

**Evaluation of Internship Programme of Faculty of Commerce and Management,
Eastern University, Sri Lanka**

N.Thevanes

*Graduate-Eastern University and Trainee, Brandix Essentials Limited
nadesthev@gmail.com*

Abstract

Nowadays, universities are earnestly focusing on providing internship training to the undergraduates in order to apply their academic knowledge practically and in gaining the work experience prior to graduation. Despite the growing popularity of internships, surprisingly little research has reported the systematic evaluation of internship programme. Hence, in order to fill this gap this study is carried out with three objectives: first, to explore the employer perception towards interns of Faculty of Commerce and Management, second, to explore the interns perceptions towards employer, and third, to explore the contribution of internship programme in achieving graduate profile of Faculty of Commerce and Management, Eastern University, Sri Lanka. In order to achieve the study objectives, data were collected from 157 final year students in the Faculty of Commerce and Management in the academic year of 2010/2011(2016). In this study, data were collected through internship record book which were given to students at the beginning of the internship. The univariate analysis was used to achieve the study objectives. The results of the study revealed that employers were highly satisfied with intern's performance during the internship. The results also implied that interns were highly satisfied with the employer who provided the internships to them. In addition, finding of the study suggested that internship highly supports to materialize the graduate profile. Moreover, this study provides some recommendations to further improve the quality of internship. This study is useful to the university, internship organization as well as future interns to improve the quality of internship.

Keywords: Internship, interns, evaluation, employer, university, graduate profile

Introduction

In Sri Lanka, the higher education industry is flourishing fast and universities are considered as the key players in the industry. Amongst the roles of a university, knowledge generation and dissemination, producing graduates and engaging in upgrading the general society are recognized as the key roles. Universities are continuously focus on bringing changes in the academic curriculum in order to produce the employable graduates. To improve the quality of graduates to suit the present job market the universities had introduced practical training component called internship training in the academic curriculum. In this context, students will be sent to different private and public sectors to get practical exposure and work experiences.

Internship provides an opportunity to students to apply their academic knowledge practically and to gain the work experience. Internship may be considered as the easiest path to enter into the job market to graduates. The job experience is one of the most important requirements in selecting a candidate for a job in an organization (Arulrajah & Opatha, 2012a). Hence, Internship programme is a proven way to gain relevant knowledge, skills, and experience while establishing important connections in the field. Further, internships are highly fruitful in achieving the graduate profile of the universities. Thus, the universities have taken considerable effort in designing and implementing an internship programme that can accommodate students' future employability.

Moreover, internship programme has been identified as one of the key aspects under the quality assurance programme of the university grant commission and at the same time it can be considered as a social responsibility of every organizations in Sri Lanka. Hence, organizations in Sri Lanka focus on providing the internship training to the students in order to fulfill the social responsibility as well as gaining the economic advantage by hiring interns for low wages. Even though, internship is recognized worldwide and has a long history, there are only few studies that have been focused in this area (Coco, 2000; Knouse & Fontenot, 2008; Sides & Mrvica, 2007; Narayanan, Olk & Fuckami, 2010; Maertz, Stoeberl & Marks, 2013). Internships are still popular to these days in Sri Lankan universities, anecdotal evidences reveal that a very few research works are available in this area. In this context, there is a need to evaluate the success of internship training of the Sri Lankan Universities.

Overall, this study found that only a small number of studies report systematic evaluation of internship programme. Considering above evidences, the researcher of this study intend to conduct a research in order to fulfill the empirical knowledge gap in connection with the evaluation of internship training in Sri Lankan context. Hence, the objectives of this study are to explore the employer perception towards interns of Faculty of Commerce and Management, to explore the interns' perceptions towards employer and to explore the contribution of internship programme in achieving graduate profile of Faculty of Commerce and Management, Eastern University, Sri Lanka. This article is structured as follows. The next section presents the review of the relevant literature about internship, the third section provides the research method of this study. Lastly, it presents the results and discussion of the study and finally, it ends up with the conclusion.

