

Experiences with Internships: Perceptions of Undergraduate Publishing Students at the Kwame Nkrumah University of Science and Technology, Ghana



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ABSTRACT

The Industrial internship is the platform that enables students to experience the practical aspects of what they learn outside the classroom. The internship is a facilitator that allows students to put into practice what they have learned in school. The study assessed students' opinions of their internship experience to identify the strengths and weaknesses of the system. Data were collected from 160 students from the Publishing Department. The survey instrument used to gather information and data from the respondents was a well-structured questionnaire consisting of 37 test items. The students responded to the questionnaire using Google Forms, which were sent to the sampled students. Data were analysed using descriptive statistics. The results of the study showed that most of the interns felt that the courses they took on campus before the internship improved their understanding of the issues they encountered at the workplace during the internship. Most respondents believed that industrial placement improves interns' career choices. The respondents recommended that the University reviews the staff visit times at the companies where students undertake their internships. Respondents also cited financial challenges as the biggest problem during the internship programme. Students enjoyed completing internships in industry, and believe that it will enhance their career goals and job opportunities. The study presents a clear road map to strengthen the Student Internship programme and contribute immensely to the industry's growth. Also, the publishing industry can leverage on the findings to improve its internship policy.

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INTRODUCTION

Industrial internships play a major role in the development of students and prepare them for the corporate world. Researchers have found that internships offer students the opportunity to gain a foothold in the job market during and after their education Jackson et.al.¹ They also provide a source of practical experience and promote teamwork. It is already known that in this era of innovation, technological development, and expansion, most institutions do not have the necessary capacity in the form of laboratories where students

¹ Denise Jackson et al., "Employer Understanding of Work-Integrated Learning and the Challenges of Engaging in Work Placement Opportunities," *Studies in Continuing Education* 39, no. 1 (2017): 35–51.

can develop their practical skills while on campus, Anjum states.² To be successful in this profession, Polat et.al. and Goulart et.al. consider, that one must have theoretical and practical knowledge.³ Anjum thinks it is therefore necessary to develop such skills in students to help them deal with the modern working world through internships.⁴

During internships, interns learn about the professions they aspire to and can better develop their plans by determining their areas of specialisation. In a study by Muzam, interns acquire new talents, practical knowledge, and foresight to solve problems they are likely to encounter in their professional life as appropriately and quickly as possible within the framework of logic and information.⁵ They also understand the importance of teamwork and optimal use of time. To Polat et.al, this develops their responsibility skills and boosts self-confidence.⁶ In general, previous researchers have confirmed the importance of internships for students. States that it helps students make good career choices.⁷ It provides an opportunity to learn relevant job-related skills not taught in the classroom as noted by Bender.⁸ Studies have shown that students who participate in an internship have greater job stability and higher job satisfaction early in their careers.

According to Tsai et.al., internships help students feel more confident when making career decisions and choosing better career paths.⁹ The researchers' views indicate that an internship contributes positively to a student's academic life and enhances the knowledge and skills learned in school. Due to the benefits of an internship to students, the Department of Publishing Studies at the Kwame Nkrumah University of Science and Technology, Kumasi, is one of the few departments in Ghana to offer a compulsory semester internship as part of the curriculum since the inception of the programme in 1984. As part of this commitment, all third-year students are placed in the printing, publishing, multimedia, and advertising sectors. This happens in the second semester. Students are expected to acquire practical skills not otherwise available on campus.

Throughout the internship, interns are required to write weekly reports on the activities they perform during production, write a mini project on identified problems in the company and offer recommendations. Finally, they must develop a storybook. This includes writing the manuscript, editing, designing, and printing in the form of a hard copy. All of these are submitted for evaluation when they return to campus. Also, the industry supervisors assesses interns in the following areas: attendance, attitudes, competencies and problem-solving skills. Since the introduction of the internship programme in the department, there has been no research evaluating the internship program for these activities, practices, and procedures. Although there is ample evidence of the practical benefits of internships, less research has been conducted on student perceptions of internships, which this study has explored. This research aimed to collect third-year students' opinions on their internship experiences to identify strengths and weaknesses and recommend improvements for the Student Industrial Internship Programme (SIIP). The following hypotheses and research questions were developed for the study.

