

# The Correlates of Business Administration Programme, Industrial Training and Labor Market Needs: A Comparative Review with CBA of KU

Dr. Venus Bunagan<sup>1</sup>, Ms. Sheila Sison<sup>2</sup>, Mrs. Hana Karauoi<sup>3</sup>

<sup>1,2,3</sup>Kingdom University-Bahrain

## ABSTRACT

### Keywords

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## Introduction

### Business Administration as a course

The Business Administration Programme involves a critical decision-making skills in order to effectively direct **business** operations. It imparts students a basic and clear understanding of the functions of every division in a company, be it in marketing, finance, operations, human resources, and office **management**.

**Business administration** (also known as **business management**) is the **administration** of a **business**. It includes all aspects of overseeing and supervising **business** operations. From the point of view of management and leadership, it also covers fields that include accounting, finance, project management and marketing.

The following are the basic functional areas of business requiring competencies and skills for Business Graduates;

- **Business Communications and Critical Thinking:** Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

- **Introduction to Computer Applications and Systems:** Students learn to apply Microsoft® Office tools including work processing, spreadsheet, database, and presentation software to accomplish business objectives.

- **Management Theory and Practice:** This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues

- **Principles of Accounting I:** This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise.

- **Principles of Accounting II:** This course introduces accounting concepts in a business environment.

- **Business Research:** Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process.

- **Principles of Microeconomics:** This course provides students with the basic theories, concepts, terminology, and uses of microeconomics.

- **Finance for Business:** This course introduces the student to the essential elements of finance for business. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

- **Global Business Strategies:** The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.

Other classes may include such topics as marketing, quantitative analysis, business law and integrated business

Ref: <https://www.allbusinessschools.com/business-administration/degrees/>

The Business Administration Degree:

The following are the possible employers of Business Administration Majors:

- Banks, Savings & Loans, and Other Financial Institutions

- Private, Public & Government Agencies

- Nonprofit Organizations

- Health Care Industry

- Businesses including: Manufacturing Firms, Utilities, Airlines & Transportation

- Industries, Contract Information System Companies, Software Development Companies, etc.

- Trade/labor organizations

- Educational Institutions

- Insurance Companies and Financial Planning Agencies

- Sales Organizations, Department Stores and Other Retailers

- Entrepreneurships

- Real Estate Brokers or Agencies

- Service Firms and Hospitality Organizations

- Distribution Centers

Ref:

[https://www.southeastern.edu/acad\\_research/programs/cse/career\\_expl/slu\\_degree/degrees/general\\_business.html](https://www.southeastern.edu/acad_research/programs/cse/career_expl/slu_degree/degrees/general_business.html)

Students face one of the toughest decisions of their career path while in College. The students s may have a general

idea of what they want to do in College, but deciding on a profession can take time and experience.

The best ways to test the waters is with an internship.

Some Benefits of Internships

- To provide an pragmatic learning prospects in a professional setting where classroom learning can be applied, evaluated, and put in proper perspective.
- To increase student awareness of how they think, feel, and act in a professional setting and how others in that setting think, feel, and act toward them
- To improve students' work-related proficiencies such as written and interpersonal communication skills and resume preparation.
- To provide information and to develop networks that students can use to evaluate their preparation for full-time work, plan their careers, and obtain jobs upon graduation.
- To increase opportunities for faculty contact with organizations in the community and to increase these organizations' awareness of the School.
- To enable employers to identify and train prospective employees without having to make a formal commitment to full-time employment.
- To provide academic credit for students' Internship experience.
- To help defray education expenses.
- To develop students' confidence and professionalism.

An internship is an official programme that universities offer, most commonly directed to graduating students in universities or those nearing the end of their degree.

Internships can be done either part-time or full-time, depending on the needs of the employers as well as the work itself. The main goal of an internship is for the student/graduate to gain practical work experience or research-related experience in the field they studied and want to continue a career in.

The length of internships can range from a couple of weeks up to a year. They can also be paid or unpaid. You should always ask whether or not you are to be paid or not, and if employment is guaranteed upon completion of the interns

The Internship of Graduating Students

The Reasons for mandatory internship are as follows:

**Skills**

An internship will help you develop both hard and soft skills. Hard skills such as accounting, economics, finance, mathematics, and statistics will come in handy in a business administration internship. And soft skills like communication, personal effectiveness, presentation, creative problem solving and influencing skills will also be beneficial to succeed.