Literature Review

Definition of Internship

According to Lam and Ching (2006), internship is a form of workplace learning is a vital and valuable component of many professional programmes in tertiary institutions like

universities and polytechnics. Sgroi and Ryniker (2002) defined internship as an experiential learning activity providing a bridge between academic education and the world of the professions (Sgroi & Ryniker, 2002). Gault, Leach and Duey (2010) also stated that academic internships are an opportunity to integrate work-related experience into graduate education by participating in scheduled and supervised work. Further, Taylor (1988) defined internships as structured and career-relevant work experiences obtained by students prior to graduation from an academic program. And Gault, Redington and Schlager (2000) defined internship as part-time field experiences and encompass a wide variety of academic disciplines and organizational settings. On the basis of above literature, this study has defined that internship as a practical training provided by the educational institutions in order to apply the academic knowledge practically and to gain the work experience prior to the graduation.

Benefits of Internship

Researchers and practitioners alike have long endorsed the field internship as a critical component of higher education (Gault et al., 2000). Several researchers stated that internship provide huge benefits to the three sets of actors such as sender, receiver, and carrier; the university, industry, and student, respectively (Maertz et al., 2013; Efua, William, Tackie-Ofosu, & Koranteng, 2016).

Benefits of Internship to the Students (Interns)

Nowadays, it's very difficult to enter into the job market without work experience. Hence, work experience gained through the internship is really useful to the students to enter into the job market. Internship plays a vital role in enhancing the career preparation and marketability of undergraduates in the entry-level job market (Gault et al., 2010). Further, study suggested that internships provide students with a means of bridging the gap between career expectations developed in the classroom and the reality of post-graduation employment. Several researchers stated that internship training can make students more marketable and comfortable by helping them develop skills such as critical thinking and communication, interpersonal and time management, better self-confidence and better self-motivation that many employers seek from new graduates (Maertz, Beck & Halim, 2008; Mannikan & Chin, 2015; Dennis, 1996; Gill & Lashine, 2003; Beck & Halim 2008; Brown & Murphy, 2005; Sapp & Zhang, 2009). Furthermore, students can develop good working habits and other personal qualities by following an internship (Gerken et al., 2012). In overall, internship supports to develop the practical knowledge and specific skills to start their professional career.

Moreover, internship allows students to obtain work experience and provide opportunities to apply the knowledge and skills learned during the university study programme (Manickam & Chin, 2015). It has the advantage of giving students a preview of an industry, higher job satisfaction, better career preparation, better job networking and stronger resumes (Weible, 2009). In addition to these, it helps to improve the education of undergraduates (Allen et al., 2011), helps students to learn the course

concepts and involves active learning (Simons et al., 2012) and offers critical reflection and professional development of undergraduates out from classroom (Gavigan, 2010).

One major rationale for internships is a transition experience from the university to the work environment, where interns learn job-related knowledge and skills, along with employer workplace skills (Maertz et al., 2013). These real-world experiences are an integral component of an academic program and provide students with the opportunity to develop not only work skills but also an understanding of the workplace. Therefore, internships provide students with the opportunity to gain knowledge about careers within an industry, identify general work-related preferences, and develop deeper vocational interests. Through this, students can decide their career and work towards achieving their career goal.

Through the internship, students may get the opportunity prove themselves and get permanent jobs from their internship employer. In this sense, Knouse, Tanner and Harris (1999) also found that students who had chosen to complete internships were offered jobs more quickly more than those who had not opted for internships. Hence, providing internship to the students is considered as the best solution to solve the unemployment problem among the graduates.

Benefits to the Employers

Several studies have stated the benefits to the organizations which provide internship opportunities to the students. In general, providing internship training to the students considered as the social responsibility of organization. Beyond, social responsibility, internship also provides the economic advantage to the company by hiring the interns in lower salary with lower recruitment cost. The costs for hiring are low when graduates can be screened during their internship and it is a suitable method to create a better fit between the intern as a prospective employee and the company (Beard, 1998). There are typically very low recruiting costs associated with interns compared to other hires. Internships provide needed part-time help for certain tasks and employees for special projects that run for a few months (Beard, 1998; Divine et al., 2008; Thiel & Hartley, 1997). Moreover, Maertz et al. (2013) stated that, hiring an intern for a full-time position after the assignment can lead to savings in the areas of recruitment and selection.

Further, interns may also bring new ideas or perspectives to the work from their academic studies, adapted to the relatively familiar context which would serve as an advantage over other new hires (Maertz et al., 2013; Divine et al., 2008; Tovey, 2001; Weible, 2009). Employers also indicated that they have a lower turnover rate for employees with internship experience (Beard, 2007). Hence, offering internship to the students prevents absenteeism, turnover and keep the cost down and the result is increase in the profitability and leads to improve the social as well as financial performance of organizations by offer the internship opportunities to the students.