H01: There is no difference between students in the various departments in the supervisor's explanations and tutorials.

² Sadia Anjum, "Impact of Internship Programs on Professional and Personal Development of Business Students: A Case Study from Pakistan," *Future Business Journal* 6, no. 1 (2020): 2.

³ Zuhail Polat et al., "Internship Education Analysis of Vocational School Students," *Procedia-Social and Behavioral Sciences* 2, no. 2 (2010): 3452–56; Vera G Goulart, Lara Bartocci Liboni, and Luciana Oranges Cezarino, "Balancing Skills in the Digital Transformation Era: The Future of Jobs and the Role of Higher Education," *Industry and Higher Education* 36, no. 2 (2022): 118–27; Dr Wissam Abdelmouli et al., "Objectives of Current Technical Education between Scientific Knowledge and Contemporary Practices," *International Journal of Education and Learning Research* 4, no. 2 (2021): 128–44; Linda Van Ryneveld et al., "The Impact of Practical Experience on Theoretical Knowledge at Different Cognitive Levels," *Journal of the South African Veterinary Association* 91, no. 1 (2020): 1–7.

⁴ Anjum, "Impact of Internship Programs on Professional and Personal Development of Business Students: A Case Study from Pakistan."

⁵ John Muzam, "The Challenges of Modern Economy on the Competencies of Knowledge Workers," *Journal of the Knowledge Economy* 14, no. 2 (2023): 1635–71.

⁶ Polat et al., "Internship Education Analysis of Vocational School Students."

⁷ Tran Le Huu Nghia, "The Skills Gap of Vietnamese Graduates and Final-Year University Students," *Journal of Education and Work* 31, no. 7–8 (2018): 579–94.

⁸ Diane Bender, "Education and Career Skills Acquired during a Design Internship," *International Journal of Teaching and Learning in Higher Education* 32, no. 3 (2020): 358–66.

⁹ Yi-Shan Tsai et al., "Complexity Leadership in Learning Analytics: Drivers, Challenges and Opportunities," *British Journal of Educational Technology* 50, no. 6 (November 16, 2019): 2839–54, <https://doi.org/10.1111/bjet.12846>.

Ho2: There is no difference between genders in the supervisors' explanations and tutorials.

Ho 3: There is no difference between students from the various sections on the number of times lecturers from the Department visited students on internship was enough for the intended.

Ho 4: There is no difference between genders about the number of times lecturers from the Department visited students on internship was enough for the intended.

RQ 1: Does previous internship experience have an impact on learning outcomes?

LITERATURE REVIEW

Internship as a Vital Component of Higher Education

Over the past few decades, interest in internships has increased among students and universities worldwide. Universities have gone as far as to include them in their curricula or promote them as extracurricular activities.¹⁰ A study on the determinants of student internship satisfaction in the service industry found that students' satisfaction with their internships is influenced by the quality of supervision, the amount of responsibility assigned, and the opportunity to learn new skills.¹¹ These findings suggest that the quality of the internship experience is critical to students' perceptions. Ayarkwa et.al. contribute to the discussions that industrial placement helps students to understand the nature of the real work environment and helps them apply theory to practice.¹² Also, data from the United States of America, for example, shows that the percentage of college graduates with internship experience was below 3% in 1980 and increased to 75% by 2000.¹³ A Eurobarometer survey conducted in 2013 found that around 45% of all EU citizens aged 18-35 have completed internships.¹⁴ In Africa more specifically in Ghana, such statistical data had not been documented. Calvo and D'Amato noted that where there is a lack of teaching and learning laboratories and equipment, an internship is a solution for the student to acquire practical skills that complement the theory.¹⁵

Internship in University Curricula Development

University education should be strengthened with industrial internships to provide students with the requisite skills to supplement the knowledge and skills acquired in lecture rooms. This is where undergraduate students work in industry for a limited period.¹⁶ It is premised on the trajectory of adult learning proposed by Jarvis and Shaketange et.al., who suggests a model that allows different means of learning for adults who learn through practice, observation, and lecture methods.¹⁷ The university has redefined its role in society and the global economy through knowledge and technological advancement that influence learning.¹⁸ The current university structure in their view, involves teaching, researching, and service. As part of the university's service component, internships help students transition into the job market.

