

INTERNSHIP PROGRAM AND SKILLS DEVELOPMENT OF FOURTH YEAR BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH

Genesis G. Genelza

College Instructor, University of Mindanao Tagum College, Tagum City, Philippines

genesis.genelza@umindanao.edu.ph, Orcid: 0000-0001-5577-7480

ABSTRACT

It's not always easy to transition from a student to a professional in life. When it comes to professional life, students must deal with a lot of challenges. This descriptive correlational study aimed to determine the significant relationship between internship program and skills development of fourth year BSED – English students. Further, the study was conducted using quantitative non-experimental with descriptive survey method. After the data have been collected, results revealed that the interns have a very high level of internship program with a mean of 4.66. While the level of skills development has a mean score of 4.61 interpreted as very high. As being correlated, it was found out that there is a great significant relationship between the two variables with a p-value of 0.001. With this, the researcher recommends institutions, stakeholders, and workplace environment to work hand in hand, concentrating on communicating and having a direct line to them, focusing on the development side, and providing them with good opportunity with professionals in the industry and acquire industry mentors as it was viewed positively by the interns. Requiring every student to complete an internship or other work-related experiential course is a significant commitment for both college and industry personnel.

Keywords: higher education, internship program, skills development, teaching profession

INTRODUCTION

It's not always easy to transition from a student to a professional in life. When it comes to professional life, students must deal with a lot of obstacles. They must adapt to the changing professional environment by putting their theoretical knowledge into practice in the modern world of work. Students can be helped to better apply their concepts in the industry by integrating conceptual knowledge and training through academic internship programs.

Academic internships, according to Gault et al. (2010), provide a link between theory and practice by allowing students to participate in supervised and scheduled labor. Internships help students not only increase their personal skills, but also their professional development and experience. Internship programs are becoming increasingly important to educational institutions, students, and corporate recruiters. Internship programs provide educational institutions with the opportunity to increase student enrollment and improve their curriculum. Internships are a way for students to gain actual work experience. Internships provide valued employees and competent job seekers to organizations since they favor graduates with the necessary skills and practical knowledge. Internship programs allow students to receive training while in school, and they also save firms money by allowing them to hire staff who have been trained.

For firms looking for excellent personnel, internship programs have proven to be one of the most essential resources. In the future, internships allow firms to get a better idea of the people they might hire in the future. Employers can observe a potential employee's work ethic, knowledge, skill set, and attitude by conducting an extended interview. It's one of the most effective ways to recruit new employees, expand your business, and achieve your company's objectives. Internships provide you a fresh perspective on current company issues and projects (Marasigan, 2018).

In today's sociological, political, and academic debates, the topic of skill development has become a hot topic. This is because, among other things, most public institutions in South Africa are facing a skills shortage. The process of providing graduates from various institutions of higher learning with abilities that will help them be more competitive in the workplace in the near future is known as skill development (International Labour Force, 2010). Nonetheless, every graduate needs the opportunity to apply what they've learned in the classroom to the real world. Most public institutions in South Africa have implemented internship programs as one of the skills development components to make this a reality. The number of internships offered as part of the push to improve skills has skyrocketed. This is because it has been adopted by the private sector as well. Internships, according to Hanson (1984), are employed as tools, mechanisms, or platforms for graduates to determine long-term professional interests. Meanwhile, according to Basow and Bryne (1993), graduates use internships as a way to apply what they've learned at various higher education institutions (Thomas, 2016).

In the Philippine setting, the purpose of the internship program is to give students the chance to get hands-on experience at a certified Host Training Establishment in addition to their formal education by supplementing their formal education with practical knowledge, skills, and desirable attitudes (HTE) (Erfe, J. P. et al. 2020). The Philippines, on the other hand, focused on the teaching motivations and viewpoints of prospective teachers (PTs), beginning teachers' ideas of pedagogical competence, beginning teachers' conceptions of excellent and effective teaching, and young teachers' whys and wherefores for teaching. Previous research on teaching internships has primarily focused on student experiences in their practicum, the evaluation of pre-service teacher training and internship programs, the prediction of prospective teacher interns' internship success, and the lived experiences of teacher interns during practice teaching.

