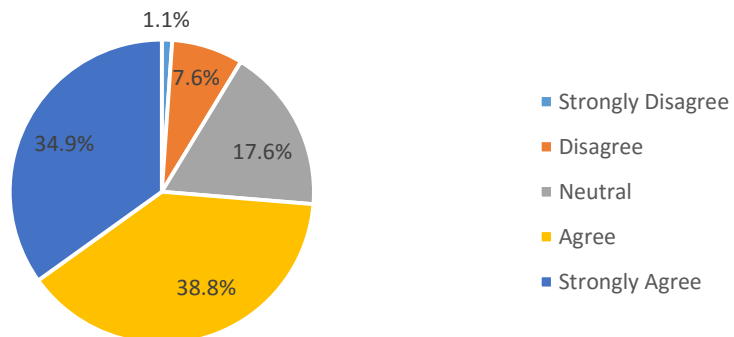
My internship experience improved my ability to excel in a professional work environment



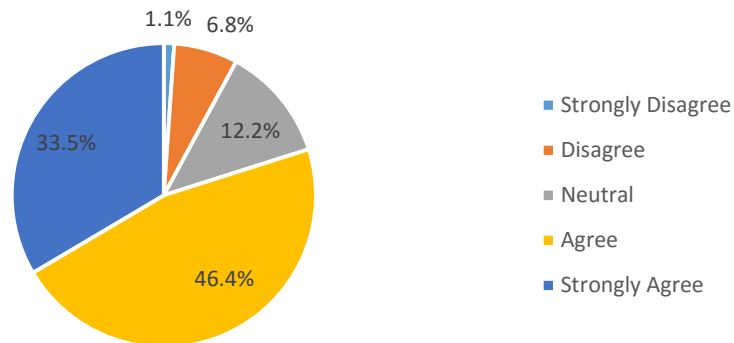
My internship experience prepared me for my career goals and actual job



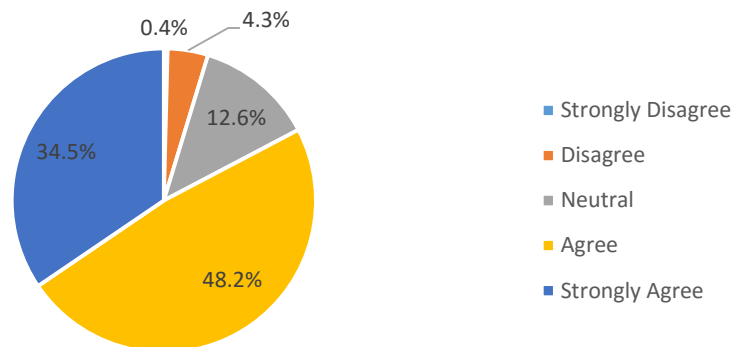
I have acquired knowledge beneficial to my current study that has enhanced what I was taught in the classroom



I have a better understanding of how to apply the knowledge and skills gained through my academic courses and classroom preparations



My internship experience improved my ability to connect academic subject matter to a real world experience



I would recommend internship experience to other students