¹⁰ Shushanik Margaryan et al., "Do Internships Pay off? The Effects of Student Internships on Earnings," *Journal of Human Resources* 57, no. 4 (2022): 1242–75.

¹¹ Tho Vo, Truong Dao, and Nguyen Phong, "The Impact of Digital Technology on Content and Language Integrated Learning in Higher Education: A Systematic Review of Literature," *ICTE Conference Proceedings* 3 (2023): 137–47; Adnan Jawabri, "Exploration of Internship Experience and Satisfaction Leading to Better Career Prospects among Business Students in UAE," *American Journal of Educational Research* 5, no. 10 (2017): 1065–79; Geraldine Hardie, Shamika Almeida, and Pauline J Ross, "Value of Industry Mentoring and Resource Commitment to the Success of an Undergraduate Internship Program: A Case Study from an Australian University.," *International Journal of Work-Integrated Learning* 19, no. 2 (2018): 155–68.

¹² Joshua Ayarkwa, Emmanuel Adinyira, and Dickson Osei-Asibey, "Industrial Training of Construction Students: Perceptions of Training Organizations in Ghana," *Education+ Training* 54, no. 2/3 (2012): 234–49.

¹³ Stijn Baert et al., "Student Internships and Employment Opportunities after Graduation: A Field Experiment," *Economics of Education Review* 83 (2021): 102141.

¹⁴ Jonathan Todd and Cecile Dubois, "European Commission Traineeships: Survey Reveals Shortcomings in Working Conditions and Learning Content," News Release, 2013, https://ec.europa.eu/commission/presscorner/detail/en/IP_13_1161.

¹⁵ R. Calvo and R. D'Amato, "A Collaborative Method of Enhancing Internships Evaluation through Stakeholders' Alignment," *Procedia Engineering* 132 (2015): 167–74.

¹⁶ Kayoko Nohara et al., "Overseas Internships as a Vehicle for Developing a Meta-Level Awareness Regarding Science Communication," *Journal of Science Communication* 7, no. 1 (2008): A01.

¹⁷ Pam Jarvis, "Attachment Theory, Cortisol and Care for the under-Threes in the Twenty-First Century: Constructing Evidence-Informed Policy," *Early Years* 42, no. 4–5 (2022): 450–64; Lydia Shaketange, Alex Tubawene Kanyimba, and Elizabeth Brown, "The Challenges and Measures for Internship among Fourth-Year Students in the Department of Lifelong Learning and Community Education at the University of Namibia," *Creative Education* 8, no. 14 (2017): 2258–74.

¹⁸ Calvo and D'Amato, "A Collaborative Method of Enhancing Internships Evaluation through Stakeholders' Alignment."

Tamin and Meyer present the benefits of an internship at the University of Johannesburg based on a series of surveys in their study.¹⁹ The results showed a positive outcome after graduation. The usefulness of the internship program was also investigated.²⁰ Generally, the results showed that most students were satisfied with the training. Research results demonstrate that internship quality positively affects students' entrepreneurial intentions and profession.²¹ Tomlinson opines that many graduates fail to secure employment because they lack the requisite skills for the job market.²² Therefore, off-campus internships assume importance in this regard.²³

The success of the labour market is the prime motivation to participate in internships.²⁴ Also, students who do internships differ from those who do not in terms of characteristics that are not controlled for but also affect labour market success.²⁵ Furthermore, internships allow students to increase their social and professional skills putting into practice the theoretical knowledge acquired in class and obtaining soft skills on production floors.²⁶ Employers also use it as a probational period.²⁷ It may also serve as a stepping stone to joining the company fully as an employee.²⁸ In identifying internship problems, Moustafa et al., categorised them as workplace, working hours and insufficient supervision, students' attitudes, and ignorance about the importance of working and wages.²⁹ Busby and Gibson and Lee et al., noted similar problems in the fields outside the print and publishing industry, and this research seeks to fill that gap.³⁰

