

# Role of Internship in Employability of Students



*A Thesis is submitted to the Pakistan Institute of  
Development Economics for the Partial Fulfillment of the  
Requirement of the Master's Degree in Business Studies,  
2018*

**By**

**Hifza Rubab**

**PIDE2015MBA(2.5)03**

**Supervisor**

**Mr. Fuad Bashir**

**Assistant Professor, SZABIST**

**Department of Business Studies**

**Pakistan Institute of Development  
Economics, Islamabad, Pakistan**

**2018**

**Final Approval**

This Thesis Titled

**Role of Internship in Employability of Students**

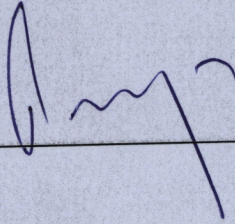
By

**Hifza Rubab**

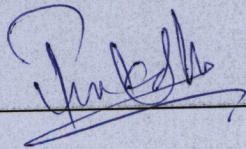
Has been approved

**For the Pakistan Institute of Development Economics, Islamabad**

External Examiner: \_\_\_\_\_



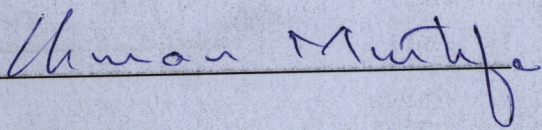
Supervisor: \_\_\_\_\_



**Mr. Fuad Bashir Awan**

**PIDE, Islamabad.**

Head of Department: \_\_\_\_\_



**Prof. Dr. Usman Mustafa**

**Head, Department of Business Studies,**

**PIDE, Islamabad.**

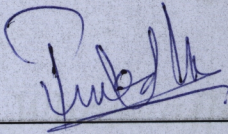


**Certificate:**

**It is certify that Ms. Hifza Rubab has carried out all the work related to this thesis under my supervision at the department of Business Studies,**

**Pakistan Institute of Development Economics, Islamabad.**

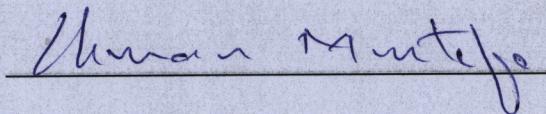
**Supervisor:**



**Mr. Fuad Bashir Awan**

**PIDE, Islamabad.**

**Submitted through:**



**Prof. Dr. Usman Mustafa**

**Head, Department of Business Studies**

**PIDE, Islamabad**

## *Dedication*

*Every challenging work needs self-effort as well as guidance of elders specially those who are very close to our heart. My humble effort I dedicate to my sweet and loving*

*Father Mother and Sister*

*Whose affection, love and encouragement make me able to get finish my work successfully.*



## **Acknowledgment**

I am grateful to Allah Almighty for the wisdom He bestowed upon me, the strength, peace of mind and good health in order to finish this research.

I wish to express my sincere gratitude to my supervisor Mr. Fuad Bashir for continuous support in my research with motivation, enthusiasm and immense knowledge. His guidance helped me in all the time of research and writing of this thesis.

I take this opportunity to express gratitude to my Department faculty members for their comments that greatly assisted in my research and improved the manuscript.

Finally, I must express very profound gratitude to my parents, siblings, my friends Raid Ali Shad, Shahzad and Mubashrah and my all loved ones for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them.

I also place on record, my sense of gratitude to one and all, who directly or indirectly, have lent their hand in this venture.

Jazakallah everyone!

**Hifza Rubab**

## TABLE OF CONTENTS

<b>LIST OF FIGURE .....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>CHAPTER I .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Job Characteristics.....	2
1.3 Work Environment Characteristics .....	2
1.4 Contextual Factors.....	3
1.5 Self-Efficacy.....	3
1.6 Self-Efficacy (A Mediator) .....	3
1.7 Employability and Internship.....	4
1.8 World Bank. 2013. World Development Report. World Bank, Washington, DC .....	6
1.9 Research Gap.....	8
1.10 Research Questions .....	8
1.11 Objectives of the Study .....	9
1.12 Hypothesis .....	9
1.13 Significance of the Study .....	9
1.14 Organization of the Study .....	10
<b>CHAPTER II.....</b>	<b>11</b>
<b>LITERATURE REVIEW .....</b>	<b>11</b>
2.1 Accessing the Role of Internship in the Career-Development of Students .....	11
<b>CHAPTER III .....</b>	<b>21</b>
<b>DESCRIPTION OF DATA AND METHODOLOGY .....</b>	<b>21</b>
3.1 Introduction .....	21
3.2 Models' Specification .....	21
3.3 Description of Variables.....	21
3.3.1 Dependent variable .....	21
3.3.2 Independent variables .....	22
3.4 Research Model.....	22
3.4.1 Job characteristics.....	22
3.4.2 Work environment characteristics .....	22



3.4.3 Contextual factors.....	23
3.4.4 Mediator.....	23
3.5 Description of Data .....	23
3.5.1 Technique and sources of data collection.....	23
3.5.2 Selection of sample size .....	24
3.6 Data Estimation Techniques.....	24
<b>CHAPTER IV.....</b>	<b>25</b>
<b>EMPIRICAL RESULTS AND DISCUSSIONS.....</b>	<b>25</b>
4.1 Introduction .....	25
<b>CHAPTER V .....</b>	<b>35</b>
<b>CONCLUSION AND RECOMMENDATIONS.....</b>	<b>35</b>
5.1 Conclusion.....	35
5.2 Policy Implication .....	36
5.3 Limitations .....	37
5.4 Future Direction .....	37
<b>REFERENCES.....</b>	<b>38</b>
<b>APPENDIX.....</b>	<b>49</b>
<b>QUESTIONNAIRE.....</b>	<b>49</b>

## LIST OF FIGURE

<b>Figure No.</b>	<b>Description.....</b>	<b>Page No.</b>
1	Conceptual Framework of the study .....	22

## LIST OF TABLES

<b>Table No.</b>	<b>Description.....</b>	<b>Page No.</b>
4.1	Reliability Statistics of Government and Private Sector.....	26
4.2	Descriptive Statistics of Government and Private Sector .....	27
4.3	Correlation Matrix of Government and Private Sector.....	28
4.4	ANOVA <sup>a</sup> .....	29
4.5	Model Summary.....	30
4.6	Coefficients <sup>a</sup> .....	31
4.7	Mediation (Government Sector) .....	32
4.8	Mediation (Private Sector).....	33-34



## **ABSTRACT**

*This is a comparative study of government and non-government host organizations offering internship programs to analyze their impact on interns' satisfaction that ultimately affect their employability in future. For this purpose a mediator variable self-efficacy was studied and considered as a bridge between role of internship and interns' satisfaction. We concluded that self-efficacy has significant but negative influence on interns' satisfaction who remain engaged in an internship provided by the government and private organizations of Pakistan. The study results found that a satisfied intern might not be a productive one, due to a lack of standard learning during an internship, which causes a deficiency of performance skills and learning. This factor makes an intern incompetent for the desired job. This study was confined to interns in one area "Islamabad".*

**Key words:** Employability, Mediator, Incompetent, Deficiency, Self- efficacy

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

This is the era which demands exposure to the world of specialized work by availing the opportunities to try out different roles. To make a difference, internships have played a significant role in undergraduates and graduates learning through real field work experiences, due to this reason various scholars have advised to make internship a compulsory part of business schools' curriculum (Hiltebeitel *et al.*, 2000; McCarthy & McCarthy, 2006; Divine *et al.*, 2007; Templeton *et al.*, 2012). Career-related internships and work experience are seen as critical part of intelligent and knowledgeable decision making about careers (Cunningham *et al.*, 2005; Gault, 2010).

Internship helps an intern to gain knowledge with enhanced skills and performance which adds up to Intern' satisfaction through self-efficacy. Self-efficacy makes an intern satisfied by having enough potential skills and performance abilities to reach the desired career employment. Self-efficacy through internship is generally perceived positive by students, as undergraduates seek good learning experiences through field work as important as classrooms learning. It guides well to fill the gap between conventional learning and actual business world through engagement, participation, and rich in real-life environment (D'abate, 2009; Renganathan *et al.*, 2012, Carter *et al.*, 2016).

Self-efficacy played its role as a mediator among independent and dependent variable' relationship. Self-efficacy is connected with emotional state of employees when they are certain that the work they are doing is generating value and able enough to associate good or bad feelings to the work environment or actual job (Connolly and Viswesvaran, 2000; Ellickson, 2002; Steinhardt *et al.*, 2003).

In this regard, a combination of work, work environment and workers generate satisfaction for an employment position or job. When employability of students is taken in consideration of internship context, few approaches like existing research findings, and secondary data analysis guide us to draw upon. Data



gathered from existing literature, theory, and research on job satisfaction and employability as well as pilot interviews with students who had been worked as an intern or still engaged in any internship program offered by government and non-government sectors of Pakistan helped in identifying the variables of interest. It helped to explore the topic entirely to detect the key characteristics and issues potentially related to employability of students that were sensed and experienced by the past and current internees.

Test interviews provided a way to ensure the relevancy of selected variables, whereas literature review directed to an ample study method that evaluates how job characteristics, characteristic of work environment, and contextual factors contribute to employability of students along with the importance of self-efficacy as a mediator, that can be affected by these variables and in turn affect the effort of an individual while performing in a work environment.

## **1.2 Job Characteristics**

J. Richard Hackman and Greg Oldham established a model that is known as Job Characteristics Model (JCM). Five model specifications are designated as core job dimensions: Variety of skill i.e. the degree of variation required to finish a task appropriately. Task identification i.e. completion of task in a way that it fulfills the criteria up to set standards so, that the outcome is very clear. Significance of the task i.e. the level of task effectiveness on other people around either in society or in the organization. Autonomy i.e. the degree to which employees are independent and are given with freedom of choice to select the order and way for completing the given task. Feedback i.e. the comments given back to workers about effectiveness of their work outcomes (D'abate *et al.*, 2009).

## **1.3 Work Environment Characteristics**

Work environment characteristics reviewed from literature and pilot interviews suggested that general work environment has its impact on internship satisfaction which facilitates students' employability through internship practice (D'abate *et al.*, 2009). These are worker's environment affect-based characteristics i.e. significant learning experiences generating from internships programs were the ones which were mostly idolized. Several studies proved supervision as closely

relevant to levels of satisfaction (Agho *et al.*, 1993; Ellickson, 2002; Glisson and Durick, 1988). Additionally, work environment providing and awarding with career development opportunities, might be an important predictor of internship satisfaction. Empirical analysis demonstrated the impact of work environment's learning chances, career development openings, supervisor and coworker support, and organizational satisfaction on internship satisfaction (D'abate *et al.*, 2009).

#### **1.4 Contextual Factors**

Contextual factors are needed to be considered in addition to job characteristics and work environment characteristics. Herzberg upraised this issue in his explanation of “maintenance,” that is to be hygiene, factors which define ones feelings for its task accomplishment. Literature review and reactions of mock interviews indicated frequent contextual factors appropriately applicable to internees i.e. flexible work hours, short commute, paid and un-paid internship may result in higher and lower satisfaction levels (Rothman, 2003; Ellickson, 2002). Furthermore, location of the internship may also add to the intern satisfaction, if work location is closed to friends and family, more involvement in a community, familiarity of location (D'abate *et al.*, 2009).