**Experience**

On-the-job practical work experience is just as if not more valuable as what you studied in school. And learning from professionals is a surefire way to see how the real world works.

**Networking**

An internship allows you to connect with your peers and people in the field that you're interested in. You can make connections and gain a lot of information that can help you decide your next moves.

**Deciding Career Path**

An internship is a great way to get your hands dirty and get a feel of the job before you invest too much time into it. If after you finish your internship, you realize that it isn't for you, then at least you tried! You can always change career paths or try a new sector in the business industry.

**Employment**

Many internship employers will end up hiring you after you complete your program successfully. According to [Forbes](#), about 60% of interns get the job.

**Types of Internships**

Just as studying business administration is broad in itself, so is the direction in which you can take your internship. There are many types of internships available to business majors. The popular ones give an idea of what you would likely be doing, what skills can be learned, and what career options are available.

In general, an internship is going to involve a lot of shadowing for graduating students that is already in the desired role, getting both hands-on practical experience as well as learning by observation.

Types of internships that business administration majors:

**Sales and Marketing**

An internship in sales and marketing is probably going to be in a smaller company or startup where the roles tend to be combined. You'll learn the skills of marketing as well as how to sell a product, either to consumers or to other businesses. Part of such a role is handling sales calls, preparing presentations, and managing campaigns. Overall, an internship like this will gain you lots of valuable experience and give you a real look at what happens behind the scenes of a company.

Career options in the field of sales and marketing include: Advertising Manager, Sales Consultant, Public Relations Director, Sales Manager, Marketing Consultant, Account Executive, and so much more!

<https://www.uopeople.edu/blog/types-of-internships-for-business-administration-students/>

About the College of Business Administration of Kingdom University

The College of Business Administration is powering the local and regional labor market with graduates who are active and have successfully attained noted positions within their field. The main objective of our program is to equip graduates with theoretical knowledge, noted practical skills, teamwork capabilities, business ethics, and a high level of community engagement. In addition to that the College aspires to be a topnotch business school in Bahrain, known

for its state -of-the-art academic programs, futuristic research and practical community engagement while offering a world-class business education through excellence in multifaceted teaching pedagogies, varied learning methods, advanced research pursuits and contributive community engagement that will augment students' knowledge and skills, leading to the development of highly qualified graduates who possess attributes and competencies to excel in the contemporary business environment.

### College Aims

1. Equip students with the necessary (**essential**) competencies to meet challenges for business professionals in a globally changing (**dynamic**) business environment.
2. Develop students' abilities to apply critical thinking and problem-solving skills effectively in their professional life.
3. Offer programs, combining a balance between theory and practice in the field of business, that meet international standard.
4. Develop students' teamwork, leadership, and communication skills.
5. Provide an educational environment, which supports all aspects of the student learning experience and makes appropriate use of new technology to support and enhance its teaching and learning activities.
6. 6. Strengthen students' understanding of the moral and ethical responsibilities towards society by encouraging involvement by staff and students in community initiatives, which benefit the society in which they live and work.
7. 7. Promote staff development in both research and teaching practices to enhance their ability (**capability**) to provide students with an excellent learning experience and support their own personal and professional development.

### Programs:

1. BSc. In Business Management
2. BSc. In Finance & Accounting
3. BSc. In Finance & Banking

### BSc. In Business Management

The Program of BSc in Business Management at Kingdom University aims to develop the insight to handle management and organizational issues in a complex global environment. This program prepares students to work in national, regional, and international labor markets. **And (start of a sentence should not with this word,** In addition to that, the program trains students **to be able** (delete this) to demonstrate a high degree of practical skills, problem solving skills, leadership, teamwork, and communication skills. This program gives importance to the social responsibility and community engagement that (**lead preparing**) (prepares) the students to demonstrate knowledge and respect (**of**)-**delete** the values and culture of Bahraini society and high level of respecting social responsibility and gives knowledge to change and to explore how business organizations of all sizes start, run and

succeed through teaching our students the entrepreneurship principles.