Locally, in Tagum City, the local government held peso-led workshops for job seekers, including intern students, in all universities, including University of Mindanao Tagum College. This program allows students to learn about many types of service, as well as to improve their skills and gain experience while working in diverse locations. This could be a great platform for all interns to prepare themselves to reality.

Due to the high demand of competent individuals in the field of teaching profession, students are highly expected to be well-equipped with teaching especially in this 21st century. Higher educational institutions are concerned about the effectiveness of the interns. However, there haven't been enough studies done on how potential teachers think about teaching internships and what they think about it. Furthermore, there are very few published studies that used metaphoric pictures specifically in the Philippine context.

Thus, this study intended to look into students' internship program as a predictor to their skills development. An examination of prospective teachers' conceptions of teaching internship becomes a valuable endeavor when understood, considering that the current pre-service teachers are the future educators who will be part of the educational organizations. Hence the researcher would like to determine the level of internship program and the skills development of students in UM Tagum College. Specifically, this study sought to:

1. What is the level of Internship program of Fourth Year BSED-English students in University of Mindanao -Tagum College in terms of:

1.1 Professional Development;

1.2 Intellectual Development;

1.3 Personal Development; and

1.4 Social Service Development?

2. What is the level of skills development of Fourth Year BSED – English students in University of Mindanao -Tagum College in terms of:

2.1 Communication Skill;

2.2 Time Management Skill;

2.3 Self-confidence; and

2.4 Self-motivation?

3. Is there a significant relationship between Internship Program and Skills Development of Fourth Year UMTC students?

In the Philippine situation, clearly, there is a significant skills development gap. According to the 2016 Asian Development Outlook, college graduates waited roughly a year to find job, whereas high school graduates took up to three years to find work. The lack of industry-relevant skills among graduates, particularly in scientific and technology-related businesses, is one of the key causes of the skills gap. Both public and private institutions are having difficulty producing graduates who can satisfy the needs of the industry (Song & Tang, 2016).

In addition, the economy's basic skills gap issues include an underdeveloped skills training system in public schools, outdated curriculum, a lack of dialogue and coordination among stakeholders regarding skills needs and training, inadequate training program accreditation, and a lack of re-skilling opportunities. An intervention was issued by the Commission on Higher Education Development (CHED). An On-the-Job Training (OJT) or internship program can help bridge the gap between academically gained abilities and the industry's demand for practical skills understanding. Students will be able to put their school-acquired skills, knowledge, and attitude to use while also getting a taste of the corporate world through the internship program.

MATERIALS AND METHODS

The study employs quantitative non-experimental research design using descriptive correlational method. The main purpose in employing this design was meant to describe the nature of a situation involving two or more variables as it exists at the time of the study and determine the existing relationships or differences from among them (Good and Calderon,

1972). This focused on determining the internship program and skills development as a variable of the study which were identified and verified through the data from the survey questionnaire. Non-experimental research is defined as research that does not involve the manipulation of an independent variable, the random assignment of participants to conditions or orders of conditions, or both. A non-experimental research strategy that uses statistical analysis to investigate the relationship between two variables is known as correlational research. The effects of extraneous variables on the variables under investigation are not investigated in a correlational research design. (Bernauer & O'Dwyer, 2013).

Further, the respondents of this study are the Fourth-Year intern students of Bachelor of Secondary Education major in English at the University of Mindanao Tagum College through using total enumeration technique sampling method. Thus, there are 80 students who are the sole respondents of this study.

The instrument used in this study was a researcher –made questionnaire. This was made simple but with transitory and concrete statement. The Dean of UM Tagum's College granted permission for the researcher to do research in the institution. The researcher was personally handed the questionnaire to the 4th year students after the request was authorized, and then collected after the students had completed it and letting them know that any information obtained in the course of the research would be kept private and used for educational reasons solely.

The data gathered through the research instruments were tallied, tabulated, interpreted, and analyzed using the following statistical tools: Mean was used to describe the level of Internship Program and Skills Development of Fourth Year BSED-English Students in UMTC; and Pearson r was used to measure the significant relationship between Internship Program and Skills Development of Fourth Year BSED-English Students in UMTC.

FINDINGS AND DISCUSSIONS

The Level of Internship Program of Fourth Year BSED-English Students in University of Mindanao Tagum College

Demonstrated in the table 1 is the level of Internship Program of Fourth Year BSED major in English Students in University of Mindanao Tagum College. There were four indicators involved: professional development; intellectual development; personal development; and social service development.