Internship and Student Career Decision Making

An internship is one of the avenues that helps students make an informed decision about their career choice. This shows that it guides students in their work-life path after school. According to Di Pietro, an internship increases students' attractiveness in the job market since it adds to their knowledge and expertise and improves confidence.³¹ The study suggests that internships significantly shape students' career decisions by affecting their marketability and perceived value in the job market. This is influenced by discipline type and education level in moderating these effects. In effect, internship experiences affect job marketability, starting salary and subsequent career outcomes. In some situations, they offer no competitive advantage to interns, and in other contexts, they may hurt the marketability of graduates (e.g., a nonmajor-related internship for a student in the STEM disciplines). Student satisfaction with internships enhances career adaptability and affects career decisions.³² In addition, there is evidence that undertaking

¹⁹ M. Della Tamin and J. Meyer, "Internship Program to Improve Learners' Skills at Technical High Schools in South Africa," in *2017 IEEE AFRICON* (IEEE, 2017), 714–19, <https://doi.org/10.1109/AFRCON.2017.8095570>.

²⁰ Jamaludin Jalani et al., "Effectiveness of the Structured Internship Program for Engineering Technology Students in University Tun Hussein Onn Malaysia," *Advanced Science Letters* 23, no. 9 (September 1, 2017): 8458–61, <https://doi.org/10.1166/asl.2017.9910>.

²¹ Jalani et al., "Effectiveness of the Structured Internship Program for Engineering Technology Students in University Tun Hussein Onn Malaysia"; Marsono et al., "Study the Impact of Internship on Improving Engineering Students' Competency," 2017, 020064, <https://doi.org/10.1063/1.5003547>.

²² Michael Tomlinson, "Introduction: Graduate Employability in Context: Charting a Complex, Contested and Multi-Faceted Policy and Research Field," *Graduate Employability in Context: Theory, Research and Debate*, 2017, 1–40.

²³ Badrinarayan Srirangam Ramaprasad et al., "Linking Hospitality and Tourism Students' Internship Satisfaction to Career Decision Self-Efficacy: A Moderated-Mediation Analysis Involving Career Development Constructs," *Journal of Hospitality, Leisure, Sport & Tourism Education* 30 (2022): 100348.

²⁴ Marian Krawietz, Peter Müßig-Trapp, and Janka Willige, "Praktika Im Studium," *HISBUS Blitzbefragung–Kurzbericht*, no. 13 (2006).

²⁵ Baert et al., "Student Internships and Employment Opportunities after Graduation: A Field Experiment."

²⁶ Chin-Tsu Chen et al., "A Study of the Effects of Internship Experiences on the Behavioural Intentions of College Students Majoring in Leisure Management in Taiwan," *Journal of Hospitality Leisure Sport & Tourism Education* 10, no. 2 (2011): 61–73; Richard L Divine et al., "Required Internship Programs in Marketing: Benefits, Challenges and Determinants of Fit," *Marketing Education Review* 17, no. 2 (2007): 45–52.

²⁷ Malcolm Coco, "Internships: A Try before You Buy Arrangement.," *SAM Advanced Management Journal* (07497075) 65, no. 2 (2000).

²⁸ Margaryan et al., "Do Internships Pay off? The Effects of Student Internships on Earnings."

²⁹ Sanaa Moustafa Safan and Rehab Mohamed Rashad Ebrahim, "Problems and Obstacles Facing Nursing Interns and Its Relation to Their Performance at Clinical Setting: A Comparative Study," *American Journal of Nursing Science* 7, no. 6 (2018): 304–13.

³⁰ Graham D Busby and Philip Gibson, "Tourism and Hospitality Internship Experiences Overseas: A British Perspective.," *Journal of Hospitality, Leisure, Sport & Tourism Education (Oxford Brookes University)* 9, no. 1 (2010); Ming-Huei Lee et al., "Research on Correlations between Off-School Internship Systems and Work Performances in Hospitality and Tourism Education," *Journal of Teaching in Travel & Tourism* 6, no. 3 (2006): 69–87..