### Program Aims

1. Provide students with holistic knowledge on the functions of business management such as human resources, finance, marketing, operations, and systems.
2. Develop students' understanding of management concepts, principles, and practices.
3. Enhances the graduates' skills on the use of methods and techniques to analyze and evaluate the business problems to identify the appropriate solutions to support decision-making.
4. Provide an affordable, high quality and contemporary business education that conforms to the standards of the Kingdom of Bahrain, the GCC and the international arena.
5. Provide the students with the basic concepts and the practicing skills of using IT models and software for business applications to improve organizational effectiveness in a dynamic and competitive environment.
6. Prepare the graduates to provide innovative solutions to the unanticipated situational challenges.
7. Inculcate in the students the importance of professional responsibility and ethical behavior.
8. Provide opportunity to learn to work in a team and to lead a team.

### BSc. In Finance & Accounting

Accredited by ACCA "Association of Chartered Certified Accountants"

The program of B.Sc. in Finance and Accounting at the Kingdom University provides students with conceptual framework of existing and emerging finance and accounting principles and practices. This program prepares students to work in national, regional, and international business organizations

### Program Aims

1. Provide students with a holistic Knowledge of Finance and Accounting in an integrated manner.
2. Provide students with a conceptual framework of existing and emerging Finance and Accounting concepts, principles, and practices.
3. Provide the students with mathematical and quantitative models that are useful for problems solving and to support decision making.
4. Prepare students to work within national and international accounting standards.
5. Enable students to use accounting information in planning, control, performance evaluation and decision making.
6. Improve students' critical thinking capabilities in analyzing the accounting and financial statements.
7. Enable the students in research and creative analysis in solving the accounting and finance issues.
8. Make students proficient in using Finance and Accounting software, such as Tally.

9. Develop the skills to prepare Finance and Accounting reports to communicate to various stakeholders.
10. Provide opportunity to learn to work in a team and to lead a team.

### **BSc. Finance & Banking**

This program provides students with a conceptual framework of existing and emerging finance and Banking principles and practices. This program prepares students to work in national, regional, and international organizations, banks, and financial institutions. The structure for this program is built with important consideration to the balance between skills and knowledge, and between theory and practice. Basic courses in finance and banking are indispensable to create the first step in the career of Finance and Banking.

#### **Program Aims**

1. Make the students appreciate the inter linkages between Finance and Banking.
2. Provide the students with the in-depth knowledge of Finance and Banking.
3. Enhance the ability to apply advanced techniques and practical skills in the field of finance and banking.
4. Make the students appreciate the importance of ethics in finance and banking practice.
5. Provide opportunities to critically analyze the problems and issues in the management of bank and financial institution.
6. Lead them to understand the social responsibilities of a bank and financial institution management.
7. Develop the students' motivation towards community service in enhancing the awareness in banking and financial matters.
8. Enable them to conduct research into business problems of Finance and Banking.
9. Develop teaching and life-long learning skills using ICT among students.
10. Develop students' efficiency in teamwork, leadership, and communication skills.

#### **Ref:**

Based from the aims of the College, the students are generally prepared with the necessary competencies to meet challenges for business professionals in a globally changing business environment. In addition to that, the program trains students to demonstrate a high degree of practical skills, problem solving skills, leader transferrable ship, teamwork, and communication skills. These competencies are strongly supplemented through internships or apprenticeship in the industry or service industry.

Similarly, the aims of each programme like the Business Management, Finance and Accounting and Finance and Banking prepare the students to achieve their transferrable skills of which these could be better attained through practical applications.

The Industrial Training/ Apprenticeship of the College of Business Administration at Kingdom University is a practical course which provides motivation for students to comprehend and appreciate rea-life work experiences. The

course provides the students the opportunity to meet and network with people in the industry and the opportunity to identify talents and potentiality of workers. This is the capstone of the entire Business Administration Programme after the students were able to finish 84 credit hours of the academic requirements. The students are required to accomplish 240 training hours and 12 hour orientation about the students' expectations and Intended Learning Outcomes of the course.