#### **1.5 Self-Efficacy**

As suggested by research, the way elements are organized in a job design can increase or decrease performance. Self-efficacy is an individual's confidence that she/he is proficient of executing a job. Higher self-efficacy will result in higher self-confidence leading to success. So, in difficult situations low self-efficacy will result in lower performance or demotivation towards work, while people with high self-efficacy will try to dominate the challenge (Stephen *et al.*, 2013). So, it can be concluded that either of characteristics of job, characteristics of work environment and contextual factors can create a difficult situation or a reason for any unwanted scenario can harm the performance by effecting self-efficacy.

#### **1.6 Self-Efficacy (A Mediator)**

Self-efficacy can make a positive relationship with the end performance of a worker, by making him/her more engaged in task which increases efficacy further.



Individuals rich in high self-efficacy appear to respond with significantly improved effort and motivation to negative feedback, while an individual with low levels of self-efficacy become incompetent and lessen his/her effort towards performance (Stephen *et al.*, 2013). During recruitment of hospitality graduates, managers value precise understandings of skills generated through internship experience (Raybould and Wilkins, 2005).

The empirical study of Disney College Program internship experience for international students showed that the value interns get, has an important impact on students' loyalty intentions for their international internship experience and satisfaction with their experience and in turn students demonstrate a high degree of attitudinal loyalty (Kevin, 2018).

Student's satisfaction with their chosen degree is influenced with positive internship experience and they are kept retained (Stansbie *et al.*, 2013). This positive experience of students maximizes their commitment and decision to work with the host industry (Chen and Shen, 2012; Lee and Chao, 2013; Zopiatis and Theocharous, 2013).

## **1.7 Employability and Internship**

### ***Employability***

It is true that business departments and schools focus on preparing their students for professional development but how well students are prepared for real world business environment has been asked. Management institutions even though prepare their students for real businesses by educating them how to exercise learned skills in the world of business but we had a little contributed in generating managers who are well prepared for the practice of management Wren *et al.*, 1994).

Several studies from articles (Pfeffer and Fong, 2002; Starkey and Tempest, 2005) came up with the same issue concerning relationship between class activity and field activity, followed by the same question that is management education is needed to be leveraged more with management practice (Ashkanasy, 2006).

Czarnik *et al.*, (2014) pointed out that the most important recruitment criteria for the announced jobs of engineers and specialists in 2012 in Poland, was educational background and professional experience (Górniak, 2013).

Furthermore, in Poland, in years 2010-2014, about three-quarters of employers faced problems regarding hiring of new employees (Górniak, 2015). Insufficient competencies, limited or no experience, and poor motivation to work were main reasons found.

The lack of correspondence between qualifications and skills demanded and supplied in the labor market is one of the problems that impacts higher education graduates.

Graduates' theoretical background alone is insufficient to support them, though their required level of abilities to apply in a work situation is lacking. Hence, to make young people equipped with the skills parallel the demands and challenges of the labor market and varying economic environment. In addition to formal degree qualifications, employability skills must be injected (Baron, 2017).

Incorporation of significant skills among students is meant to maximize the chances of their employment in actual competitive labor market, is a straight interest of all stakeholders. Students, universities, organizations and state institutions are tied up with the academic educational process and simultaneously reducing the shift from school to specialized life career (Goia *et al.*, 2017).

### ***Internship***

Students who went through an internship and practiced work got more employment offers, as valuable professional experience is mostly reflected through the internship program (Ramos, 1997).

Specialist's empirical tests proved internship as an accurate employee screening and future business preparation. A few more authors specified, internship program make graduates better employees and get them into more truthful insight of their professional career (Prabhu and Kudva, 2016; Knouse *et al.*, 1999).

Though, the value produced by internships is intensely declared by many universities, yet universities seldom provide appreciated formal support without the potential monetary advantage (Bay, 2006).

As mentoring keep employees integrated and ensure their development. It is essential for the companies that offer internship to elect mentors for every intern to enhance their practical learning experience (Goia *et al.*, (2017).

Internships facilitate conversion of business students to a professional start-up in diverse fields of business accomplishments. According to a few specialists,

internship is a supervised practical training that make an efficient fit of graduates in the labor market (Beck and Halim, 2006).

Some internships have relatively alarming management style (Ruhanen *et al.*, 2013).

Young people involve their special consideration and thoughtfulness towards their first experience. The quality of some internships is challenging due to poor management and thus students are unable to meet their expectations. Internships are organized by some companies when they focus on benefit of unpaid workforce. Practical learning experience, the host organizations' practices and policies or supervisor's capability to guide and integrate the interns' activity defines quality of an internship (Honan and Talmadge, 1979; Beard and Morton, 1999; Garcia and Puig, 2011).

Higher education graduates significantly increased in number over the last 15 years. The deficient experience opportunities is the chief concern of these young graduates and they are very well known to this fact. During studies, majority of students try to seek a contract based, part time and temporary work, unluckily, not always these jobs match their field of study (Baron, 2017).

### **1.8 World Bank. 2013. World Development Report. World Bank, Washington, DC**

#### ***Industrial and Government Sector Training/Internship Programs***

The program of industrial internship for students is an essential aspect of an educational curriculum in higher learning institutions for technical disciplines. Study carried out by a private technological university aimed at investigating student's opinion about effectiveness of an internship program offered by an industry in Malaysia. The industrial program was rated by the students favorably. In general the view of students about practical experience was positive during the internship. Additional important factors determining the industrial internship a successful were organizers' administrative and operational efforts and the role played by the host organization.

The paper used a randomized experiment to estimate the influences of training and internship platform piloted in Nairobi, Kisumu and Mombasa regions by the Private Sector Alliance in Kenya and the Kenya's Government with the support

of World Bank's to Youth Empowerment Project in Kenya. The study examination was based on investigating collected data before the program started in July 2012 to total 15 months when the program ended up in (July 2014).

The outcomes of impact evaluation suggested that the platform has been positive in placing youths in salaried occupations and has contributed to a growth of 15 percent in existing employment among male members. The assessment also found that the platform has had significant effects on salary earnings, particularly those of females and among elder males with salaries growing. The program's advantages resulted out more than the costs for females and males. The platform also cheered youths to involve in either internship program or (certified) skills training, and assisted to rise the probability of members' opening a bank account and gathering savings for females.

Idleness and under-employment rates among youths were found naturally two to three times greater than the rates for elder adults. With 75 million new people in the under developing world who were jobless and hundreds of millions who were on job, youth hiring was one of the important pressing challenges for development (World Bank, 2013).

Study done in India suggest that the experimental influence evaluation of a training program of subsidized vocational for women between ages 18 and 39 in the capital new Delhi shanty town discovers that those who were offered the teaching platform had 6% high chances to be on job, 4 % more likely to be self-employed (Maitra and Mani, 2014).

In Turkey less inspiring were the consequences of a new impact evaluation of a large-scale vocational training platform for the general jobless population. This assessment found that the platform had no important effects on either service or earnings (Hirshleifer *et al.*, 2014). Likewise, in Malawi, (Cho *et al.*, 2013) assessed the effects of vocational and entrepreneurial training for youth. Consequences of the study showed a short run i.e. there were no effects of training observed on labor market, but had helpful effects on continued investment in human capital in terms of skills development and better well-being of men.

The assessment of the Jordan New Chances for Women program, was the primary effort to separate the consequence of life skills training; the paper suggested that the life skills training had no influence on job in the short time and a weakly



significant 6.1 % result in the medium time, a year after the members had finished the program (Groh *et al.*, 2012). In difference, in Liberia the AGI The Adolescent Girls Initiative pilot, which controlled the six months of life and skills technical classroom-based training, kept an eye on six months of follow-up support, augmented occupation by 47 % and salaries by 80 % for women ages ranged from 16-27 (Adoho *et al.*, 2014). Progressive short- term influence on occupation were also found in the Nepal pilot.

### **1.9 Research Gap**

Government and non-government sectors have initiated many internship programs across Pakistan. In this way students get a chance to engage themselves in temporary employment, to gain experience of the relevant field and in lining it to their field of study. Besides this, chances of student's employment after internship experience is varying in Pakistan due to varying nature of internship programs and their potential in value addition to current knowledge, skills and abilities of a student (intern).

According to Demographics of Islamabad, it stands 1st in literacy rate i.e. 87% in Pakistan, due to this rate competition for employment is getting harder day by day. Present study addressed this issue in Islamabad only, by exploring the impact of internship in Interns Satisfaction and their meaningfulness in value addition to previous learning of a student so, making him/her satisfied with experience enabling an intern to get the desired employment after going through an internship program and to what extent an intern feels him/herself potentially able to grab the employment opportunity after an internship experience.

### **1.10 Research Questions**

Following are the key research questions stated that will be follow in this research.

- i. Does Internship significantly affect Interns' Satisfaction?
- ii. Does Internship significantly affect Interns' Satisfaction through mediator Self-Efficacy?
- iii. What is the degree of mediation either partial or complete, when Internship impacts Interns' Satisfaction through Self-Efficacy?

### **1.11 Objectives of the Study**

Following are the key research objectives stated that will be follow in this research.

- i. To examine the effect of internship in Interns' Satisfaction.
- ii. To test the mediation function of Self-Efficacy with the relationship of Internship and Interns' Satisfaction.
- iii. To examine the level of mediation between internship and Interns' Satisfaction.

### **1.12 Hypothesis**

Following are the key research objectives stated that will be follow in this research.

- H<sub>1</sub>: Internship significantly impacts interns' satisfaction.
- H<sub>2</sub>: Internship significantly impacts interns' satisfaction through mediator self-efficacy.
- H<sub>3</sub>: There is partial or complete mediation when Internship impacts interns' satisfaction through self-efficacy.

### **1.13 Significance of the Study**

Limitation and research gap of previous study provided a new gateway to replicate the study across students (interns) either undergraduates or graduates in Islamabad to examine the impact of internship offered by government and non-government sectors of Pakistan in intern' satisfaction through value addition in students (interns) existing learning and skills.

This research study is carried out by studying the three independent variables i.e. job characteristics, work environment characteristics and contextual factors commuted as role of internship (ROI) with addition to a new variable "self-efficacy" showing mediation to the relationship of independent variable (ROI) and dependent variable interns' satisfaction (IS).

Furthermore, in this research study data was collected from under graduated and graduated interns in Islamabad who have worked in government and non-government sectors of Pakistan. Who gone through an internship experience or still experiencing an internship.

The attention-grabbing aspect of internship impact debate is to observe if a satisfied intern is also a productive one. This issue involved, examining the relationship of internship role to an interns' satisfaction if he/she gets desired career Development Opportunities through self-efficacy.

#### **1.14 Organization of the Study**

Chapter I is about introduction of current research study in terms of research background, underlined issue along with related research studies followed by further relevant subdivisions of the chapter and significance of the study. Chapter II covers the allied literature review. Chapter III explains econometric model of research, variable explanation, data collection methods and techniques, and statistical estimation method. Chapter IV describes statistical results followed by interpretations and discussions. Chapter V concludes research study with key findings, policy implication, and limitation and future directions.

## CHAPTER II

### LITERATURE REVIEW

Following is the past literature about previous internship programs and their roles and effectiveness worldwide among interns and how internship enhances future value addition.