As presented from the table, the indicator **professional development** has a mean score of **4.71** described as very high. It was followed by **personal development** with a mean score **4.69** describe as very high. While **social service development** has a mean score of **4.68** described very high. And lastly, **intellectual development** has a mean score of **4.55** described as very high.

Furthermore, on the overall mean score of the level of internship program is **4.66** which describes as very high. This implies that the internship program of Fourth year BSED – English students in University of Mindanao Tagum College has been very much noticed by the intern students. This further indicates that the interns are very satisfied with the internship program.

Table 1. The Level of Internship Program of Fourth Year BSED-English Students

Indicators	Mean	SD	Description
Professional Development	4.71	0.38	Very High
Intellectual Development	4.55	0.35	Very High
Personal Development	4.69	0.37	Very High
Social Service Development	4.68	0.37	Very High
Over-all	4.66	0.31	Very High

Legend:

4.30 – 5.00	Very High
3.50 – 4.20	High
2.70 – 3.40	Moderate
1.90 – 2.60	Low
1.00 – 1.80	Very Low

Knowing this finding simply tells us that internship program is a vital program for would-be teachers. Internships are a way for students to gain actual work experience. Internship programs provide educational institutions with the opportunity to increase student enrollment and improve their curriculum. Internships provide useful employees and competent job seekers to businesses since they choose business graduates who have the necessary abilities and practical knowledge. Internship programs allow students to receive training while in school, and they also save firms money by allowing them to hire staff who have been trained.

Internships are a great way to gain real-world experience, learn how to work in a team, polish resumes, develop personal and professional networks and developments, and make money. To address the needs of a growing competitive job market, Weible (2010) remarked that more attention should be dedicated to internship programs. Internship programs bridge the gap between what you're learning in class and what you're doing in the real world. Any country's future is dependent on its students. It should place a greater emphasis on the students' practical training so that they may outperform in the real world of growth.

Further, the finding has been supported by Shariff, Kayat, and Abidin (2014), and McMurtrey, Downey, Zeltmann, and Friedman (2008) on their research. Internship programs were used to assist academic institutions in designing curriculum to meet industry needs and suggested that industry partners should be consulted and involved in the revision process. The findings of another study by Zaharim, Omar, Basri, and ISA (2009) were used to alter guidelines for Malaysian institutions of higher learning's engineering education curricula. Stakeholders from academia and industry play critical roles in all of these studies, as they help to fill in the gaps in knowledge and skills in crucial industrial fields.

According to Radermacher, Walia, and Knudson (2014), a successful internship program for students can be achieved by properly recognizing internship plans and relevant industry participants, selecting motivated student interns, and evaluating, monitoring, and feedback on

the internship program. In the execution of an internship program, educational establishments and academic advisors should play a crucial role. Industry input clearly reveals that a graduate cannot survive in the highly competitive work world without thorough command of these employability skills. "Technical skills are traits that may land a graduate to a job, but foundation skills make them a valued employee and considerably boost their career advancement," companies frequently state.

With this, to do so, it must build channels for regular, active, structured, and meaningful dialogue with industry partners via OJT or Internship program. The researchers feel that this study will undoubtedly provide additional information to both the academic community and the industry in order to improve collaboration and so benefit both the academic community and the advertising sector and most importantly to the professional, intellectual, personal, and social service development of the practice teachers.

Internship programs and work-related learning are essential for business students' personal and professional growth as well as the establishment of strong links with major business enterprises. Internships are extremely important in completing professional courses. As a result, it is also taught as part of a teacher training program. It gives students direct experience in a variety of teaching roles, including teaching, and mastering the subject. It also allows students to use their theoretical knowledge of techniques, methods, and instructional tools in a real-world context (Jantarakantee, Roadrangka, and Clarke 2012).

The Level of Skills Development of Fourth Year BSED-English Students in University of Mindanao Tagum College

As shown in Table 2 is the level of Skills Development of Fourth Year BSED major in English students in the University of Mindanao Tagum College. There four indicators involved: communication skill, time-management skill, self-confidence, and self-motivation.