³¹ Giorgio Di Pietro, "International Internships and Skill Development: A Systematic Review," *Review of Education* 10, no.2(2022): e3363.

³² Ramaprasad et al., "Linking Hospitality and Tourism Students' Internship Satisfaction to Career Decision Self-Efficacy: A Moderated-Mediation Analysis Involving Career Development Constructs."

multiple internships is necessary to improve employment prospects.³³ This alludes that an internship helps one to secure a job after school if done well and exhibits the right attitude with good academic qualifications.

Theoretical Framework

This study is anchored on two main theories: Human Capital Theory and Signaling theory. The human capital theory states that social phenomena arise when individuals act in their interests and form social structures.³⁴ First, according to the Human Capital Theory by Becker, internships enable students to improve their social and professional skills.³⁵ Second, the Signaling Theory states that students who choose internships are gesturing to potential future employers that they are highly motivated, hardworking, and ambitious.³⁶ Human capital theory points to the fact that a student who completes an internship is building the social capital ecosystem and professional skills for the world of work after school.³⁷ This inevitably increases their chances of getting a job if they impress their employers. Signaling theory states that during an internship, employers receive signals from motivated and ambitious interns they can use in the future.

METHODOLOGY

The study focused on students of the Department of Publishing at Kwame Nkrumah University of Science and Technology. The department was selected because it was the first department in the university to offer students the opportunity of an industrial internship for a whole semester (3 months). In the second semester of their third year, students are arranged by a coordinator to go to industry for an internship. The other departments of the university that offer industrial internships to students as part of the curriculum spend two or three months. For nearly 40 years, the department has developed the culture and practice of having third-year students complete an internship at least 3 months before graduation. This makes the department the leader in student industry internships at the University. The research is based on a quantitative research design. A simple random method was used to select the respondents for the study. A total of 201 third-year students were considered for the study. The primary data was collected from the respondents using a 37-item structured questionnaire sent to the sample respondents via Google Forms in the 2023/2024 academic year. Of a total of 201 students, a total of 160 students responded to the survey for the study. The survey items were in the form of a Likert scale to determine the various response rates. The data in Google form were extracted to Excel in readiness for analysis. Data was analysed with SPSS 26 software. The number of respondents was estimated using the estimation method given by Yamane.³⁸

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size; e = error level; e = 1 – confidence level and N is the sample frame. Assuming a 9% confidence level, e = 0.05 the sample size of 160.119 was estimated based on the sample size of 201 students.

Analytical Procedure

Descriptive and inferential statistics were used to analyse data and information obtained from respondents. Descriptive analysis was used to present the socio-economic characteristics of the respondents in the form of charts, frequency tables, and percentages. Inferential analysis used Kendall's coefficient of concordance (W) to assess the agreement between students on the constraints associated with industrial placement. The Kendall's coefficient of concordance "W" ranges from 0 (no agreement) to 1 (complete agreement). To

³³ Di Pietro, "International Internships and Skill Development: A Systematic Review."

³⁴ Jason Hung and Mark Ramsden, "The Application of Human Capital Theory and Educational Signalling Theory to Explain Parental Influences on the Chinese Population's Social Mobility Opportunities," *Social Sciences* 10, no. 10 (September 28, 2021): 362, <https://doi.org/10.3390/socsci10100362>.

³⁵ Gary S Becker, "Front Matter, Preface, Tables of Content," in *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education, Third Edition* (The University of Chicago Press, 1994), 22–23.

³⁶ Stijn, Baert, "Student Internships and Employment Opportunities after Graduation: A Field Experiment." *Economics of Education Review* 83 (2021): 102141.

³⁷ Baert et al., "Student Internships and Employment Opportunities after Graduation: A Field Experiment."

³⁸ Taro Yamane, *Statistics an Introductory Analysis*, 2nd ed. (New York: Harper and Row, 1967).

estimate the concordance coefficient, “T” represents the sum of the ranks for each condition being evaluated.