(Course Specification- Adapted from QQA Programme Within -College Reviews Handbook)

### **Objectives of the Study**

1. To evaluate the practical aims of the Industrial Training/Apprenticeship as a course of the CBA of KU in relation to the students' preparation and expectations in their future workplaces and in comparison with other benchmarked internship programmes.
2. To correlate the students' competencies and skills learned from their business study plan and which could be transferrable to real work scenarios.
3. To correlate the current Internship practices of researched Higher Education Institutions and research findings.
4. To come out with a model for improving the quality of student internship placement in the CBA of KU.

### **Related Literature and Studies**

From the research of Sisman, R. (2016), "Internship Impact on Career Consideration Among Business Students," 198 undergraduate students responded that 54% and 45% of interns confirmed their expectations of career fit, respectively on the survey which asked them whether or not they would pursue the same job functions (ie. Sales) or industry (ie., non-profit) as their internship in their post-graduation job search.

The findings revealed that given the values of internships to business students, few studies have examined the influence of internship on undergraduate career considerations. The students select internships with the intention of learning about job functions or industries for possible career fit, although, little knowledge is known whether the experience confirms or disconfirms the students' experiences. The authors of the research conducted suggest that internships, as experiential activities, merit greater attention as they provide students opportunities to learn what they do or do not want to do. Rothman, M. and Sisman, R. (2016).

Another study conducted by Dimitrius, M. (2006) on "Internships in Greek Universities: An Exploratory research, measured the engagement of young educated Greeks in the labour market that has the potential of enhancing youth employability in Greece, considering this country with very high unemployment rate in the European Union. An explorative case study methodology was used with a series of semi-structured fac-to-face interviews with the student respondents. The aim of the study was to explore student perceptions of the effects of a current co-operative education programme launched by the University of Macedonia in Greece.

The findings revealed that co-operative education can be used as a vehicle for linking theoretical knowledge and practice, and enhancing the student employability upon graduation.

The findings of the empirical research indicate that co-operative education can be used as a vehicle for linking theoretical knowledge and practice, and enhancing student employability upon graduation. Further, the results showed that a work-study programme promoting work opportunities for Greek youth have great value for student employability.

This study has shown that a work-study programme promoting work opportunities for Greek youth seems to have great value for student employability.

Eyong, B., et.al (2012) in their research “A Survey of Internship Programs for Management Undergraduates in AACSB-Accredited Institutions,” conducted a survey on the current status of Internship Programs for Management undergraduate students and to introduce a well-established internship program. The survey was conducted to 473 institutions that have AACSB (Association to Advance Collegiate Schools of Business) accreditation in the USA.

Findings showed that most schools (96.5 percent) offer some types of internship course, but only a few schools (4.5 percent) require students to take an internship course. Of the 15 item questionnaire developed to get the students feedback on the required internship course, the pass/no pass grading system was preferred by majority of the universities (85 percent). Other items in the questionnaire include: average number of hours for a three credit internship course, pre-requisite of GPA least of 2.5 and higher, and a dedicated advisors to supervise the required internship course. Further results suggested the advisors to assess the compatibility of their internship programme with the introduced program and that universities can benchmark against introduced internship program to improve their current programs or establish a new program.

Maelah, R., et.al, (2014) in their research Internship for Accounting Undergraduates: Comparative Insights from Stakeholders,” utilized an internship framework to justify the need for feedback from all three groups of internship stakeholders. The focus of the study was to determine the benefits, skills and outcomes that the students gained through internships from the perspective of students, university and employers. A structured questionnaire was used in the survey on the perceptions of students, university and employers of an accounting internship. A total of 172 responses were analysed.

The findings showed that all three groups of stakeholders perceived that students benefit from the internship programme. That the internship program provides the students with both technical and soft skills required in the marketplace.

The practical implications of the findings reveal that students, university and employers should continue to improve accounting internship programmes. The social implications of the study emphasizes that the student learning experience, university support through theoretical understanding and employer contribution through practical component.

The study further stated that internships have become part of an accounting curriculum in many universities globally,

however, the internship practices are limited in scope and focus on feedback from a single perspective.