As seen on the table, **self-motivation** has the highest mean score among the four indicators with **4.65** which entails as very high. Followed by **self-confidence** with a mean score of **4.64** describe as very high. Furthermore, **time-management skill** has a computed mean score of **4.62** describe as very high. Lastly, **communication skill** has a mean score of **4.54** describe as very high.

With all the results of the four indicators, the overall mean score of the level of skills development of fourth year BSED – English students in the University of Mindanao Tagum College is 4.61 which interprets as very high distinction. This clearly demonstrates that the intern students pay close attention to their skills development. This also means that the interns are capable of finding work in the marketplace and are well-prepared for a bright future following graduation.

Table 2. The Level of Skills Development of Fourth Year BSED-English Students

Indicators	Mean	SD	Description
Communication Skill	4.54	0.46	Very High
Time Management Skill	4.62	0.48	Very High
Self-confidence	4.64	0.49	Very High
Self-Motivation	4.65	0.50	Very High
Over-all	4.61	0.41	Very High

The requirement to recognize that students' knowledge will be put to use exemplifies the essence of activity orientation, which is separated into numerous times of action. Self-control, practical application, application of newly gained knowledge, abilities, and skills in new situations, and the ability to independently present one's own results are examples of these qualities. As a result of the activity, students are able to plan their own work, arrange their workspace, utilize dictionaries, keep a control journal, and participate in other educational activities (Arenova, 2001; Dianbo et al., 2013; Bonato et al., 2014).

The educational content is regarded to include student training activities. Academic ability, which is the category of learning activities, is not, however, defined precisely. As a result, determining whether behaviors, activities, procedures, or characteristics are the foundation of academic performance is challenging (Stepashkina, 2005; Zverev & Maximova, 1981; Pustovoitov, 2014). One must first understand the concept of "talent," and while its meaning is not difficult to grasp, there are many diverse interpretations of its meaning that can be found online. This is due to the fact that this is a psychological and educational category in the research literature.

According to Phyllis (2011), the experience in an informal afterschool internship helped teacher candidates see themselves, as well as others, as implementing key recommendations, such as having positive attitudes, being sensitive to diversity, and having more confidence in facilitating hands-on science participation, inquiry, and collaborative work. We must support programs that provide high-quality and substantive curricula as well as clinical preparation experiences in order to prepare highly effective educators. Important opportunities for highly effective teachers or principals to supervise, advise, and evaluate aspiring educators in the school environments where they will eventually work should be included in these preparations. In addition, aspiring educators must set a high standard for themselves by displaying a deep understanding of the topic they teach, as well as mastering a variety of instructional styles and knowing when to employ them correctly.

Patacsil and Tablatin (2017) stated that the needs of future managers' competencies, such as leadership and management, were perceived by industry partners. These soft skills, which include functioning in a team atmosphere, leadership, communication, and managerial abilities, should be incorporated into the curriculum based on the industry partners' perception. "Skills are defined as an individual's ability to accomplish a task successfully or their ability to perform a job well, which may be separated into two categories: technical and behavioral" (Noe, Hollenbeck & Gerhart, 2015). The communication elements assess "soft" skills, such as the ability to collaborate on team projects, while the technical elements measure "HARD" technical skills, while the communication elements measure "soft" skills, such as the capacity to collaborate on team projects (Daud, Abidin, Sapuan & Rajadurai, 2012). "The discrepancy between the market's need (demand) and the present skills given by local education institutes (supply)" is how the skills gap is defined (Alsafadi & Abunafesa, 2012). In this context, students should be aware of the needs of their prospective employers and be able to relate their abilities to them in order to meet them (Yorke & Harvey, 2002). It will be difficult for higher education institutions to persuade students to instill the desired competences if they do not understand the need and value of skills (Coll, Zegward & Hodges, 2002).

Moreover, the concept of Parsons trait and factor theory is based on the idea that it is feasible to assess both individual abilities, talents, and the characteristics required for specific professions. It also implies that people will be matched to a job that is a good match for them. As a result, if the person's abilities are appropriate for the task, they will perform best and be the most productive (Careersnz, 2016). Furthermore, according to Barnard, Veldhuis, and Van Rooij's (2001) job-matching hypothesis, the primary goal of education is to educate graduates with the necessary abilities to accomplish the tasks that will be assigned to them in their future occupations. According to the theory, a graduate's productivity, pay, and chances of getting a job are all affected by a mismatch between the required skills and the abilities they really have. As a result, companies' requirements for graduates' talents must be comparable to their own. As a result, the task is to make students understand the relevance of generic competences, how these abilities are aligned to increase their job prospects in a highly competitive job market, and how they should take responsibility for them (Maher & Graves, 2008).