#### **2.1 Accessing the Role of Internship in the Career-Development of Students**

One of the new things regarding individual and organizational development is the idea of taking less experienced but promising interns by individuals or organizations. Same practice can be observed in apprenticeships in the European trade guild tradition, and even in past trends of traditional teaching methods of famous thinkers Aristotle and Confucius. Till date, internship programs are widely held by educational institutions, employing organizations, and students (Coco, 2000; Hall *et al.*, 1996; Sides and Mrvica, 2007).

In research literature, industries and many job types are scene using internship programs (Knouse and Fontenot, 2008). I.e. internships in areas of manufacturing (Pollitt, 2005), human resources (Sincoff and Owen, 2004), marketing-advertising (Bush, 2008), accounting (Sessions, 2006), hotel/restaurant management (Heller, 1997), marketing-advertising (Bush, 2008), nursing (Koerner and Siek, 2005), public relations (Rogers, 2001), and in many disciplines and organizations, even in evolving economies (Newcomer *et al.*, 1990; Snyder, 1992; Soros, 1991).

As research proved relations between organizational commitment, job satisfaction and job stress, absenteeism, compulsory retirement and turnover (Hellman, 1997; Knoop, 1995; Sagie, 1998; Stein *et al.*, 2003; Tett and Meyer 1993). So, both the organizations and students are concerned about satisfaction. Hence, more job satisfaction may not only deliver developmental experience for the student but contribute in bringing out significant results for the sponsoring organization i.e. lesser absenteeism rates, more promising to firms proposing internships.

We concede that these proposals undertake internship and permanent worker experiences as same, though they are different from one another. In some ways, an intern and a contract or temporary based worker are parallel to each other as



their nature of job is analogous, as both of them have no assurance of job from employer nor they make any long-term promise with manager (De Cuyper *et al.*, 2008).

Furthermore, short-term working opportunities provide a limited or not any incentives to the worker i.e. employment insurance, leave with pay. She (worker) is ignored by the employer and supposed to be a peripheral one (De Cuyper *et al.*, 2008) and not get as much consideration as permanent workers have from company rules and plans e.g., training and development, which is an important factor for establishing organizational commitment (Aronsson *et al.*, 2002). Additionally, it is advocated by the research that short-term work positions are considered to have limited autonomy, high monotonous tasks, little decision-making power, and limited supervisor and coworker assistance (Aronsson *et al.*, 2002; De Cuyper *et al.*, 2008; Parker *et al.*, 2002).

Regardless of a few differences, it is noticeably interesting, research put forwards that satisfaction theories are exchangeable from permanent to short-term or temporary employees so, short-term workers need to be treated like permanent staff by their employers or managers to keep temporary workers satisfied and happy. (Torka and Schyns, 2007).

A confirmation about job satisfaction level is that there is no difference among temporary and permanent work situations (Guest *et al.*, 2006). Research outcomes conclude as, general rules of job satisfaction may proceed on to apply on interns as same as permanent employees, though both are different. Therefore, developing short-term or intern satisfaction may lead to significantly beneficial for the organization as same as increasing permanent worker satisfaction does.

A study done by (Taylor, 1988) to check the influence of internship on students in different aspects i.e. their options for employment, their self-concept and work values, and student's involvement and practice that shift them to full-time employment. This study exposed that internship satisfaction is a part of work relationship, but end up soon after getting full time job or employment.

A study published (Feldman and Weitz, 1990) measured relationship among internship satisfaction as a dependent variable and job characteristics as independent variable. It exclusively focused on internship in retailing thus, it gave an incomplete insight of a variety of internships that students are engaged in for developmental devotions.

A Finding of another published article is concerned to the comprehensive way i.e. reflection of learning experiences through internships which covers course (credit hours) meeting the set goals and objectives (Rothman, 2007; Clark, 2003) projected that the value of internships in relation to academic education would be increased if in lined with thoughtful and profound academic projects because mostly subjects writing are in the form of essays, case studies, publications on industry and most popular press. Additionally, (Feldman and Weitz, 1990) noted that a slight work has been done on such factors either theoretical or empirical that make an internship a progressive developmental experience for an intern. (Rothman, 2003) qualitative study on job related, interpersonal, and organizational factors concluded that the same factors which are contributing to satisfaction of an employee also results in satisfaction of internship. The empirical testing of this model was a deficiency that is needed to be fulfilled with more comprehensive study and modeling to evaluate internship programs in such a way so that companies and schools are better equipped to help students to get satisfying experiences.

However, following the expensive tuitions, students as well as their parents are very much concerned for the usefulness of employment preparation for undergraduate. During this study, a relationship between intern input and contribution when placed in an internship and employment marketability upon graduation. This study concludes internship as relation to after placement, proved to be a significant part of realistic experiences along with the provider of job development offerings at higher learning institutions (NACE, 2009).

According to annual Job Outlook (survey, 2009), responds of 76.3 percent of employers indicated that students having experience were preferred more (NACE, 2009). A significant distinguishing element that was seen among graduates is having an experience and a factor that appears as a trend since market chaos of the initial stages of 1990s. Labor Robert Reich, a former US Secretary specified that 85 percent of positions demanding any vocational training experience for whole new jobs being created (Watson, 1995).

Furthermore, it is quite interesting that competition for the best jobs, even a declining one in any market remains reasonably strong and here also experience proves to be an important differentiating element that any initial professional can be offered soon as an employer (Fleetwood and Shelly, 2000). A survey

conducted by NACE specified that 85 percent of the employers proposed practical training in the form of paid internships or cooperative education, and it is a positive news for undergraduates (NACE, 2008).

Both internship programs and cooperative education are provided with academic supervision and credit. Though, if talk about at departmental or college level, interns are found to be more close to academic supervision relative to the cooperative education (Gault *et al.*, 2000).

99 percent of employers offered internship opportunities, as indicated by NACE. These internship programs are promoted to provide a direct benefit in shape of improved effectiveness and efficiency during recruiting talent. Labor that is given back by an intern is qualified, usually highly motivated, ready, and willing and an inexpensive source (Gault *et al.*, 2000).

Interns who are transformed to initial level employees saved at \$6,200 training costs, and 16 percent total savings relative to hiring of non-interns (Vault, 2006). Furthermore, if talk about comparison of recruiting activities, internships topped the list of highly effective and collaborative methods, a list that also contains job fairs and class visits. Passive recruiting activities are not as much effective i.e. company websites and recruitment ads according to (NACE, 2008) Experiential Education Survey.

Practitioners and researchers have similarly declared the field of internship as an essential part of higher education (Gault *et al.*, 2000). A study under-taken by (Karns, (2005) determined that students opinion about internship is a most contributing factor to their learning.

Internships i.e. businesses operated by students comprising of simulated businesses, were in the preference subsequently (Ehiyazarayan and Barraclough, 2009), surveyed via case analysis and in-class discussions (Karns, 2005), after considering that records, course websites and online discussions were observed to be slightly operative.

As students perceive learning outcomes to be informative, the study of making learning activities effective and ensuring its actual achievement is the next desirable step (Duke, 2002). As the empirical study of internship productiveness and effectiveness was not done yet, so this gap in practical research work reduced internship perceived legality of practical field courses, and due to this reason internship programs remain peripheral to academic courses (programs) (Migliore,

1990). Likewise small efforts had been dedicated to methods of any research by the educationalists to augment their majors with career placement (Kelley and Gaedeke, 1990).

Great involvement level among business schools can be justified by recognizing internships with offering of many benefits i.e.

- (a) Students seek help through internship to find a job getting a full-time employment,
- (b) an internship may be a stepping stone that is transformed from a temporary to a full-time job,
- (c) Internships generate satisfactory experiences for interns that keep them motivate to remain stay along a career path (Business Internships, 1994; Clark, 2003; Divine and Linrud *et al.*, 2007)
- (d) Internships may produce a genuine picture of the real work of world to shape realistic expectations and help students clarifying their career intentions.

(Rothman, 2007) concluded that experiencing different parts of the business, clear tasks, challenging assignments, ongoing feedback and respectful treatment are the factors that contribute to generate satisfaction in experiences.

Furthermore, internships proved to be more satisfying when students had a selection call in a project (Narayanan *et al.*, 2006). Additionally, (Cook *et al.*, 2004) presented a 10-year period that showed relatively an unwavering trend of internship satisfaction.

Service learning enriches "the capacity of students to see problems as systemic, and to see things from multiple perspectives"(Deans, 99).

Service learning deals student with "a path to virtue" (Dubinsky and James, 2010). Universities and college students can seek functional help through internships to foresee their future professions with partial investment of time with somehow resources. Internship becomes a preferred choice for teen agers and graduate students at the time of their study completion to get on a finalized first choice occupation.

Career development theorist (Super, 1990) states that this stage is noticeable by efforts at emerging a realistic self-concept that define needs and choices, desires and skills leading to tentative career choices. During this study process, many strategies are used to narrow the choice of deciding future professions. The best



option that provide students to observe jobs and desired field in which they are interested and having skills along with educational context is internship. This time controlled exposure to the world of specialized work provides chances to try out dissimilar roles in arrange for individuals before graduation. The internship has been reflected such an significant part of an undergraduate's education that numerous scholars have advised it be a compulsory condition of a business schools' curriculum (Hiltebeitel *et al.*, 2000; McCarthy and McCarthy, 2006; Divine *et al.*, 2007; Templeton *et al.*, 2012).

Experts and theoreticians both see work experience and career-related internships as a critical part of intelligent and knowledgeable decision-making about careers (Cunningham *et al.*, 2005; Gault *et al.*, 2010). However, underappreciated for the purposes which they serve in business schools (Weible, 2009).

The mindfulness an individual gets from this practice may approve or reject ones hopes concerning the similarity of working in a specific job or business in at least three methods. Firstly, by getting the internship knowledge, students streamline their desired job concerning to their profession paths before they get on job hunting after graduation (McCarthy and McCarthy, 2006; Rothman, 2007; (Moghaddam, 2011). Secondly, students obtain a truthful picture of what a manager perceives for them as well as what they can expect from the workplace concerning such lifestyle features and also work-life balance which seems to be a progressively vital element to consider among the Generation Y group. Third, it helps them to reproduce on individual fit, i.e., if they fit and if they believe they can do well within a specific job or business (Hiltebeitel *et al.*, 2000). Therefore, this knowledge can direct some students missing from occupations they may then take but for the internship, or confirm a career direction. Therefore, internships offer a bridge into the world of work whereby students till industries for upcoming placements, work purposes for upcoming jobs and self-concept. Although internships are observed in that students study by undertaking actual work in a future related field of attention.

Important learning theorist, (Kolb, 1984) hypothesizes that information is created by the conversion of knowledge. As such, the giving out of the knowledge may be helped by chances to reflection the influence of the internship on work-related choices leading to additional action in respect to profession thoughts. Between works integrated learning, such as an internship, and enhanced vocational self-

concept has been reported a positive linking (Drewery *et al.*, 2016) as more evidence that reproducing on work knowledge better makes students for person-career fit. Whether happening as a natural extension of one's own mental processing after knowledge or tied to an academic obligation when students obtain course credit for internship conclusion, replication can facilitate the handling of deeper sense from the internship skill.