A study by Ramsgaard, B. and Ostergaard, S. (2018) entitled “An entrepreneurial Learning Approach Assessment of Internships,” investigated how using an entrepreneurial learning approach for assessment of internships could increase the reflected value of combining theory and practice articulated in students’ learning outcomes. It further investigated whether the applied approach led to enhanced perception of professional identify and new understandings of employability for students in the internship course. A qualitative research design was used which investigated topics in focus and consisted of five focus groups, observations notes, and documentation from the exam situations (both from 2015 & 2016) participated in the study at a University of Applied Science in Denmark.

Results of the study provided evidence that students in internships collectively develop a comprehensive understanding of how to apply theory to practical settings. By working with an entrepreneurial learning approach in the professional practice, students reported an enhanced reflective understanding of learning outcomes and the theory-practice gap, developed an ability for opportunity identification, and established a grounded feeling of professional identify and employability. The practical implications of the study serves as a full and context-rich case study that can assist educators about formative and summative assessment practices when designing internships courses. A model for an entrepreneurial learning approach to assessment of internships provides a basis for further research within entrepreneurial learning and the application to design of assessment practices in internships.

Barron, N. (2020), in her research entitled “Internship Models: Acknowledging Social and Academic expectations,” showed an example of an internship-classroom model that increases student motivation and self-efficacy across cultural frameworks by providing opportunities for application projects.

The author used qualitative data collected through teacher research and focuses on the rhetorical context to show how disciplinary writing courses can be re designed by incorporating theoretical frameworks from business management and psychology.

The study revealed that the client projects used in disciplinary writing courses, in conjunction with national narratives on higher education as a gateway to higher pay and better skills, improve student-efficacy. Further, the study found out that the integration of non-academic approaches from business management with academic expectations of research, revision and rehearsal for a specific client shows how purposeful client-based projects can influence student motivation, self-efficacy and sense of self-worth that are crucial for diverse student populations. The very significant results show that an interdisciplinary approach draws from academic fields as well as from the business world provides new ways of working successfully with students and preparing them for writing inside and outside the classroom. Incorporating internship approach into a classroom setting encourages teachers to reimagine student, client and faculty roles.

Ebied, H. (2004) in his research “An Empirical Investigation of the Impact of the Student Accounting Internships on

Subsequent Academic Performance: The Case of UAE University,” The study started with a premise that recent reports on accounting education has an increasing difference between what students are being taught and what accounting practitioners actually do. The study was conducted at the College of Business and Economics, United Arab Emirates University and investigated the effect of student internships on subsequent academic performance. The post-internship course performance of students with accounting internship experience was compared to that of non-internship students matched on the basis of grade point averages (GPA) and credit hours completed. The results indicated that the internship students performed significantly better than the non-internship students in accounting courses, and in overall subsequent to the internship semester.

Guangyou, L. (2012), in his research “A Survey on Student Satisfaction with Cooperative Accounting Education Based on CPA Firm Internships,” investigated how cooperative accounting education (CAE) programs jointly activated by an accounting institution and its cooperating CPA firms impact the students’ satisfaction with practicing what they have learned in work placement. The study surveyed 192 accounting interns at 14 local CPA firms in South China, in order to test how satisfied the intern students are with the cooperative education program.

The results of the study proved that student interns are quite satisfied with the arrangements and learning effects of CAE programs, but they are not much related to improvement of their socialization skills. Further, the study reveals that the CPA firm culture has considerable influence on the effectiveness of CAE; the student command of accounting expertise has moderate impacts on it; and university curriculum makes no significant differences to student satisfaction. The conclusions include that an effective CAE program requires the involvements of the universities, the students and the CPA firms. In particular, the firm culture greatly contributes to the student satisfaction with the program. Finally, the results pointed out that the student satisfaction is a crucial perspective to evaluation of the effects of the CAE programs.

In (2019), Girma, D. and Gangadhar, M. in their research entitled “ Construction Education in Ethiopia: Knowledge and Skills Level Attained and Effectiveness of Internship Program,” evaluated the knowledge and skills level of final-year students of undergraduate construction programs in Ethiopia and assess the effectiveness of internship and its coordination under these programs. A mixed-methods approach is used in this study. The data were collected through two separate questionnaires, completed by the students and company supervisors. Interviews were also done to supplement findings of the questionnaire. The findings reveal that students have performance shortfalls in most the required knowledge areas. A correlation between the students’ evaluation and supervisors’ evaluation rankings was done. The study reveals that both the students and industry perceive to have benefited them. However, the coordination of internship program was found unsatisfactory. These findings indicate there is a room for improvement in the curricula and coordination of internship program.