Teamwork and communication, two typical transferable skills, seemed to be the most important to the students. The significance of planning, the value of patience, and how science may lead you in unexpected areas were all mentioned by two of the children. Aspects of the study environment, such as politics and traps, were the most "interesting" things they learned. During the practical sessions, the most useful skills learned were laboratory procedures. Media preparation, cultivating cells and bacteria, and executing enzyme assays are all important technical skills that can be used in a wide range of research fields. As a result of having devised and executed an experiment, as well as knowing "what to do when things go wrong!", confidence and independence were gained (Medeshova, 2015).

With this communication skill, time-management skill, self-confidence, and self-motivation are contributing factors to the skills development of the BSED – English students. This clearly gives insight that these are some of the tools that a practice teachers have in their profession. To be successful to the path they choose, they must have these skills and factors to be competent in preparation to their future careers.

Those that were successful in their internships also changed their beliefs to fit their mentors'. Jantarakantee et al. (2012) found that the majority of pre-service science teachers understood the principles of classroom research, as well as the challenges of conducting a classroom research project and the support they require from their co-teaching teachers in order to conduct a classroom research project successfully. The limitations of time, producing an appropriate research question, and picking the innovation to solve the problem were the issues that pre-service science teachers faced when doing classroom research. In addition, the findings suggested that pre-service teachers would like to get more regular recommendations from their co-teaching colleagues in order to boost their confidence and efficiency in their chosen classroom research projects.

Important opportunities for highly effective teachers or principals to supervise, advise, and evaluate aspiring educators in the school environments where they will eventually work should be included in these preparations. Describing good understanding of the material they teach, mastering a number of instructional tactics, and knowing when to apply each effectively are all requirements for being an educator. The fact that the internship and action research modules are included in the regular teaching program of the college of education is notable. Rather than

conducting it at the end shortly before students start their internships, this will provide students ample time to internalize the process and assist them in addressing any challenges that may arise (Otara, 2014).

In terms of productive activities, academic competence presents a significant program related to actual real objects, which requires subsequent implementation; this program has both personal and social significance and considers the total results of knowledge, abilities, skills, and activities; this program has both personal and social significance. According to the types of human abilities, these can be categorized as follows: significantly valuable – the ability to set a goal and make a decision; general cultural – the ability to learn how to organize leisure effectively; educational and cognitive – the ability to master the heuristic method for problem solving; informational – the ability to find and present information; and communication skills – self-presentation (Kunter et al., 2013).

Significant Relationship between Internship Program and Skills Development of Fourth Year BSED-English Students of UM-Tagum College

As shown in table 3 is the significant relationship between the Internship Program and the Skills Development of Fourth Year Bachelor of Secondary Education major in English students at University Tagum College. The internship program got the highest mean score of 4.66 compared to skills development which got 4.61.

With this, the null hypothesis is rejected since the computed r-value of **0.653** was greater than p-value **0.001** at the 0.05 level of significance. This indicates that there is a strong link between internship program and skills development of UMTC's fourth year BSED – English students. Internship programs, as a result, aid students in the development of their talents during their internship. It also implies that interns have obtained a greater understanding of the workplace, have a professional foundation for carrying out their duties and obligations, and are capable of dealing with a wide range of people on a daily basis.

Having skills development clearly shows that the internship program experience has a significant to the English practice teachers. It will also aid business schools in developing appropriate strategies and curricula for the promotion of internship programs, allowing business students to receive both theoretical and practical knowledge after graduation. It will also assist businesses in providing their interns with effective internship programs, training, and a learning environment. They will be able to save money on hiring and training new personnel as a result of this.