Study investigate the effect that an internship has on profession decisions has stated a mix of results crossways a range of majors. In studies relating students who had finished an internship with those who had not, interns stated lower levels of arrangement concerning benefits of the skill in shaping upcoming career path and refining job chances (Moghaddam, 2011), more status to profession benefits of the internship (Swanson & Tomkovich, 2012) although no difference in their sureness in the profession fit of their job after completion of the degree (Callanan and Benzing, 2004) related to peers who had not finished an internship.

A longitudinal study above a ten year period in a only firm found that the degree to which those who are done their internship (who came from different colleges) neutral, disagreed or agreed, or were concerning the influence of the skill on their profession Selection diverse year by year (Cook *et al.*, 2004). Among students who had just finished an internship in their major of work-related safety and health, joining in the internship assured and bound their intentions to become an expert in that field and help out them to classify the type of business they desired to work in (Fender and Watson, 2005).

While enrolled in a course as a student, the first chance of employment for students come out to be the curricular internships and are generally considered an initial employment experience. But at the same time these internships are considered as an opportunity and a preparation. The training experience includes the traditional course of studies, it allows a student to attain more knowledge and grow new skills.

To analyze internship as an opportunity to learn and experience employment it is viewed from the perspective of employer and for this purpose the internship evaluation questionnaires currently employed in Region Campania universities are focused. At present the effectiveness of internship should be assured by the transparency of the training project and its clearness in scheduling the work. Transparency can be gained by developing a superior relationship with the host

subject and by vigilant monitoring of the process. It is necessary for universities to make clarity and transparency certain as to avoid attempts at exploitation and manipulation of internship experiences. We have observed the lack of a general tool or a common system in our country to assess internships for host institutions. A part of the 2014-2015 project “Regional Observatory of Campania University System” in South Italy is presented in the current work.

The project aimed to encourage synchronization between universities on sharing best practices in internship. The project relies on coordination between the universities and the extent to which universities adopt standardized tools of evaluation and verification. It is expressed over four lines of independent action, relating to

- i. Career opportunities and organizational data integration of enterprises or universities;
- ii. Population and skills of research registry;
- iii. Evaluation of teaching and services for the right to education; and
- iv. New services.

The fourth action line targets the development of new services. The growth of new services arises from the need of an increase in attractiveness of the university. On this line of intercession, the author has worked as a manager for Suor Orsola Benincasa University of Naples (UNISOB). He coordinates a working group and develops the concept of sharing the organization of curricular internships as a foremost purpose and the development of new tools among all the Campania universities. This can work as reinforcement for universities, institutions or companies inclined for cooperation and student internships acting as the reason for this cooperation.

The paper first investigates existing literature about internships and in particular, the literature that focuses on the importance of evaluating their effectiveness. Subsequently, we discuss current consideration in South Italy.

A comparison is drawn among the questionnaires used by main universities to clarify current assessments. We then reflect on the data collected by UNISOB and the data thus collected comes from findings of a questionnaire administered by the host institutions. We analyzed the data collected in year 2013 to year 2014 and the sample consisted of an amount of 732 questionnaires.

The paper is concluded with a discussion of the findings in our study. The findings support the detection of a positive evaluation of the internship experience. We identified the skills which are hardest to acquire for students related to the use of computers and using language.

Over the first decade of the twenty-first century student enrollments have extended globally. It is a national priority in many countries to attract a huge number of students which gave rise to enrollments (Andrade, 2006; Annisette and Trivedi, 2013). In order to meet the demands of highly skilled labor supply host countries employ international students on completion of their studies as a potential source of labor (Marginson *et al.*, 2010).

A particular case in the first decade of the twenty-first century was Australian government providing chances for Permanent Residency to international students after finishing their studies, mainly to meet the demand for competent accountants. However for these graduates evidences proved poor employment an outcome in the accounting discipline (Cappelletto, 2010). This result is somewhat described by the expectation gap that appears between employer requirements and skill levels for international graduates (Watty, 2007; Poullaos and Evans, 2008; Keneley and Jackling, 2011).

Insufficiencies of skills have been recognized as restraining the international accounting graduates' employment together with workplace skills such as team work and improved interpersonal skills (Jackling and Lange, 2009). There are progressively more appeals for the involvement of international students in internship programs to overcome the skill deficiencies in host countries to improve their work speediness (Blackmore *et al.*, 2014).

After study employment opportunities analysis by (Gribble and Blackmore, 2012) for international graduates across UK, USA, New Zealand, Canada, and Australia expresses that work experience openings which promote employability skills are arising as a main aspect of deciding destination of study for international students. Moreover, work opportunities available on the completion of studies are considered foremost factor in determination of study destinations of international students (Shroff, 2011).

International students intend to assemble career portfolios by complementing their academic qualifications with employment experience (Hazen and Alberts, 2006). The terms of internships are considered critical to increase the probability

of securing employment which put up appropriate skill sets for work in a specific field. Thus the opportunity given by internships is a significant feature of the process of education (Holyoak, 2013). Methods of supplementing experience through internships have been studied in the past and the conception of Community of Practice (CoP) originated by (Lave and Wenger, 1991) has been advanced over time to enlighten learning in organizational set up outside conventional apprenticeships for example in case of postgraduate students (Maunder *et al.*, 2012).

The idea of Co Preferred to in this study demonstrates that internships require a structured foundation to guarantee the authenticity of the internship experience in the initial role as a learner undertaking nonessential tasks. Though, gradually more tasks should be attributed in the internships that meet the requirements of a shared community of practice (Holyoak, 2013).



## **CHAPTER III**

### **DESCRIPTION OF DATA AND METHODOLOGY**

Following is the description about data collection and methodology used in this research study.

#### **3.1 Introduction**

The chapter consists of various sections i.e. models description, econometric models, description of variables (construction of variables), description of data followed by techniques and sources of data collection, sample selection, and data estimation techniques.

- i. Section 1 is about model specification which has been used in our study.
- ii. Section 2 is providing the explanation of variables.
- iii. Section 3 is about data sources and sample selections.
- iv. Section 4 is about data estimation techniques.

#### **3.2 Models' Specification**

This section explains the model that shows the Role of Internship that is measured by three independent variables as below, on Intern Satisfaction (IS) either alone or through mediator “self-efficacy” (SE) which further explains the underlying relationship of partial or complete mediation with dependent variable Intern satisfaction.

- i. Job Characteristics (JC)
- ii. Work Environment Characteristics (WEC)
- iii. Contextual Factors (CF)

#### **3.3 Description of Variables**

This section explains models' variables with its characteristics.

##### **3.3.1 Dependent variable**

Intern satisfaction (IS) depends on commuted effect of three independent variables which collectively define Role of Internship (RoI).

### 3.3.2 Independent variables

Independent variables i.e. Job characteristics (JC), Work environment characteristics (WEC), and Contextual factors (CF) explained below are the pillars of Role of Internship (RoI) which impacts dependent variable Intern Satisfaction (IS) through assistance of mediator i.e. Self-efficacy (SE). Further explanation of independent variables is explained bellow.

### 3.4 Research Model

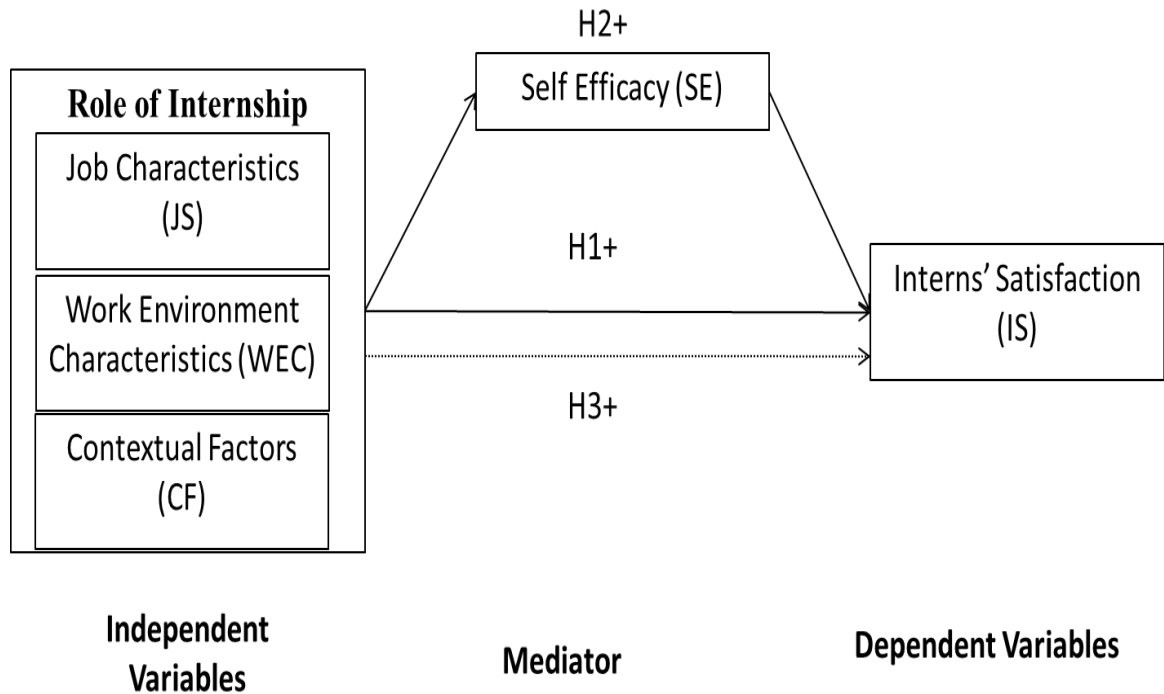


Fig 1: Conceptual Framework of the study

#### 3.4.1 Job characteristics

Variety of skill, identification of task, significance of task, autonomy, and feedback.

#### 3.4.2 Work environment characteristics

Learning chances, career development openings, supervisor and coworker support and organization satisfaction.

### **3.4.3 Contextual factors**

Flexibility of work hours, commute, paid versus unpaid, satisfaction from pay agreements and, desirability of Location.

### **3.4.4 Mediator**

IS (Intern Satisfaction) is also the function of SE (self-efficacy). SE plays its role as a mediator in this research study and through model it is shown that either SE impacts partially or completely on dependent variable (IS) or there is no mediation present between independent and dependent variables.

### **3.5 Description of Data**

This section consists of two parts, one section elaborates data collection techniques i.e. how samples have been collected and the second part is about sources of the data through which information has been collected.

#### **3.5.1 Technique and sources of data collection**

Primary data has been used in our study. Which was collected through questionnaires, distributed both by hand and online among students who has worked or working as interns both male and female in government and non-government sectors of Pakistan. Face to face interviews were also conducted from interns to ask same questions written in questionnaire.

Two Questionnaires were used in this study to collect data on dependent variable interns' satisfaction and independent variable role of internship that had been previously tested by (D'abate *et al.*, 2009), while the second questionnaire was used to collect data on mediator self-efficacy and had been previously tested by Psychological Capital (Luthans *et al.*, 2007).

Questionnaire is attached in appendix. In order to align the current research study with the variables of interest, a few changes in both questionnaires were made (i.e. exclusion of irrelevant or repetitive questions or add a few words to existing questions to make it operational) after pilot testing from 50 candidates then reliability of most relevant and required questions to be asked was checked through alpha test. Questionnaire consisted of three parts i.e. i: Interns' Satisfaction (DV) having 3 number of Questions, ii role of internship (IV) with three subsections a, b, and c enclosed of different items to be measured with 15 questions (5 questions for each subsection a, b, and c) iii mediator self-efficacy with six number of questions.