Based on the above, the variance sum of ranks can be specified as follows:

$$\text{Var}_T = \frac{\sum T^2 - (\sum T)^2/n}{n} \tag{1}$$

Where Var represents variance and n denotes the number of challenges being ranked by the students. The largest variance, "T" Can be specified as:

$$m^2 (n^2 - 1)/12 \tag{2}$$

Where sample size is represented by "m" The Kendall’s coefficient of concordance represented by "W" is given by:

$$W = \frac{(\sum T - (\sum T)^2/n)/n}{m^2 * (n^2 - 1)/12} \tag{3}$$

The equation [3] above can be simplified to give the formula for estimating W as:

$$W = \frac{12[\sum T^2 - (\sum T)^2/n]}{mn^2(n^2 - 1)} \tag{4}$$

PRESENTATION OF RESULTS /FINDINGS

Socio-economic characteristics of the respondents

A total of one hundred and sixty (160) of the two hundred and one (201) students, representing 80% of the third-year students who completed their mandatory internship, answered the questionnaire on Google forms shared via the students’ WhatsApp platform. 49.3% of respondents are male and 50.7% are female. This reflects gender parity. 93% of respondents fall into the 20-25 age group. 25% of respondents were students from the Design and Illustration section (DIs) of the Publishing Studies department, 35% from the Publishing Administration section(PAs), and 40% from the Printing Technology section(PTs). 40.6% of the respondents resided in the Greater Accra Region, while 58.1% resided in the Ashanti Region and 1.25% in the Central Region of Ghana. On the other hand, 63.75% of all respondents had never done an internship before this compulsory internship.

Generally, many of the interns fall within the age range of 20 to 25 years, with few having prior industrial experience, as **Table 1** exhibits.

Table 1: Age of respondents with internship experience and no internship experience

Age of respondents	Internship experience	No internship Experience
Below 20yrs	25.00	75.00
20yrs - 25yrs	37.83	62.16
26yrs - 30yrs	16.66	83.33
above 30yrs	0.00	100.00

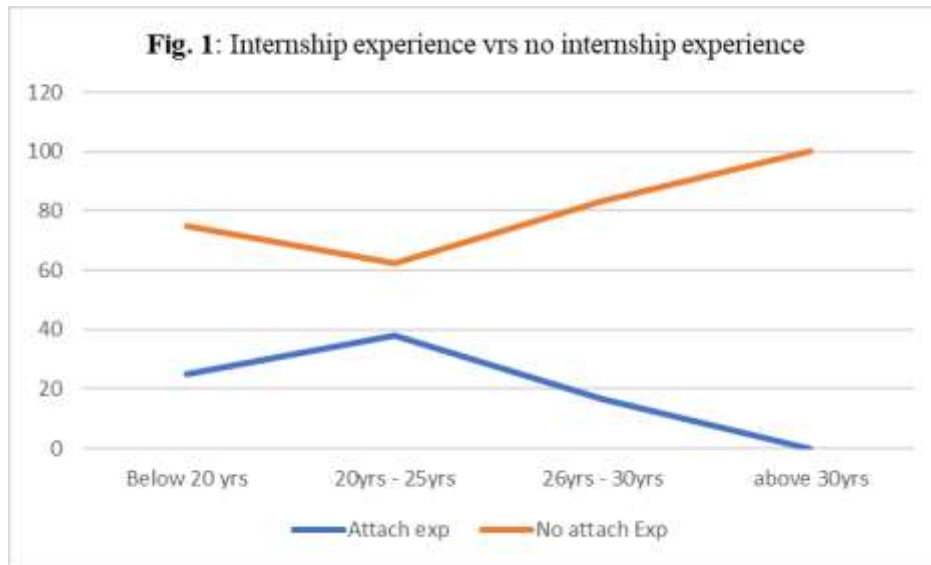


Figure 1: Internship experience vs no internship experience

Before this mandatory internship, 67.5% of Design and Illustration respondents, 71.88% of Printing Technology respondents, and 51.7% of Publishing Administration respondents had never done an internship. Again, 61.7% of the respondents who had never done an internship were placed in the Ashanti Region, 37.2% in the Greater Accra Region, and 50% in the Central Region. 30.4% are male and 42% of female respondents have completed an internship before this mandatory internship.