In conclusion, as the performance of the construction industry (CI) is associated with the competence of

professionals, it is important to assess the knowledge and skills level of students, the internship coordination for the effective development of CI. The findings of the study will help academic institutes to review their curricula and improve their internship coordination mechanism. The knowledge and skills gap of entry-level professionals could be filled through training.

Chavan, M. and Carter, L. (2018), “ Management Students-Expectations and Perceptions on Work-Readiness,” the research explored the expectations and reality perspectives accrued in a preliminary management course and understand if they impart and embed real-world skills and develop work readiness. This is a qualitative research of which a total six focus groups with 52 students enrolled at a large metropolitan university in Australia. The results of the study found that at the commencement of university studies, the expectations were simple like, making friends, getting around the campus and settling well into the university culture, which overtime extended to getting a part-time job, securing internships, memberships of associations, desire to participate in exchange programs and get work-ready by the close of the first year.

Further, the results show that those who held a part-time job while studying demonstrated a better understanding of the preliminary management subject matter taught in class and obtained better grades. The practical implications of the study reveal that there is lack of skill mismatch and graduates who are not work-ready incurs significant economic and social costs. The study suggested that mandatory internships, apprenticeships and on-the-job training for university students would help. Governments can provide financial incentives and subsidies to organizations providing the above services and working cooperatively with the universities to get students work-ready. Universities must raise the educational requirements over time as jobs become more complex. Universities can build communities of practice with the assistance of this scheme to enable students to interact with industry professionals. An additional year of vocational training could be recommended for the graduating students. This would help the young graduates to get work-related skills. Wheelahan *et al.* (2015) state that building better links between education and work can help provide a more rational approach to vocational development. They propose the use of vocational streams and productive capabilities in the education system and labour market to achieve this.

The social implications of the study requires the following: Combined efforts from all stakeholders, a systematic approach needs to be adopted, the gap between the knowledge provided by the universities and the skills required by the employers need to be reduced, the employers and universities should keep a watch on the labour market and develop strategies to meet the dynamic requirements of the labour market collaboratively, career guidance will help inform students make a career choice to match the labour market opportunities. One important suggestion is for the learning and teaching activities must include industry interface and engagement right from the first year at university.

Ishengoma, E. and Vaaland, T., (2016), Can University-Industry Linkages Stimulate Student Employability,” a study which tried to identify important university-industry

linkage (UIL) activities that can stimulate the likelihood of employability among students. A total of 404 respondents located in Tanzania, comprising students, faculty members and employees from 20 companies operating within the oil and gas industry and mining constitute the empirical basis for the study. Descriptive analysis, the Mann-Whitney *U*-test and a Kruskal-Wallis test were applied to help analyse the data. The results reveal that UIL activities were strongly perceived to raise the employability of students, in particular student internships in companies followed by joint projects and the involvement of companies in modernizing university curricula. Adoption and diffusion internship strategies are suggested for foreign companies and for local firm, respectively, as vehicles for increasing employability.

Another research study "Effects of Business Internships on Job Marketability: The Employers' Perspective," by Gault, J., et.al. (2010), did an empirical investigation of the relationship between internship participation and student employment marketability. The study identified the value that employers attribute to internships as a qualification for employment and as a factor in determining compensation. A survey of 185 employers of 392 interns enrolled in an AACSB-accredited business college in a Northeastern US University. The survey examined the perceived value of the internship experience, the effect of intern performance on internship value perceptions, and the relationship between internship participation and employer selection and compensation decisions. The study shows that high intern performance results in enhanced employer-perceived value of the internship program. Further, field internships are endorsed by business schools as an effective way to gain practical experience and enhance employment marketability. However, few studies have provided empirical evidence linking internship participation to success in postgraduation employment. The study confirms the value of an internship in job marketability. In addition, the study provides an estimate of the perceived value of internship experience in employee compensation. Finally, the paper affirms the internship as a component of experiential learning that can enhance the employability development opportunities offered by institutions of higher learning.