All 24 questions are given with Five Likert Scale options (Likert, 1967)

SD = strongly disagree, DA = disagree, N = neutral, A = agree, SA = strongly agree.

### **3.5.2 Selection of sample size**

The sample size 300 was selected after calculation on online sample calculator by putting the probable number of students (intern) of universities situated in Islamabad. Instrument used to collect information was questionnaire and interview method was used as well. 150 questionnaires for government and 150 questionnaire for non-government sector's internship program were collected, including male and female population of internees (students) from universities of Islamabad.

### **3.6 Data Estimation Techniques**

Descriptive statistics skewness and kurtosis were used in this study for statistical measure of relative normal distribution of data i.e. (Mean and standard deviation). Other estimation techniques used were correlation analysis, regression analysis and to check mediation function (SE) among independent (RoI) and dependent variable (ES), Andrew F. Hayes Model 4 has been used.

## CHAPTER IV

### EMPIRICAL RESULTS AND DISCUSSIONS

Following is the interpretation of results along with tables that will support or reject the proposed hypothesis and will assist to draw the final conclusion.

#### 4.1 Introduction

Previous chapter have discussed about methodology used for this study, while in this chapter the statistical results and their interpretation is done by using SPSS software. Different tests i.e. correlation analysis, regression analysis were run and Andrew F. Hayes model 4 have been used to check the mediation effect to interpret results and to check the proposed hypothesis. In this section, government and non-government sectors are compared for the results based on role of internship in interns' satisfaction.

Table 4.1 presents the reliability analysis of all the variables by using Cronbach's alpha that measures the internal consistency of all the variables under study.

Guidelines given by (Sekaran, 2004) for social sciences are given as

Alpha 0.60=poor scale

Alpha=0.70=acceptable scale

Alpha 0.80=good scale

I column of the table shows two sectors as government and private. II column represents all variables of both the sectors as interns' satisfaction (IS) a dependent variable. Job characteristics (JC), work environment characteristics (WEC), and contextual factors (CF) are the independent variables which are commuted as role of internship (ROI), and self-efficacy (SE) is the mediator of this study. III column has number of items to be tested for reliability against each variable and the IV column has values of reliability of each variable measured through Cronbach's alpha.

Value above than 0.90 is considered to be excellent and value up to 0.7 is also acceptable globally as it is considered to be a normal reliability of the variables. As values shown in the above table are up to the prescribed level (above 0.79) so, variables are accepted to be operational for this research study.

**Table 4.1: Reliability Statistics of Government and Private Sector**

<b>Government and Private Sector</b>	<b>Variables</b>	<b>No. Of Item</b>	<b>Cronbach's Alpha</b>
Government Sector	IS	3	.879
	JC	5	.803
	WEC	5	.814
	CF	5	.797
	ROI	3	.860
	SE	6	.834
Private Sector	IS	3	.893
	JC	5	.872
	WEC	5	.880
	CF	5	.869
	ROI	3	.924
	SE	6	.928

Table 4.2 is the indicator of distribution analysis of data for both government and private sectors by using skewness and kurtosis. Skewness is the measure of asymmetry and deviation of data from a normal distribution whereas kurtosis is the measure of flattening or “peakedness” of data distribution. The values for asymmetry and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution (George and Mallery, 2010; Trochim & Donnelly, 2006; Field, 2009; Gravetter & Wallnaw, 2016) The II column of the table has variables with statistic number of values 150 each both for Government and Private sectors. Each variable with values of mean statistic, Std. Deviation statistic, Skewness statistic and Kurtosis statistic are given as:

#### **Government Sector**

Role of internship (Mean 2.8, Standard Deviation 0.84, Skewness 0.25, and Kurtosis 0.16). Self-efficacy (Mean 2.7, Standard Deviation 1.09, Skewness 0.11, and Kurtosis -0.76). Interns’ satisfaction (Mean 2.7, Standard Deviation 0.83, Skewness -0.14, and Kurtosis -0.53).



### Private Sector

Role of internship (Mean 2.8, Standard Deviation 0.98, Skewness 0.01, and Kurtosis -0.35). Self-Efficacy (Mean 3.1, Standard Deviation 1.6, Skewness 2.1, and Kurtosis 7.8). Interns' satisfaction (Mean 2.6, Standard Deviation 0.85, Skewness -0.08, and Kurtosis -0.63).

**Table 4.2: Descriptive Statistics of Government and Private Sector**

Government and Private Sector		N	Mean	Std. Deviation	Skewness	Kurtosis		
		Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Govt. Sector	RoI	150	2.8836	0.84339	0.252	0.198	0.167	0.394
	SE	150	2.7689	1.09108	0.111	0.198	-0.764	0.394
	IS	150	2.7711	0.83558	-0.149	0.198	-0.532	0.394
	Valid N (listwise)	150						
Private Sector	RoI	150	2.8596	0.98269	0.012	198	-0.356	0.394
	SE	150	3.1589	1.63360	2.109	198	7.886	0.394
	IS	150	2.6667	0.85225	-0.083	198	-0.638	0.394
	Valid N (listwise)	150						

As SPSS can calculate an anti-image matrix of covariance and correlations. All elements on the diagonal of this matrix should be greater than 0.5 if the sample is adequate Field, (2000). When the data are appropriate, it is possible to create a correlation matrix by calculating the correlations between each pair of variables. Table 4.3 shows the association between pairs of all explanatory variables of this study for Government and Private sectors. In this matrix two clusters of variables with inter-correlations are represented. These clusters of variables could well be “manifestations of the same underlying variables” (Rietveld and Van, 1993). The 1 value on diagonal indicate 100% correlation of a variable with itself, rest of the variables' pairs are showing below 100% correlations among themselves. All pairs are showing significant positive correlations with each other.

### Government Sector

There is positive significant relationship between SE and ROI as  $p < 0.05$  and value is positive at 0.708. There is positive significant relationship between IS and ROI as  $p < 0.05$  and value is positive at 0.487. There is positive significant relationship between IS and SE as  $p < 0.05$  and value is positive at 0.241.

### Private Sector`

There is positive significant relationship between SE and ROI as  $p < 0.05$  and value is positive at 0.697. There is positive significant relationship between IS and ROI as  $p < 0.05$  and value is positive at 0.553. There is positive significant relationship between IS and SE as  $p < 0.05$  and value is positive at 0.295.

**Table 4.3: Correlation Matrix of Government and Private Sector**

Government and Private Sector		RoI	SE	IS	
<b>Government Sector</b>	<b>RoI</b>	Pearson Correlation Sig. (2-tailed) N	1  150		
	<b>SE</b>	Pearson Correlation Sig. (2-tailed) N	.708** .000 150	1  150	
	<b>IS</b>	Pearson Correlation Sig. (2-tailed) N	.487** .000 150	.241** .003 150	1  150
	<b>RoI</b>	Pearson Correlation Sig. (2-tailed) N	1  150		
	<b>SE</b>	Pearson Correlation Sig. (2-tailed) N	.697** .000 150	1  150	
	<b>IS</b>	Pearson Correlation Sig. (2-tailed) N	.553** .000 150	.295** .000 150	1  150

## Regression Analysis

Table 4.4 presents ANOVA (analysis of the variance) that assists to look at the model fit. It shows the significance of the model if the model explained the deviations in the dependent variable. The last column indicates the goodness of fit of the model. The lower this number i.e. sig < 0.05, the better the fit at 95% level of interval. The value of F stat below 10% is the sign of model misspecification.

In the table, column Sum of Squares shows the deviation in the dependent variable for both sectors Government and Private. It holds values for TSS, ESS, and RSS. The row “Total” is TSS (104.030) and (108.222), the row “Regression” is ESS (24.715) and (33.046), and the row “Residual” contains the RSS (79.316) and (75.176) that could not be explained by the model (TSS-ESS) for government and private sectors respectively. The value of F Stat is (46.117) and (65.058) with sig. < 0.05 which means the model is significant at 95% level of interval for Government and Private sectors respectively and proved H<sub>1</sub>: Internship significantly impacts interns’ satisfaction in both Government and Private sectors (Gault *et al.*, 2010).

**Table 4.4: ANOVA<sup>a</sup>**

<b>Government Model and Private sector</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Government	1	Regression	24.715	1	24.715	46.117 .000 <sup>b</sup>
		Residual	79.316	148	.536	
		Total	104.030	149		
Private	1	Regression	33.046	1	33.046	65.058 .000 <sup>b</sup>
		Residual	75.176	148	.508	
		Total	108.222	149		

a. Independent Variable: (Constant), Role of Internship)

b. Dependent Variable: Interns’ Satisfaction

Table 4.5 gives the Model Summary. The R-Square shown in the table is the ratio ESS/TSS, it captures the proportion of the variation in the dependent variable (IS) that was explained by variations in the independent variable (RoI). R-Square values are (0.238) and (0.305) for government and private sectors respectively

which means 23% and 30% of the variation in dependent variable (IS) for both sectors was explained. Adjusted R-Square measures the proportion of variance in the dependent variable (IS) that was explained by the variations in the independent variable (RoI). Adjusted R-Square values in the above table are (0.232) and (0.301) for government and private sectors respectively which means 23.2% and 30.1% of the variance in dependent variable (IS) for both sectors was explained. Std. Error of the Estimate is (0.73) and (0.71) for government and private sectors respectively, which measures the dispersion of the dependent variables estimate around its mean.

**Table 4.5: Model Summary**

<b>Government and Private Sector</b>	<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
Government	1	.487 <sup>a</sup>	.238	.232	.73206
Private	1	.553 <sup>a</sup>	.305	.301	.71270

a. Independent Variable: (Constant), Role of Internship)

b. Dependent Variable: Interns' Satisfaction

c. All requested variables entered.

Table 4.6 provides reliability of independent coefficients with information on the confidence with which we can support the estimate for each estimate in column “t” and “Sig”. If the Sig. < 0.05 then the estimates in column “B” can be asserted as true with a 95% level of confidence. In the above table column “B” provides information effect of independent variable (RoI) on the dependent variable (IS) that is (0.483) in Government Sector and (0.479) in Private Sector. Last column of the table provides lower and upper boundaries of values that assert the accuracy of the value in “B” with 95% level of confidence. So, the coefficient for RoI (role of internship) lies in the range 0.342 and 0.623 a 95% level of confidence for Government Sector, while the coefficient for RoI (role of internship) lies in the range 0.362 and 0.597 with a 95% level of confidence for Private Sector.

**Table 4.6: Coefficients<sup>a</sup>**

Government Model and Private sector		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
Govt	(constant)	1.379	.214		7.218	.000	0.957	1.801
	1 RoI	0.483	0.071	0.487	8.066	.000	0.342	0.623
Private	(constant)	1.296	0.180		6.455	.000	0.941	1.651
	1 RoI	0.479	0.59	0.553	6.791	.000	0.362	0.597

a. Dependent variable: IS

Table 4.7 shows the model summaries for SE, IS role of independent variable (RoI) through mediator and the type of mediation if exists. R value from the table shows 70% correlation between independent variable RoI and mediator (SE) at 95% confidence level and <0.05 significance level. R-Sq is the co-efficient of determination, which shows that there is 50% variation in mediator (SE) through variation in independent variable RoI. Value of F-Stat is 149.16 which means that Overall model is significant at 95% confidence level.