Test for Reliability (TR)

The internal consistency of the variables was tested using Cronbach’s alpha method Cronbach.³⁹ Statistically, values that meet or exceed 0.60 are considered highly reliable. In this study, as shown in Table 2 below, Cronbach’s alpha of 0.85 indicates the data reliability.

Table 2 Result of TR Cronbach’s alpha = 1 - (16.4/110.16) = 0.85

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	17516.21	159	110.1648649	6.715769	1.602E-12	1.194705966
Columns	98143.32	36	2726.203425	166.1923	0	1.418726563
Error	93895.97	5724	16.4039088			
Total	209555.5	5919				

Pre-internship Activities

The results indicate that a significant majority of the respondents were well-prepared for their internships. Specifically, 86.9% of the students were aware of the learning outcomes, with this awareness being highest among students from the Design and Illustration section (DIs) (90%), followed by those from the Printing Technology section (PTs) (90.6%), and the Publishing Administration section (PAs) (80.4%). Similarly, 86.3% of those who had never undertaken an internship before the mandatory internship were aware of the learning outcomes.

Regarding setting objectives, 75% of the respondents developed their goals for the intended internship, with variations across sections: 70% from the DIs, 82.8% from the PTs and 69.6% from the PAs. Among those who had never undertaken an internship, 73.5% developed their objectives.

A substantial majority of the respondents (85%) researched the institution they visited for the internship, the highest among students from the DIs (90%), followed by those from the Printing Technology section (85.9%), and the PAs (80.4%). Among those who had never undertaken an internship before, 81.4% also conducted research on their internship institution.

³⁹ Lee J Cronbach, “Coefficient Alpha and the Internal Structure of Tests,” *Psychometrika* 16, no. 3 (1951): 297–334.

The level of excitement about the internship was high, with 85% of the total respondents expressing enthusiasm. This was consistent across sections, with 85% from the DIs, 84.4% from the PTs, and 78.6% from the PAs. The excitement was reflected in the regional breakdown, with 81.7% in the Ashanti Region, 84% in the Greater Accra Region, and 100% in the Central Region.

The majority of the respondents (78.8%) felt that the courses they undertook on campus before the internship enhanced their understanding of the issues encountered at the workplace during the internship. This perception was highest among students from the DIs (80%), followed by those from the PTs (84.4%), and the PAs (71.4%). The regional breakdown showed that 75.2% were in the Ashanti Region, 84.4% in the Greater Accra Region, and 100% in the Central Region.

A significant proportion of the respondents (93.8%) believed that the learning outcomes of the internship were achievable. This belief was strongest among students from the DIs (95%), followed by those from the PTs (92.1%), and the PAs (94.6%). 93.5% of the respondents were in the Ashanti Region, 95.3% in the Greater Accra Region, and 100% in the Central Region.

Most of the respondents (72.5%) found the information from the Publishing Studies Department about the internship organisation relevant. This perception varied by section, with 77.5% from DIs, 75% from PTs, and 66.1% from PAs finding the information relevant. The regional breakdown showed that 77.4% were in the Ashanti Region, 65.6% in the Greater Accra Region, and 100% in the Central Region.

Most respondents (60.6%) felt the organisations they were sent for internships prepared to welcome them. This perception varied by region, with 64.5% in the Greater Accra Region, 54.7% in the Ashanti Region, and 100% in the Central Region feeling. Among them were no prior internship experience 58.8%, and 63.8% with prior internship experience.

Upon completing the internship, 88.1% of the respondents confirmed they had satisfied all the requirements. This figure was highest among students from the Greater Accra Region (95.3%), followed by the Ashanti Region (84.9%) and the Central Region (50%). Among those with no prior internship experience were 90.2%, and 84.5% of those with prior experience. The students from the DIs (85%), 92.2% from the PTs, and 85.7% from the PAs,

Finally, 75.6% of the respondents indicated that they had the skills and know-how necessary to perform all internship tasks. This perception was consistent between those with no internship experience (75.5%) and those with prior experience (75.9%). By section, 80% of students were from the DIs, 73.4% from the PTs, and 76.8% from the PAs.