Benefits to the Universities

Internship training programme also offer benefits to the universities. Universities can improve the quality of academic programme by providing the internship training to the students which in turns leads to better performance of the universities. Because, internship is considered as the vital part of many academic programmes and plays an important role in the transition of students (interns) from the college environment to the work environment. Manickam and Chin (2015) stated that universities can only provide formal structured education which is guided by the faculty or teaching staff whereas internship promotes informal learning with less guidance from the industrial supervisor or employers which is helpful to create the capable and qualified graduates. Learning from internship is more difficult to gain by attending lectures in the universities, and thus, is typically less available through formal university courses.

In addition to that Maertz et al. (2013) stated that universities can manage the industrial relationships with the intern employers which add more value to the university. Further, through these mechanisms, universities can also build close relationships with intern employers that may produce additional positive outcome for the school/university in the future (e.g. general donations, funding named chairs or centers, source for advisory board members, more job interviews/offers to students, co-sponsorship of events, etc.). This industrial relationship of the university confirms the future job of the students after graduation. Moreover, for universities, internship highly contributes to stronger connection between business schools and the business world and can boost the reputation of the educational institution within the local community. In overall, internship training helps to improve the quality of academic programme, attraction among the students, and contribute to create the employable graduates. Finally, this trend contributes to improve the reputation as well as rank of the university. Due to the benefits, universities are paying a great attention on providing internship to the students.

Research Method

Introduction to the Internship Programme

The Faculty of Commerce and Management in Eastern University, Sri Lanka offers mainly two streams of study programmes named Bachelor of Business Administration (BBA) and Bachelor of Commerce. Both programmes have specializations such human resource management, marketing management, accounting and finance and enterprise development. The Faculty offers well designed programmes to make students competitive and employable in the current labour market. In this context, an internship prepares to the students in order to build upon, apply and assess the concepts that are developed through the university's curriculum and to further the student's professional growth through a meaningful real-world work experience. Therefore, internship is compulsory for all degree programmes prior to the completion of these degrees. Faculty of Commerce and Management allocated three credits for internship and the duration of the internship programme is three months (12 weeks). Students undergo their internships

in the final year of their four years degree programme. Students who enrolled in the degree programme should participate internship in their final year, final semester. The internship is coordinated by the faculty approved coordinator. The faculty approved coordinator is responsible for the students' placement. He/she also maintains the relationship between the department and industrial supervisors. After the completion of internship training, students' performance during the internship will be measured by the Faculty of Commerce and Management.

Data Collection

The total population for the study was 157 final year students in the Faculty of Commerce and Management in the academic year of 2010/2011. These students were enrolled in internship programme from April to July of 2016. Total population is considered to conduct this study. For this study, data were collected through internship record book which were given to students at the beginning of the internship. Students who are undergoing internship training are required to maintain this record book in order to record the details of daily tasks and duties. Students are requested to hand over the internship record book after the completion of internship. This internship record book includes thirty seven evaluation statements in five point Likert scale under three concepts such as (1) Employer evaluation on students' performance, (2) Intern evaluation on internship, and (3) Intern evaluation in achieving the graduate profile of the Faculty.

Employer Evaluation on Intern's Performance

The employer evaluates the students' performance based on the attributes of intern as portrayed during the internship. Employers were required to evaluate interns with "1" for "poor" and "5" for "excellent" in five point Likert-scale. The following ten (10) attributes of interns during the internship were evaluated by the employer: (1) punctuality, (2) flexibility, (3) initiative, (4) leadership, (5) follows direction, (6) cooperation, (7) responsibility, (8) maturity, (9) efficiency and (10) ethical orientation. The instrument had a good level of internal consistency with a Cronbach's alpha of 0.898.

Intern Evaluation on Employer

Ten question items were provided to the interns in the internship record book to evaluate the employer. The items are: (1) level of responsibility, (2) level of meaningful tasks and works, (3) supervision and guidance, (4) application of academic knowledge, (5) new skills and abilities (6) new knowledge and concepts, (7) relevancy of internship, (8) meet with career expectations, (9) overall satisfaction, and (10) overall experience. Each item was measured on a five point Likert-type scale anchored by "very low" and "very high" response options. This instrument had Cronbach's alpha of 0.898 which is higher than 0.70. Hence, this instrument had a good reliability.