Model summary for dependent variable IS shows R value 0.5095, which means that there is 50% correlation among independent variable RoI, dependent variable IS and mediator SE at 95% confidence level and <0.05 significance level. F-Stat is 25.77 which shows that model is significant at  $p < 0.05$ .

Model explained the effect of independent variable on dependent variable as, if independent variable RoI is increased by 1 unit then mean value of IS would increase by 0.63 units at significance level  $< 0.05$  through mediator (SE) effect of value -.1477. Hence, H<sub>2</sub>: Internship significantly impacts interns' satisfaction through mediator self-efficacy is proved and accepted and also H<sub>3</sub>: There is partial or complete mediation when Internship impacts Interns' Satisfaction is proved and accepted, as there is a partial mediation (Knouse and Fontenot, 2008; Chen *et al.*, 2018). Likewise, the mediator SE is increased by 1 unit then mean value of

dependent variable IS would have decreased by -.1611 units in the presence of independent variable RoI at  $p > 0.00 < 0.05$ .

*Y: IS, X: RoI, M: SE, Sample Size: 150*

OUTCOME VARIABLE:

SE

Model Summary

**Table 4.7: Mediation (Government Sector)**

<b>R</b>	<b>R-sq.</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
.7085	.5020	.5969	149.1643	1.0000	148.0000	.0000
<b>Model</b>	<b>Coeff</b>	<b>Se</b>	<b>T</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	.1259	.2254	.5587	.5772	-.3195	.5714
<b>RoI</b>	.9166	.0750	12.2133	.0000	.7683	1.0649

OUTCOME VARIABLE:

IS Model Summary

<b>R</b>	<b>R-sq.</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
.5095	.2596	.5240	25.7730	2.0000	147.0000	.0000
<b>Model</b>	<b>Coeff</b>	<b>Se</b>	<b>t</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	1.3989	.2114	6.6171	.0000	.9811	1.8167
<b>RoI</b>	.6306	.0996	6.3291	.0000	.4337	.8275
<b>SE</b>	-.1611	.0770	-2.0921	.0382	-.3133	-.0089

**DIRECT AND INDIRECT EFFECTS OF X ON Y**

**Direct effect of X on Y**

<b>Effect</b>	<b>Se</b>	<b>T</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
.6306	.0996	6.3291	.0000	.4337	.8275

**Indirect effect(s) of X on Y**

<b>Effect</b>	<b>BootSE</b>	<b>BootLLCI</b>	<b>BootULCI</b>
<b>SE</b>	-.1477	.0634	-.2723

Table 4.8 shows the model summaries for SE, IS role of independent variable (RoI) through mediator and the type of mediation if exists. R value from the table shows 69% correlation between independent variable RoI and mediator (SE) at

95% confidence level and <0.05 significance level. R-Sq is the co-efficient of determination, which shows that there is 48% variation in mediator (SE) through variation in independent variable RoI. Value of F-Stat is 139.45 which means that Overall model is significant at 95% confidence level.

Model summary for dependent variable IS shows R value 0.566, which means that there is 56% correlation among independent variable RoI, dependent variable IS and mediator SE at ) at 95% confidence level and <0.05 significance level. F-Stat is 34.74 which shows that model is significant at  $p < 0.05$ .

Model explained the effect of independent variable on dependent variable as, independent variable RoI is increased by 1 unit then mean value of IS would have increased by 0.5846 units at significance level  $< 0.05$  in the presence of mediator effect -.1053 Hence, H<sub>2</sub>: Internship significantly impacts interns' satisfaction through mediator self-efficacy is proved and accepted and also H<sub>3</sub>: There is partial or complete mediation when Internship impacts Interns' Satisfaction is proved and accepted, as there is a partial mediation (Knouse and Fontenot, 2008; Chen *et al.*, 2018).

Likewise, if the mediator SE is increased by 1 unit then mean value of dependent variable IS would decrease by -.0910 units at  $p > 0.00$  but  $> 0.05$ . Hence, H<sub>2</sub>: Internship significantly impacts interns' satisfaction through mediator self-efficacy is proved and accepted

*Y: IS, X: RoI, M: SE, Sample Size: 150*

OUTCOME VARIABLE:

SE Model Summary

**Table 4.8: Mediation (Private Sector)**

<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
.6965	.4851	1.3833	139.4573	1.0000	148.0000	.0000
<b>Model</b>						
	<b>Coeff</b>	<b>Se</b>	<b>t</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	-.1521	.2964	-.5134	.6085	-.7378	.4335
<b>RoI</b>	1.1579	.0980	11.8092	.0000	.9641	1.3516



OUTCOME VARIABLE:

IS Model Summary

<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
.5666	.3210	.4999	34.7480	2.0000	147.0000	.0000

**Model**

	<b>Coeff</b>	<b>Se</b>	<b>t</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	1.2824	.1783	7.1918	.0000	.9300	1.6348
<b>RoI</b>	.5846	.0821	7.1161	.0000	.4222	.7469
<b>SE</b>	-.0910	.0494	-1.8406	.0336	-.1886	.0067

**DIRECT AND INDIRECT EFFECTS OF X ON Y**

**Direct Effect of X on Y**

<b>Effect</b>	<b>se</b>	<b>T</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
.5846	.0821	7.1161	.0000	.4222	.7469

**Indirect Effect(s) of X on Y**

	<b>Effect</b>	<b>BootSE</b>	<b>BootLLCI</b>	<b>BootULCI</b>
<b>SE</b>	-.1053	.0970	-.2984	-.0608

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

Given below is the conclusion and recommendations based on the proposed hypothesis and interpretation drawn from results.

#### 5.1 Conclusion

In the light of first objective of our study “to examine the effect of internship in Interns’ Satisfaction”, we conclude that internship in both Government and Private sectors has an impact on interns’ satisfaction with positive and significant influence as supported by the acceptance of H<sub>1</sub>: Internship significantly impacts interns’ satisfaction.

Role of internship that includes work characteristics, work environment characteristics and related contextual factors significantly adds in satisfaction of an intern. Through previous studies a satisfied intern is seen to be able enough to get a permanent employment as a career, because internship through real business experiences improves the existing knowledge and enhances performance skills more professionally but in the light of our next two objectives i.e. To test the mediation function of Self-Efficacy with the relationship of Internship and Interns’ Satisfaction and To examine the level of mediation between internship and Interns’ Satisfaction supported by the acceptance of H<sub>2</sub>: Internship significantly impacts interns’ satisfaction through mediator Self-Efficacy.

H<sub>3</sub>: There is partial or complete mediation when Internship impacts Interns’ Satisfaction through Self-Efficacy, it is observed that internship in terms of value addition through mediator Self-Efficacy contributed significantly negative in both government and private sectors of Pakistan (0-.1477) and (0-.1053) respectively. Through our results Government sector was seen to have more negative impact of Self-Efficacy (0-.1477) than Private sector (0-.1053), one of the reasons to this negative impact might be the collectivist culture of our society especially in Government sector.

Our study literature has findings of good impact of internships, all those research findings are carried out in other developed and developing nations, where the culture not be the same as in Pakistan. The second reason might be the links,

people use to have referral based hiring where valuing the needs of a group or a community over the individual is preferred, no matter the individual might be able enough for the job but where the group cohesion is extremely valued, merit is kept behind sometimes. Another reason to the negative impact of self-efficacy might be the short time period of the internship program, where an intern perceived him/herself potentially able to get on the desired job, but when interviewed, the manager might not find the required potential in the intern, then this response of the manager contributes negatively to an intern's satisfaction. That time an intern get to know about his/her actual performance skills and the standard level of performance. But due to a limited time period of an internship the potential level of skill set might not be learned.

One more reason of negative self-efficacy can be the substandard tasks during an internship. Interns are given to perform irrelevant tasks, that not match the students' field of study or such tasks that not match their level e.g. interns are asked to arrange the files, to stamp the files, to collect receipts, or to convey informal or ordinary messages to other departments etc., such tasks do not enhance the efficiency as they are not effective for an intern's learning.

Private sectors have to accomplish their goals so, they really take on the corporate social responsibility. In this regard they make an internship useful as compared to Government sector and interns' are given with the actual job description in the work placement. The reason to negative self-efficacy of this sector might be the over-burdening of an intern during an internship.

## **5.2 Policy Implication**

- i. In order to make internship more fruitful Government Sector should order the supervisors to properly monitor their internees.
- ii. Supervisors should put some responsibilities on coworkers to help the new internees in task completion
- iii. Not only Government but students should take the responsibility to complain against these organizations for not taking care of their internees.
- iv. Government and Private Sectors should conduct trainings regarding training of internees which will help the host organization to deal with internees in a very professional way.

- v. Practical work should be made more significant, by implementing the actual job tasks according to the level of an internship in the work placement.

### **5.3 Limitations**

Time constraint was a limitation during this research, as this is a qualitative study and required data gathering through questionnaires and survey method that is a lengthy procedure but gives more accurate insight into facts and figures to capture a precise picture of the actual real nature of business environment. Resource constraint in monetary terms was another limitation to this research study, as questionnaires require a high cost to print out according to a large sample size. Furthermore, to visit population in different areas for data collection is another time constraint and cash consuming factors.

Due to large questionnaire size, respondents sometimes did not take interest in answering accurately that leads to inaccurate research findings and contamination of data and hard effort of a researcher.

This research study confined to a single area do not represent the average results from other cities.

### **5.4 Future Direction**

This study can be done in many other cities of Pakistan to check the impact of Self-Efficacy and employability of the internees.

As internship impacts on interns' satisfaction, and a satisfied intern is considered to be a good job seeker, but due to the time constraint and limited geographic study (one area, Islamabad) all interns could not be surveyed well for their desired job career in this study, as some of them were still students after having an internship, some were doing an internship and others were not doing any job after having an internship. So, this aspect can be studied in a longitudinal one. More sectors can be highlighted to replicate this research study for instance semi government organizations, small and medium enterprises etc. More variables can be added to this study for future research for example workplace designs. Future Study can take on, on the availability of tools and equipment's that are required to enhance the Self-Efficacy through internship in Pakistan.