Table 3. Significant Relationship between Internship Program and Skills Development of Fourth Year BSED-English Students

Variables	Mean	SD	r – value	p – value	Decision $\alpha = 0.05$
Internship Program	4.66	0.31			
Skills Development	4.61	0.41			
			0.653	10⁻³	Ho rejected

*p<0.05

Internships have numerous advantages that affect both academia and industry. Interns' impressions of their work experience are a key topic of design study to consider (Gugerty, 2011). Internships allow students to get experience in a specialized field. An internship can aid a student's development of interpersonal, communication, and professional skills. Today's employers are looking for additional soft talents, such as attitude and work ethic, as well as the technical hard skills required for a job (Gale et al., 2017).

They were also satisfied with the internship experience, regardless of the pay rate, because they saw it as a way to learn skills that would be useful in the workplace. Colleges, according to industry executives, should help graduates develop both broad and specialized abilities in order to better prepare them for success (Hart Research Associates, 2010). To be a well-rounded designer, you'll need both soft and hard talents (Gale et al., 2017; Huber, 2018).

Students believe that the "real world" approach to workplace learning, a broader understanding of the sector, the capacity to develop a résumé and be employable in the future, and the ability to network professionally are all abilities that will help them become future full-time employees. In previous research, finding that involvement in an external work experience gave solid exposure to job skills, higher employability equal to better remuneration and faster full-time employment (Gault et al., 2000).

In this aspect, an internship program is a good approach for students and teachers to learn about the real world of work. In the classroom, it allows for the integration of theory and practice. The curriculum assists student teachers in correctly planning and delivering classes, as well as critically evaluating and improving their own and their colleagues' teaching approaches. Internships and action research give instructors the chance to think critically about their work and improve it. If individuals in charge of monitoring and mentoring do not work closely with interns, the program as a whole will not be seen as effective. This takes time and effort to give constructive feedback in order for student-teacher personalities to grow as professionals. As a result, strengthening the internship program is crucial to improving pedagogical practices that will boost student learning and education quality. In this regard, it is the responsibility of the college of education to improve and alter teaching so that all graduates are prepared to fulfill the demands of the twenty-first century. Learners require instructors who are well-prepared to handle the ever-changing learning environment and expectations of diverse stakeholders as the demands of our world continue to grow (Otara, 2014; Pustovoitov, 2014).

CONCLUSION

The study aimed to determine the significant relationship between internship program and skills development of Fourth year BSED – English students in the University of Mindanao Tagum College. This study clearly shows that English practice teachers should have skills development to be well-prepared on their internship program. It's not always easy to transition from a student to a professional in life. When it comes to professional life, students must deal with a lot of obstacles. They must adapt to the changing professional environment by putting their theoretical knowledge into practice in the modern world of work. Students can be helped to better apply their concepts in the industry by integrating conceptual knowledge and training through academic internship programs.

Student responses that are confidential may be useful in future studies to see if there is a link between the type of firm and the internship's location, as well as salary and happiness. A poll of prior interns and their supervisors may give light on past interns' and supervisors' assessments of the internship's impact on long-term job success and happiness. Because graduates would most likely be beyond entry-level occupations at that time, assessing student perceptions two to three years after graduation may provide a more accurate assessment of career advancement.

Throughout their teacher preparation program, teacher trainees have been recognized as having the most important, exciting, and challenging experience of their lives. It is vital to understand the concerns and challenges that student teachers face throughout their student teaching internships in order to prepare them for their internships. According to Fletcher, Mountjoy, and Bailey (2011), it is critical that teacher educators discuss classroom management strategies and techniques, assist in the formation of synergistic relationships with qualified and passionate mentor teachers and university supervisors, and only assign coursework to student teachers in their internships that is critical for their development. In their first year of teaching, beginning teachers face a plethora of problems.

Beginning teachers would be unable to build their skills on their own if they did not receive adequate induction help (Tak, 2005). As a result, some countries have instituted an internship policy in order to improve the efficacy of new instructors. While research has indicated that the co-teach model for student teaching internships improves students' learning in the classroom, less attention has been paid to how student teachers feel about their internships.

As a result, the current study, and the literature both support the inclusion of an internship in design curriculums as a type of experiential learning and as a way to improve abilities. The findings of this study can aid educators in determining how to effectively support English practice teachers in optimizing the learning benefits of this type of experiential learning. For years to come, educators and researchers will have to pay close attention to providing great internship experiences that contribute to learning.

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