Intern Evaluation on Achieving the Graduate Profile of the Faculty

In this evaluation, interns evaluate the internship based on the seventeen key attributes/qualities which were mentioned in the graduate profile of Faculty of Commerce and

Management. They are (1) dynamism, (2) challenge enabled, (3) self-motivation, (4) achievement orientation, (5) ethical orientation, (6) team orientation, (7) leadership, (8) creativity and innovation, (9) work-life balance, (10) life-long learning, (11) entrepreneurial skills, (12) managerial skills, (13) interpersonal skills, (14) communication skills, (15) IT skills, (16) analytical skills and (17) language skills. Each item was measured on a five point Likert-type scale anchored by “very low” and “very high” response options. This instrument had Cronbach’s alpha of 0.839 which is higher than 0.70. Hence, this instrument had a good reliability.

Data Analysis Techniques

The collected data was analyzed by using univariate analysis. Univariate analysis is appropriate for any single variable to explore the individual qualities of its data (Sekaran, 2000). This analysis used to identify the level of each single variable of the study. In this analysis descriptive measures such as mean and standard deviation were used.

Results and Discussion

Profile of the Respondents

In the survey, the gender distribution of the respondents is 51.6 percent females and 48.4 percent males. In terms of stream of study of the respondents, 26.8 % of them were Business Administration students, 14.6 % of them were HRM specialization students, 12.7 % of them were Marketing Management specialization students, 27.4% of them were Commerce students, 17.2% of them were owned to Accounting and Finance specialization students and only 1.3% of them were Enterprise Development specialization students. The results revealed that most of the students were worked in government banks with the percentage of 37.6. The results also revealed that 20.5 percent students have completed their internship in private companies, 18.5 % of students were worked at government department, 11.5 % of students were worked at non-government organization (NGO), 5.7 % of students were worked at hotels and 3.8 % of students were worked at private banks.

Employer Evaluation on Intern Performance

Table 1: Employer Evaluation on Student Performance

Attributes	Mean	SD
Punctuality	4.50	0.616
Flexibility	4.44	0.634
Initiative	4.18	0.639
Leadership	4.12	0.654
Follows direction	4.52	0.584
Cooperation	4.64	0.521
Responsibility	4.52	0.595
Maturity	4.15	0.622

Efficiency	4.45	0.614
Ethical orientation	4.42	0.611

(Source: Survey Data)

Employer evaluation on the students' performance strongly shows that most of the students performed good in all ten skills during their internship. The means and standard deviations of each attributes were presented in Table 1. Cooperation significantly scored higher than other skills ($m=4.64$, $s.d. = .521$). This reflects that students were better in cooperating with others in the work place to complete the task assigned to them.

Relatively high performance evaluated by the employers were found for 'follows direction' ($m=4.52$, $s.d.=.584$), 'responsibility' ($m=4.52$, $s.d.=.595$), and 'punctuality' ($m=4.50$, $s.d. = .616$). However a lot of necessary actions should be done to groom the students to have leadership qualities, maturity and being initiative by coming up with modules that can address that before they go for academic internship. Because, mean values of these skills are less than other skills. In overall, results of employer evaluation on student performance suggest that students performed well during the internship.

Intern Evaluation on Organization

Table 2: Intern Evaluation on Organization

Attributes	Mean	SD
Level of responsibility	4.08	0.751
Level of meaningful tasks and works	4.20	0.645
Supervision and guidance	4.40	0.659
Application of academic knowledge	3.89	0.751
New skills and abilities	4.23	0.659
New knowledge and concepts	4.32	0.661
Relevancy of internship	3.94	0.709
Meet with career expectations	4.18	0.696
Overall satisfaction	4.39	0.676
Overall experience	4.40	0.660

(Source: Survey Data)

Students evaluate the organization based on ten statements. The means and standard deviations of each statement were presented in Table 2. It was noted that, level of responsibility ($m=4.08$, $sd=0.751$), level of meaningful tasks and works ($m=4.20$, $sd=0.645$), supervision and guidance ($m=4.40$, $sd=0.659$) new skills and abilities ($m=4.23$, $sd=0.659$) new knowledge and concepts ($m=4.32$, $sd=0.661$) and meet with career expectations ($m=4.18$, $sd=0.696$) were evaluated at the high level by the students.