## REFERENCES

- A. Bandura and D. Cervone, "Differential Engagement in Self-Reactive Influences in Cognitively-Based Motivation," *Organizational Behavior and Human Decision Processes* 38, no. 1 (1986), pp. 92–113.
- Agho, A. O., Mueller, C. W., & Price, J. L. (1993). Determinants of employee job satisfaction: An empirical test of a causal model. *Human relations*, 46(8), 1007-1027.
- A. D. Stajkovic and F. Luthans, "Self-Efficacy and Work-Related Performance: A Meta-Analysis," *Psychological Bulletin* 124, no. 2 (1998), pp. 240.
- Ahmed, A., S. Chakravarty, M. Lundberg and P. Nikolov. 2015. "The Role of Training Programs for Youth Employment in Nepal: Impact Evaluation Report on the Employment Fund", mimeo.
- Andrade, M.S. (2006), "International students in English-speaking universities adjustment factors", *Journal of Research in International Education*, Vol. 5 No. 2, pp. 131-154.
- Aronsson, G., Gustafsson, K., & Dallner, M. 2002. Work environment and health in different types of temporary jobs. *European Journal of Work and Organizational Psychology*, 11(2): 151-175.
- Ashkanasy, N. M. 2006. Introduction: Arguments for a more grounded approach in management education. *Academy of Management Learning and Education*, 5(2): 207-208.
- Annisette, M., & Trivedi, V. U. (2013). Globalization, paradox and the (un) making of identities: Immigrant chartered accountants of India in Canada. *Accounting, Organizations and Society*, 38(1), 1-29.
- Baron-Puda, M. (2017). Improving Graduate Employability through Internship Programs. *Barometr Regionalny. Analizy i prognozy*, (1 (47)), 107-114.
- Bay, J. (2006). Preparing Undergraduates for Careers: An Argument for the Internship Practicum, *College English*, 69 (2), 134 – 141.
- Beck, J.E., Halim, H. (2006). Undergraduate Internships in Accounting: What and how do Singapore Interns Learn from Experience, *Accounting Education: an international journal*, 17 (2), 151-172.
- Beard, F., & Morton, L. (1998). Effects of internship predictors on successful field experience. *Journalism & mass communication educator*, 53(4), 42

- Blackmore, J., Gribble, C., Farrell, L., Rahimi, M., Arber, R. and Devlin, M. (2014) "Australian international graduates and the transition to employment", final report, Deakin University, *Melbourne*.
- Bush, M. (2008), "*New sites match agencies with untapped talent*", *Advertising Age*, 79(24), 24.
- Business internships: Win win opportunities for students and companies. (1994). *Baylor business review*, 12, 12-15.
- Callanan, G. and Benzing, C. (2004), "*Assessing the role of internships in the career-oriented employment of graduating college students*", *Education +Training*, 46(2), 82-89.
- Cappelletto, G. (2010), "*Challenges facing accounting education in Australia*", A Joint Accounting Bodies and AFAANZ Commissioned report, Sydney.
- Carter, D.F., Ro, H.K., Alcott, B. and Lattuca, L.R. (2016), "Co-curricular connections: the role of undergraduate research experiences in promoting engineering students' communication, teamwork, and leadership skills", *Research in Higher Education*, 57 (3), 363-393.
- Cho, Y., D. Kalomba, M. Mobarraq, and V. Orozco. 2013. "Gender Differences in the Effects of Vocational Training: Constraints on Women and Drop-Out Behavior". World Bank Policy Research Working Paper 6545.
- Clark, S. C. (2003). Enhancing the educational value of business internships. *Journal of Management Education*, 27, 472-484.
- Chen, T. L., Shen, C. C., & Gosling, M. (2018). Does employability increase with internship satisfaction? Enhanced employability and internship satisfaction in a hospitality program. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 22, 88-99.
- Cook, S., Parker, R.S. and Pettijohn, C.E. (2004), "The perceptions of interns: a longitudinal case study", *Journal of Education for Business*, 79(3), 179-185.
- Connolly, J. J., & Viswesvaran, C. (2000). The role of affectivity in job satisfaction: A meta-analysis. *Personality and individual differences*, 29(2), 265-281.
- Chen, T. L., & Shen, C. C. (2012). Today's intern, tomorrow's practitioner? — The influence of internship programmes on students' career development

- in the Hospitality Industry. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 11(1), 29-40.
- Cunningham, G.B., Sagas, M., Dixon, M., Kent, A. and Turner, B.A. (2005), "Anticipated career satisfaction, affective occupational commitment, and intentions to enter the sport management profession", *Journal of Sport Management*, 19(1), 43-47.
- Czarnik, S., K. Turek, K. Kasparek, M. Magierowski, A. Szczucka, B. Worek, M. Jelonek, P. Antosz, A. Balcerzak-Raczyńska, M. Kocór, A. Strzebońska, and J. Górnjak. 2014. The Study of Human Capital in Poland. Key Results of the Fourth Round of the BKL Study in 2013. *Warsaw: Polish Agency for Enterprise Development*.
- D'abate, C. P., Youndt, M. A., & Wenzel, K. E. (2009). Making the most of an internship: An empirical study of internship satisfaction. *Academy of Management Learning & Education*, 8(4), 527-539.
- De Cuyper, N., de Jong, J., De Witte, H., Isaksson, K., Rigotti, T., & Schalk, R. 2008. Literature review of theory and research on the psychological impact of temporary employment: Towards a conceptual model. *International Journal of Management Reviews*, 10(1): 25-51.
- Deans, Thomas. "English Studies and Public Service." Deans, Roswell, and Wurr 97-116
- Divine, R.L., Linrud, J.K., Miller, R.H. and Wilson, J.H. (2007), "Required internship programs in marketing: benefits, challenges and determinants of fit", *Marketing Education Review*, 17(2), 45-52.
- Drewery, D., Nevison, C., & Pretti, T. J. (2016). The influence of cooperative education and reflection upon previous work experiences on university graduates' vocational self-concept. *Education+ Training*, 58(2), 179-192.
- Dubinsky, James M. "Service-Learning as a Path to Virtue: The Ideal Orator in Professional Communication." *Writing and Community Engagement: A Critical Sourcebook*. Boston: Bedford/St. Martins, 2010.256-76.
- Duke, C.R. (2002), "Learning outcomes: comparing student perceptions of skill level and importance", *Journal of Marketing Education*, 24(3), 203-19.
- Ellickson, L. (2002). Preparing to live in the present: An interview with Hou Hsiao-hsien. *Cineaste*, 27(4), 13-23.

- Ellickson, M. C., & Logsdon, K. (2002). Determinants of job satisfaction of municipal government employees. *Public Personnel Management*, 31(3), 343-358.
- Ehiyazarayan, E. and Barraclough, N. (2009), “Enhancing employability: integrating real world experience in the curriculum”, *Education & Training*, 51(4), 292-308.
- Feldman, D. C, & Weitz, B. A. 1990. Summer interns: Factors contributing to positive developmental experiences. *Journal of Vocational Behavior*, 37: 267-284.
- Field, A. (2009). *Discovering statistics using SPSS*. Sage publications.
- Field, A. (2000). *Discovering Statistics using SPSS for Windows*. London – Thousand Oaks – New Delhi: Sage publications.
- Fleetwood, C., & Shelley, K. (2000). The Outlook for College Graduates, 1998-2008: A Balancing Act. *Occupational Outlook Quarterly*, 44(3), 2-9.
- Fender, D. L., & Watson, L. E. (2005). OSH internships: One program's perspective on benefits for students, employers and universities. *Professional Safety*, 50(4), 36.
- Gault, J., Leach, E., & Duey, M. (2010). Effects of business internships on job marketability: the employers' perspective. *Education+ Training*, 52(1), 76-88.
- Glisson, C., & Durick, M. (1988). Predictors of job satisfaction and organizational commitment in human service organizations. *Administrative science quarterly*, 61-81.
- Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the behavioral sciences*. Cengage Learning.
- Garcia, R., & Puig, J. (2011). A model for improving the quality of student internship placements in engineering degrees. *International Journal of Advanced Corporate Learning (iJAC)*, 4(1), 4-11.
- Gault, J., Redington, J. and Schlager, T. (2000), “The benefits of undergraduate business internships: implications for the student, university, and business community”, *Journal of Marketing Education*, 229(1), 45-53.
- Goia Agoston, S., Igrret, R. & Marinas, C. (2017). Internship programmes – bridge between school and professional life. *Proceedings of the International*



- Conference on Business Excellence*, 11(1), pp. 418-426. Retrieved 6 Feb. 2018, from doi: 10.1515/picbe-2017-0045.
- Górniak, J. ed. 2013. *Młodość czy doświadczenie? Kapitał ludzki w Polsce. Raport podsumowujący III edycję badań BKL z 2012 roku*. Warszawa-Kraków: Polska Agencja Rozwoju Przedsiębiorczości.
- Górniak, J. ed. 2015. *Polski rynek pracy — wyzwania i kierunki działań na podstawie badań Bilans Kapitału Ludzkiego 2010–2015*. Warszawa-Kraków: Polska Agencja Rozwoju Przedsiębiorczości.
- Gribble, C. and Blackmore, J. (2012), “Re-positioning Australia’s international education in global knowledge economies: implications of shifts in skilled migration policies for universities”, *Journal of Higher Education Policy and Management*, 34(4), 341-354.
- Groh M, N. Krishnan, D. McKenzie, and T. Vishwanath. 2012. “The Impact of Training and Wage Subsidy Programs on Female Youth Employment in Jordan,” *Policy Research Working Paper No. 6141*, World Bank, Washington, D.C.
- Guest, D. E., Oakley, P., Clinton, M., & Budjanovcanin, A. 2006. Free or precarious? A comparison of the attitudes of workers in flexible and traditional employment contracts. *Human Resource Management Review*, 16: 107-124.
- George, D., & Mallery, P. (2010). *SPSS for Windows step by step. A simple study guide and reference* (10. Bask1).
- “Honorati, Maddalena. 2015. *The Impact of Private Sector Internship and Training on Urban Youth in Kenya*. Policy Research Working Paper; No. 7404. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/22661> License: CC BY 3.0 IGO.”
- Hall, M., Stiles, G., Kuzma, J. and Elliott, K. (1996), “A comparison of student and employer expectations with regard to business internships”, *Marketing Education Review*, 6, 41-49.
- Hazen, H.D. and Alberts, H.C. (2006), “Visitors or immigrants? International students in the United States”, *Population, Space and Place*, 12(3), 201-216.

- Heller, D.E. (1997), "Student price response in higher education", *Journal of Higher Education*, 68(6), 624-659.
- Hiltebeitel, K. M., Leaby, B. A., & Larkin, J. M. (2000). Job satisfaction among entry-level accountants. *The CPA Journal*, 70(5), 76.
- Hirshleifer, S., D. McKenzie, R. Almeida, and C. Rida-Cano (2014). The impact of vocational training for the unemployed: Experimental evidence from turkey. *IZA Discussion Paper No. 8059*.
- Holyoak, L. (2013), "Are all internships beneficial learning experiences? An exploratory study", *Education + Training*, 55(6), 573-583.
- Coco, M. (2000), "Internships: a try before you buy arrangement", *SAM Advanced Management Journal*, 65, 41-43.
- Holyoak, L. (2013), "Are all internships beneficial learning experiences? An exploratory study", *Education + Training*, 55(6), 573-583.
- Honan, J.C; Talmadge H.D. (1979). Linking Public Affairs Internships Experience and Academic Studies: a Strategy for Program Design, *Southern Review of Public Administration*, September, 146-163.
- Jackling, B. and De Lange, P. (2009), "Do accounting graduates' skills meet the expectations of employers? A matter of convergence or divergence", *Accounting Education: an International Journal*, 18(4-5), 369-385.
- Karns, G.L. (2005), "An update of marketing student perceptions of learning activities: structure, preferences, and effectiveness", *Journal of Marketing Education*, 27(2), 163-71.
- Kelley, C.A. and Gaedeke, R.M. (1990), "Student and employer evaluation of hiring criteria for entry-level marketing positions", *Journal of Marketing Education*, fall, 64-71.
- Knoop, R. (1995). Relationships among job involvement, job satisfaction, and organizational commitment for nurses. *The journal of psychology*, 129(6), 643-649.
- Keneley, M., & Jackling, B. (2011). The acquisition of generic skills of culturally-diverse student cohorts. *Accounting Education*, 20(6), 605-623.
- Kevin Murphy, (2018) "The value of the Disney College Program internship and students' loyalty intentions", *Journal of Hospitality and Tourism Insights*, <https://doi.org/10.1108/JHTI-11-2017>.