The research on "Trainees' Perception of Vocational Training Institutes Degree Apprenticeship: An empirical Approach," this study investigated how the degree apprenticeship of the vocational training institutes (VTIs) enhances the labor market and enables the trainees to detect the knowledge and skills that are acquired during the training. In addition, this study tried to detect through work-based learning whether the workplace function as a learning place and whether the trainees are satisfied by the experience during the degree apprenticeship. A total of 129 graduates by various VTIs in the wider area of Patras (Western Greece), who completed the degree apprenticeship, participated in the survey. The findings of this study highlighted the difficulties that the graduates of VTIs face when they look for a job in the economic crisis era that Greece faces. The study also highlighted the satisfaction that the trainees denoted about the knowledge and the vocational and social skills that they acquired during the degree apprenticeship. Additionally, the trainees are satisfied by the workplace where the degree apprenticeship took place because it became a learning environment. This

study is evidence of a need for developing the degree apprenticeship programs in Greece as a means of enhancing the transition from training to work. Brinia, V., et., al (2018).

The study of Ugochukwu, C. et. al., (2020), "Career Training with Mentoring Programs in Higher Education: Facilitating Career Development and Employability of Graduates," explored how career training with mentoring (CTM) programs work in Nigerian Higher Education (HE) institutions to foster students' career development and employability of graduates. The study interviewed well-qualified and experienced experts from six Nigerian public universities (each from the 6 geo-political zones of Nigeria), and 20 industries also within the same 6 geo-political zones of Nigeria that were selected for this study using a purposeful sampling technique. The study interviewed 33 experts comprising 21 senior academics at Nigerian universities and 12 industry executives to reveal substantial information about CTM programs in Nigerian HE institutions. Drawing on the three key themes that emerged during the thematic analysis and linked to social cognitive career theory, it is clear that participants are convinced that CTM can enhance clarity about students' career ambitions, career interests, personal development plans and employability.

Findings show that there are some career-related programs or activities that Nigerian HE students are presented with, but the programs have not been effective as to offer graduates quality career guidance and employability skills that employers demand. The participants recommend establishing CTM centres in all Nigerian HE institutions to provide students with the opportunity to receive quality career advice, coaching and mentoring services while schooling. The findings of this study shed light on varying resources required to cope with the demands of labour market in terms of supply of competent workforce that can contribute to Nigeria's economic growth and development. The findings are highly relevant for Nigeria and other developing countries' policy and research initiatives that aim to promote social inclusion and equity and improve better working conditions for all. The findings also have implications for career development and employability of HE graduates in developing world context.

This study, therefore, provides significant suggestions on how to build sustained HEIs and labour market partnership to foster career development and employability of HE graduates through establishing CTM centres in every Nigerian HE institutions.

The research on "Preparing Graduates for Work readiness: An Overview and Agenda," the concept of graduate work readiness (GWR) from a stakeholder perspective. This research attempted to pull together the various multidisciplinary themes from the literature into a comprehensive analysis of the relationship between graduates and the labour market, considering the international dimension of what is a global phenomenon. The four distinct sections of this study : the first is to contextualise the concept of GWR and graduate employability taking into account recent academic discussion, particularly in the EU and ASEAN; second, to explore the different perspectives of stakeholders in the "triple helix" of universities, governments and the corporate

world; third, critically to assess the arguments that educational provision is poorly aligned with labour market needs; and finally, to investigate the implications of the fourth industrial revolution for graduate jobs and skills and propose an agenda for future research. The findings reveal the apparent consensus between the stakeholders over the central importance of graduate employability, there is considerable diversity in how each imagines GWR is best assured. Winterton, J. and Turner, J. (2019).