At the same time, relevancy of internship and application of academic knowledge rated as average level.

Intern Evaluation on Achieving the Graduate Profile

Table 3: Intern Evaluation on Achieving the Graduate Profile

Attributes	Mean	SD
Dynamism	3.87	0.658
Challenge enabled	4.06	0.718
Self-motivation	4.31	0.668
Achievement orientation	4.15	0.668
Ethical orientation	4.24	0.692
Team orientation	4.39	0.714
Leadership	4.00	0.751
Creativity and innovation	3.87	0.825
Work-life balance	4.01	0.759
Life-long learning	4.02	0.720
Entrepreneurial skills	3.66	0.903
Managerial skills	4.05	0.687
Interpersonal skills	4.36	0.631
Communication skills	4.34	0.703
IT skills	4.13	0.690
Analytical skills	4.05	0.668
Language skills	3.99	0.660

(Source: Survey Data)

The students were invited to rate their level of skill acquisition on all the items of the list of skills which were mentioned in the graduate profile. Indeed, it was verified that internships had the greatest impact on achieving the graduate profile of the Faculty of Commerce and management. According to the ratings given by the students, the most important benefits were obtained in the following areas of skills: challenge enabled, self-motivation, achievement orientation, ethical orientation, team orientation, leadership, work-life balance, life-long learning, managerial skills, interpersonal skills, communication skills, IT skills, analytical skills. On the other hand, dynamism, language skills, entrepreneurial skill and creativity and innovation rated as average level.

The first objective of the study is to explore employers' perception towards interns of Faculty of Commerce and Management. Based on the employers' perception interns performed well during the internship. Further, employers stated that, interns were showed high skills during the internship. According to the employers, interns were good at punctuality, flexibility, leadership, follows direction, cooperation, responsibility, maturity, efficiency and ethical orientation. Recently, these skills are highly expected from the students by the employer to enter into the job market. However, it was found

that, students were poor at leadership, maturity and initiative. The reason may be the duties and tasks provided by the employers were not apt. Another reason for this could be a lack of initiative among the students during internship as it is not a full time job. Internship duration could be a reason for that. Therefore, interns may not be involved and committed in their jobs.

Second objective of the study is to explore the interns' perceptions towards employers. Findings of the study revealed that the interns were highly satisfied with the employer who provided the internship. During the internship, interns were responsible for some duties and tasks in the workplace. Further, some internship organizations provided the most suitable tasks to the interns rather than providing the unsuitable tasks. Interns should be provided with high level of supervision and guidance to finish their duties and responsibilities. In this sense, employers highly support the interns through their supervision and guidance. This method helped to rectify their mistakes during the internship and improve their learning. For interns, it is possible to acquire the new knowledge and concepts as well as new skills and abilities during the internship practically. It was the greatest industrial exposure for interns to gain the job related knowledge and skills which cannot be taught in the lecture hall. Further, internship highly fulfills the career expectations and needs of interns. In today's job market, all the organizations mandated the work experience of candidate when they recruit the people. Hence, internship helps to gain the work experience and also supports to understand the work environment. So it will be easy to adapt to the new working environment.

Further, internship contributes to improve their competencies as well as workplace attitude and behaviour which support to improve the career of the interns. In this way, internship supports to fulfill interns career expectations and needs. However, internship did not fully support to meet the career expectations and needs of the interns. Further, students evaluated that, relevancy of internship and apply of academic knowledge as average level. The reason for this is student did not select or provide the internship according to the field of study. Therefore, students were not able to apply their academic knowledge. Hence, students should pay a great attention on selecting the internship according to the field of study to gain benefits from the internship. Overall satisfaction and experience on internship are evaluated as higher level. Because, internship organizations provide a recognized forum to the interns to improve their practical knowledge, skills and gain the work experience beyond the university's lecture based education system.

The third objective of the study is to explore the contribution of internship programme in achieving graduate profile of Faculty of Commerce and Management, Eastern University Sri Lanka. Nowadays, universities are paying a great attention on achieving the graduate profile of the faculties to provide the skilled undergraduates to the job market as well as improve the reputation of the universities. In this regard, this study aims to measure what extent internship programme supports in achieving the graduate profile. Findings of the study revealed that internship programme highly supports to achieving the graduate profile. Students evaluated that it is possible improve their challenge enabled, self-

motivation, achievement orientation, ethical orientation, team orientation, leadership, work-life balance and life-long learning as well as to develop the managerial skills, interpersonal skills, communication skills, IT skills, analytical skills in high level. It's indicated that internship programme can be considered as the effective method to build the relevant skills among the students through a process of participatory learning.