- Knouse, S. B., & Fontenot, G. (2008). Benefits of the business college internship: A research review. *Journal of Employment Counseling, 45*(2), 61-66.
- Koerner, D.K. and Siek, T.S. (2005), "Internships: win-win-win", *Nursing Management, 36*(3), 16.
- Kolb, D.A. (1984), *Experiential Learning*, Prentice Hall, Englewood Cliffs, NJ.
- Lee, C.S. and Chao, C.W. (2013), "Intention to 'leave' or 'stay'—the role of internship organization in the improvement of hospitality students' industry employment intentions", *Asia Pacific Journal of Tourism Research, Vol. 18* No. 7, pp. 749-765.
- Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge* (p. 3). Oxford: Oxford University Press.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.
- Likert, R. (1967). *The Human Organization: Its Management and Value*. McGraw-Hill.
- Maunder, R. E., Gordon-Finlayson, A., Callaghan, J., & Roberts, A. (2012). Behind supervisory doors: taught Master's dissertation students as qualitative apprentices. *Psychology Learning & Teaching, 11*(1), 30-38.
- Maitra, P. and S. Mani. 2014. "Learning and Earning: Evidence from a Randomized Evaluation in India" *IZA Discussion Paper No. 8552*.
- Marginson, S., Nyland, C., Sawir, E. and Forbes-Mewett, H. (2010), *International Student Security, Cambridge University Press, Cambridge*.
- McCarthy, P.R. and McCarthy, H.M. (2006), "When case studies are not enough: integrating experiential learning into business curricula", *Journal of Education for Business, 81*(2), 201-204.
- Migliore, S.A. (1990), "National study shows progress and needs in strengthening institutional support for experiential education", in Kendall, J.C. (Ed.), *Combining Service and Learning: A Resource Book for Community and Public Service, 1*, National Society for Internships and Experiential Education, Raleigh, NC.
- Moghaddam, J.M. (2011), "Perceived effectiveness of business internships: student expectations, experiences and personality traits", *International Journal of Management, 28*(4), 287-303.

- National Association of Colleges and Employers (2008), Experiential Education Survey, available at: [www.naceweb.org](http://www.naceweb.org).
- National Association of Colleges and Employers (2009), Job Outlook 2009, available at: [www.naceweb.org](http://www.naceweb.org).
- Narayanan, V. K., OLK, P., & FUKAMI, C. (2006, August). DETERMINANTS OF INTERNSHIP EFFECTIVENESS: AN EXPLORATORY MODEL. In *Academy of Management Proceedings* 2006(1), E1-E6. Briarcliff Manor, NY 10510: Academy of Management.
- Newcomer, K.E., Johnson, G., Naccarato, T. and Collie, S. (1990), "Successful recruitment and retention: the PMIP", *The Bureaucrat*, 19(1), 35-39.
- Parker, S. K., Griffin, M. A., Sprigg, C. A., & Wall, T. D. (2002). Effect of temporary contracts on perceived work characteristics and job strain: A longitudinal study. *Personnel psychology*, 55(3), 689-719.
- Pollitt, D. (2005), "Lubrizol: the bombshell of closure", *Training & Management Development Methods*, 19(4), 231-239.
- Prabhu, B.V., Kudva, A. (2016). Success of student Internship in Engineering Industry: A Faculty Perspective, *Higher Education for the Future*, 3 (2), 164-182.
- Poullaos, C., & Evans, E. (2008, November). The ICAA pathways project: Identifying the issues. In *a meeting of the University of Sydney Pacioli Society* (Vol. 27).
- Pfeffer, J., & Fong, C. T. 2002. The end of business schools? Less success than meets the eye. *Academy of Management Learning and Education*, 1(1): 78-95.
- Ramos, E. (1997). Internship programs from start to finish, *Folio: The Magazine for Magazine Management*, 26(6), 38-39.
- Raybould, M. and Wilkins, H. (2005), "Over qualified and under experienced: turning graduates into hospitality managers", *International Journal of Contemporary Hospitality Management*, 17(3), 203-216.
- Renganathan, S., Karim, Z.A.B.A. and Su Li, C. (2012), "Students' perception of industrial internship programme", *Education + Training*, 54 (2-3), 180-191. [Google Scholar] [Link] [Infotrieve].
- Rietveld, T., & Van Hout, R. (1993). *Statistical techniques for the study of language and language behaviour*. Walter de Gruyter.

- Rogers, S. (2001), "Remember summer camp?" *Nursing Management*, 32(7), 39.
- Rothman, M. (2007), "Business students' evaluation of their internships", *Psychological Reports*, 101(1), 319-322.
- Rothman, M. 2003. Internships: Most and least favored aspects among a business school sample. *Psychological Reports*, 93: 921-924.
- Rothman, M. 2007. Business students' evaluation of their internships. *Psychological Reports*, 101: 319-322.
- Ruhanen, L., Robinson, R. and Breakey, N. (2013). A tourism immersion internship: Student expectations, experiences and satisfaction, *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13, 60-69.
- Shroff, R. (2011), "Employment outcomes for international students in Australia", Proceedings from the Asia-Pacific Association for International Education Annual Conference, *National Taiwan University, Taipei*, March.
- Sides, N.H. and Mrvica, A. (2007), *Internships: Theory and Practice*, Baywood, Amityville, NY.
- Steinhardt, M. A., Dolbier, C. L., Gottlieb, N. H., & McCalister, K. T. (2003). The relationship between hardiness, supervisor support, group cohesion, and job stress as predictors of job satisfaction. *American Journal of Health Promotion*, 17(6), 382-389.
- Sincoff, N.Z. and Owen, C.L. (2004), "Content guidelines for an undergraduate human resources curriculum: recommendations from human resource professionals", *The Journal of Education for Business*, 80(2), 80-85.
- Sekaran, U. (2004). *Organisational Behaviour: Text and Cases*. Tata McGraw-Hill.
- Sagie, A. (1998). Employee absenteeism, organizational commitment, and job satisfaction: Another look. *Journal of vocational behavior*, 52(2), 156-171.
- Steinhardt, M. A., Dolbier, C. L., Gottlieb, N. H., & McCalister, K. T. (2003). The relationship between hardiness, supervisor support, group cohesion, and job stress as predictors of job satisfaction. *American Journal of Health Promotion*, 17(6), 382-389.
- Snyder, R.L. (1992), "Career development in research administration", *SRA Journal*, 24(1), 5-8.

- Soros, G. (1991), "Internships build an east-west bridge", *Management Review*, 80(110), 64.
- Stansbie, P., Nash, R. and Jack, K. (2013), "Internship design and its impact on student satisfaction and intrinsic motivation", *Journal of Hospitality & Tourism Education*, 25(4), 157-168.
- Super, D. E. (1990). A life-span, life-space approach to career development.
- Swanson, S.R. and Tomkovick, C. (2012), "Marketing internships: how values and search strategies differ across the student-employer dyad", *Marketing Education Review*, 22(3), 251-262.
- Taylor, M. S. 1988. Effects of college internships on individual participants. *Journal of Applied Psychology*, 73(3): 393-401.
- Templeton, W., Updyke, K. and Bennet, R.B. (2012), "Internships and the assessment of student learning", *Business Education & Accreditation*, 6(2), 27-38.
- Torka, N., & Schyns, B. 2007. On the transferability of "traditional" satisfaction theory to non-traditional employment relationships: Temp agency work satisfaction. *Employee Relations*, 29(5): 440-457.
- Trochim, W., & Donnelly, J. (2006). The research knowledge methods base. *Cincinnati, OH: Atomic Dog Publishing*.
- Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: path analyses based on meta-analytic findings. *Personnel psychology*, 46(2), 259-293.
- Vault Reports (2006), available at: [www.vault.com](http://www.vault.com).
- Watson, B.S. (1995), "The intern turnaround", *Management Review*, 84(6), June, 9-12.
- Watty, K. (2007), "Quality in accounting education and low English standards among overseas students: is there a link?" *People and Place*, 15(1), 22-29.
- Wren, D. A., Buckley, M. R., & Michaelsen, L. K. (1994). The theory/applications balance in management pedagogy: where do we stand? *Journal of Management*, 20(1), 141-157.
- Weible, R. (2009), "Are universities reaping the available benefits internship programs offer?" *Journal of Education for Business*, 85(2), 59-63.

World Bank. 2013. World Development Report: Jobs. World Bank, Washington, DC.

## APPENDIX

### QUESTIONNAIRE

I am a student of MBA (HR), from Pakistan Institute of Development Economics. I am gathering primary data from interns in Islamabad through this questionnaire to analyze the role of internship in employability of a student and this research study is only for academic purpose.

**Government sector**

**Private sector**

**SD** = strongly agree, **DA** = disagree, **N**=neutral, **A** = agree, **SA** = strongly agree

<b>Part one... Interns' Satisfaction</b>	SD	DA	N	A	SA
Generally speaking, I was very satisfied with my internship					
I frequently thought of quitting my internship					
I was generally satisfied with the kind of work I did at my internship					
<b>Part two... Role of Internship</b>					
<b>a. Job Characteristics   b. Work Environment Characteristics</b> <b>c. Contextual Factors</b>					
<b>a. Job Characteristics</b>					
<u><i>Skill Variety</i></u>					
The internship required me to use a number of complex or high-level skills to do many different things at work					
<u><i>Task Identification</i></u>					
The internship provided me the chance to completely finish the pieces of work I began.					
<u><i>Task Significance</i></u>					



This internship was one where a lot of other people could be affected by how well the work got done.					
<b><u>Autonomy</u></b>					
The internship gave me considerable opportunity for independence and freedom in how I did the work.					
<b><u>Feedback</u></b>					
The internship itself provided many chances for me to figure out how well I was doing.					
<b>b. Work Environment Characteristics</b> <b><u>Learning Opportunities</u></b>					
My internship provided me with a chance to learn a lot about the field, profession, or business that I would never have been able to learn in the classroom					
<b><u>Career Development Opportunities</u></b>					
My internship provided me with opportunities to examine a potential career field					
<b><u>Supervisory Support</u></b>					
My supervisor acted as a mentor to me while I was interning					
<b><u>Coworker Support</u></b>					
My coworkers helped to make my internship a good experience					
<b><u>Organization Satisfaction</u></b>					
I really liked the organization that I did my internship with					
<b>c. Contextual Factors</b> <b><u>Flexibility of Work Hours</u></b>					

I was allowed to set my own hours at my internship					
<b><u>Paid Versus Unpaid</u></b>					
My internship was paid					
<b><u>Pay Satisfaction</u></b>					
I was paid well for the work I did at my internship.					
<b><u>Desirability of Location</u></b>					
I really liked the city that my internship was located					
<b><u>Commute</u></b>					
I did not mind the commute to my internship					
<b>Part Three... Mediator (Self-Efficacy)</b>					
I am confident that I have reached at positive motivational state					
I am confident to achieve a specific goal in a specific situation					
I feel confident about my management and performance skills					
I feel confident while having discussions in and out groups					
I feel confident that I can cope with distress, failure and increase in responsibility					
I feel confident analyzing a long-term problem to find a solution					