Tomlinson, M. (2017), in his research “Forms of Graduate Capital and Their Relationship to Graduate Employability,” developed an alternative, relational conceptualisation of employability based on the concept of capitals. It discusses how this provides a more detailed and multi-dimensional account of the resources graduates draw upon when transitioning to the labour market. The research presents a new model on graduate employability, linked to five areas of capital which are seen as constitutive of graduates’ employability and significant to their transitions to the labour market. The paper draws together existing conceptual approaches and research studies to illustrate the different features of the model and how they relate to graduate employability. It also discusses some practical implications for those helping to facilitate graduates’ transitions to the job market. The paper argues that the graduate capital model presents a new way of understanding graduate employability which addresses the challenges of facilitating graduates’ transitions and early career management. The forms of capital outlined are conceived as key resources that confer benefits and advantages onto individuals. These resources encompass a range of human, social, cultural, identity and psycho-social dimensions and are acquired through graduates’ formal and informal experiences.

The research is a re-conceptualization of graduate employability has significant implication for graduates’ career management and strategising in developing resources for enhancing their transitions to and progression within the labour market. It also has implications for career educators in developing practical employability strategies that can be used within institutional settings. It developed a new model for conceptualising graduate employability and illustrates and applies this to discussion of graduate employability. It also raises practical applications around the different components of the model.

### **Discussions of Comparative Review Results with the Objectives of the Current Study**

The College of Business Administration of Kingdom University has the following intended learning outcomes for its Industrial Training: Knowledge and Understanding- stating clearly the business operation, administrative functions and company culture of the organization where the student trainee is deployed for internship, Subject Specific Skills – relate management theory with corporate practice, Critical Thinking Skills- evaluate various options that apply to career plans and goals in the field of business management and, General transferrable Skills and other personality and employability skills- communicate industrial experience gained effectively in written and oral form.

Above CBA KU Model of Internship develops the learning outcomes of the student trainee by observing the practical

business operations, the administrative functions and culture of the Internship workplace. The student trainee is allowed to relate and apply the management theory with the corporate practice and apply career plans and goals and communicate the industrial experience gained from internship. The student trainee presents in written and oral forms what he learned from the workplace. The student trainee gives his feedback on the conduct of his internship and the academic supervisor and the workplace supervisor likewise give their assessment of the student-trainee performance and their feedback on the overall conduct of the internship.

The Comparative review focused on the following:

1. Few studies examined the influence of internship on undergraduate career considerations, which is considered in the critical thinking skills learning outcome of the CBA-KU student intern.
2. Other studies revealed that co-operative education can be used as a vehicle for linking theoretical knowledge and practice, and enhancing the student employability upon graduation. This is the inclusion of Internship in the Business Programme itself and the university linking itself with industry where the internship program fits.
3. Still other studies focus on the determination of the benefits, skills and outcomes that the students gained through internships from the perspective of students, university and employers, specially on the technical and soft skills. CBA-KU Internship requires student trainee to prepare weekly reports on insights gained from the internship deployment and a final feedback after the 240 hour credit is accomplished.
4. Another study provided evidence that students in internships collectively develop a comprehensive understanding of how to apply theory to practical settings. By working with an entrepreneurial learning approach in the professional practice, students reported an enhanced reflective understanding of learning outcomes and the theory-practice gap, developed an ability for opportunity identification, and established a grounded feeling of professional identify and employability. Reflective understanding means considering the why and not only the what of a plan and help the student trainee better understand and exploring the “so what” of the activity instead of just the “what”.
5. Studies also reveal on the social and academic expectations of the internship program influence student motivation, self-efficacy and sense of self-worth once deployed as interns in workplaces.
6. A study on student Accounting Internships on Subsequent Academic Performance- the result specifically reveals that the accounting graduates with internship exposure are better accounting performers than those who did not undertake internship.
7. Studies on university and industry linkages through internship program result to better employability.
8. Research on the social implications of internship require the following: Combined efforts from all stakeholders, a systematic approach needs to be adopted, the gap between the knowledge provided by the universities and the skills required by the employers
9. Studies on the effects of Business Internships on Job Marketability which is a factor to the amount compensation.
10. Research on Career Development and Employability of

Graduates and the work readiness of students.

### Conclusions

The research comparative review of the different practices of internship programs dealt with in this study pave way to the following:

1. A stronger university and industry linkage.
2. Stakeholders active engagement in the internship program
3. Matching internship program with the industry needs and to cater to the needs of the labor market.

A review of the internship program of the CBA -KU to achieve the intended learning outcomes in the long-run and a more effective implementation of the program.

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