Further, it was noted that several important skills important for students were evaluated at the average level by the students. Those are dynamism, language skills, entrepreneurial skill and creativity and innovation. Dynamic means unstable, changing, not being static. This quality is considered as one of the most important common qualities for all jobs. It may be due to the reason that students have to face various different situations which require new way of thinking and thinking out of the box rather than limiting to one framework of looking at problems, and being closed minded with pre-determined conclusions (Arulrajah & Opatha, 2012b). In this context, internship contributes to provide the dynamism in average level. This could be due to the interns only permitted to perform the minor tasks under the supervision of their superiors.

Further, job rotation is not entitled for interns during the internship. Most of the interns repeatedly performed same duties and tasks until they finished the internship. According to Jabbour and Santos (2008), organizations should focus on creativity and innovation to enhance economic performance of organization. Hence, organizations are interested in recruiting the employees who contribute to unleash the innovation and creativity of organization. However, internship programme only contributes to improve the innovation and creativity of interns in an average level. The reason could be interns are allowed perform only particular duties and tasks. By performing those tasks interns did not have opportunity to improve their innovation and creativity.

Moreover, they did not have the access to participate in the meeting and discussion of the organization to prove their innovation and creativity. Most of the interns carried out their internship programme in their hometown. In this regard they did not have the opportunity to improve their language skills. Hence, in future, interns should select the internship location out of their hometown in order to improve their language skills. Universities have the duty of improve the entrepreneurship skill of students in order to reduce the unemployment problem in Sri Lanka. Especially, this is needed for commerce and management student to start the new business. However, internship contributes to develop entrepreneurship skill in average level. Design, process and duration of internship programme only contributes enhance the entrepreneurship skill among the students in a certain level. Hence, universities and internship organization as well as students should consider about developing the entrepreneurship skill beyond the average.

Based on the findings of the study, researcher suggest some recommendations to improve the quality of future internship programme. They are: (1) University should make collaboration with industries and internship agencies in order to get internship opportunity to the students, (2) University should focus on providing the internship

according to the field of study of students to improve the relevancy of internship, (2) A close supervision should be made by the university to avoid the misuse of interns by the employers, (4) Providing the internship organizations where interns can get the real learning, (5) Taking the necessary steps to extend the duration of internship programme beyond three months, (6) Conduct a pre and post evaluation to examine the success of internship, (7) Arrange the internship as the final session of academic programme to gain the employment opportunities after the completion of internship, (8) Internship organizations focus on providing the meaningful tasks and duties to students to improve the quality of internship programme, and (9) Students should search for internship opportunity independently according to their fields of study rather than depending on university.

Conclusion

The main research issue of this study was to provide an overall assessment of the current internship programme. According to Narayanan et al. (2010) quality of internship learning heavily depends on the quality of feedback and supervision by both the employer and university. Hence, this study evaluates the internship programme of Faculty of Commerce and Management, Eastern University, Sri Lanka from the perspective of interns and their intern's employer. According to the intern employer, interns performed better during the internship. Employer's assessment on students' performance during the internship suggested that, interns were highly scored in many skills such as punctuality, flexibility, initiative, leadership, follows direction, cooperation, responsibility, maturity, efficiency and ethical orientation.

Moreover, interns revealed that internship programme highly contributes to achieving the graduate profile. According to the intern perspective, employer fulfills the interns' expectation by providing the high level responsibility, meaningful tasks and greater supervision and guidance as well as contributes to acquisition new knowledge, skills and abilities. Finally, interns revealed that, internship programme highly contributes in achieving the graduate profile by supporting to perceive skills which are mentioned in the graduate profile as having been greatly enhanced by their work experience. Overall, the current internship programme appears to have been successful. However, university should focus more on further improvement of future internship programme. Further, in order to enhance the learning experience of students while at internships, both employer and university should find a way to effectively support, facilitate, and supervise students while they take and complete their internships. This study is useful to the university, internship organization as well as future interns to improve the quality of internship.

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