Internship Activities

The data analysed revealed that 87.5% of the respondents felt that they received assistance from the team they worked with during the internship. This support was perceived in all regions, with 81.3% of the interns assigned to the Greater Accra Region, 92.4% to the Ashanti Region, and 100% to the Central Region. Among them, 86% had no internship experience, and 89.7% had previously undertaken an internship. The students from the Design and Illustration section (DIs) (80%), 90.6% from the Print Technology section (PTs), and 89.3% from the Publishing Administration section (PAs) felt supported,

Additionally, 85.6% of the respondents believed that the activities they engaged in during the internship contributed to the success of the learning outcomes. This perception varied by region, with 82.8% of interns in the Greater Accra Region, 88.1% in the Ashanti Region, and 100% in the Central Region. Among them there was no previous internship experience, 86.3% and 84.8% with prior experience. Specifically, 92.5% of the students are from the DIs, 84.4% from the PTs, and 82.1% from the PAs.

Most respondents (80%) agreed that the internship assessment criteria were relevant. This agreement was highest among students from DIs (85%), followed by those from PTs (81.3%) and PAs (75%). 83.9% of the respondents were in the Ashanti Region, 75% in the Greater Accra Region, and 100% in the Central Region.

A large proportion of the respondents (89.4%) agreed that they had achieved the learning outcomes. This achievement was highest among students from the DIs (92.5%), followed by those from PTs (92.2%), and PAs (83.9%). 91.4% of respondents are from the Ashanti Region, 87.5% from the Greater Accra Region, and 100% from the Central Region.

Finally, 85% of the respondents agreed that the knowledge and skills acquired during the internship helped them cope with the tasks assigned to them. This perception was dominant among students from the DIs (90%), followed by those from the PTs (85.9%) and the PAs (80.4%). 87.1% of the respondents were in the Ashanti Region, 82.8% in the Greater Accra Region, and 100% in the Central Region.

Supervisory Role

First, 86.9% of the respondents agreed that they cooperated with their supervisors. This cooperation varied by section, with 87.5% of students from the Design and Illustration section (DIs), 92.1% from the Print Technology section (PTs), and 80.4% from the Publishing Administration section (PAs). By gender, 85.8% of males and 87% of females cooperated with their supervisors. 88% of the respondents were in the Ashanti Region, 86% in the Greater Accra Region, and 100% in the Central Region.

Additionally, 80.6% of the respondents believed their supervisors had sufficient time to supervise them. This perception was highest among students from the DIs (80%), followed by those in the PTs (82.8%), and the PAs (78.6%). The regional breakdown showed 80.6% of respondents in the Ashanti Region, 50% in the Greater Accra Region, and 50% in the Central Region.

Most respondents (85%) felt their supervisors' explanations and tutorials were clear and understandable. This perception was highest among students from the DIs (87.5%), followed by those from the PTs (84.4%), and the PAs (83.9%). 82.8% of respondents were in the Ashanti Region, 89.1% in the Greater Accra Region, and 100% in the Central Region.

Moreover, 84.4% of the respondents believed they received enough feedback from their supervisors. This perception was highest among students from the DIs (85%), followed by those from the PAs (89.3%), and the PTs (79.7%). The respondents in the Ashanti Region were 80.6%, 90.6% in the Greater Accra Region, and 100% in the Central Region received enough feedback.

As a result, 81.3% of the respondents believed cooperation with their supervisors was efficient. This perception was highest among students from the PAs (89.3%), followed by those from the DIs (75%) and the PTs (78.1%). 79.6% of respondents were in the Ashanti Region, 82.8% in the Greater Accra Region, and 100% in the Central Region.

Post-internship Opinions

The results revealed that 47.5% of the respondents believe they will undertake another internship before graduating. This intention varied by section, with 50% of students from the Design and Illustration section (DIs), 40.6% from the Print Technology section (PTs), and 53.6% from the Publishing Administration section (PAs) expressing this desire. By gender, 46.8% were males and 46.9% were females. The regional breakdown was 43% of respondents in the Ashanti Region, 54.6% in the Greater Accra Region, and 50% in the Central Region expressed this intention.

Among those who had not undertaken any internship before this mandatory internship, 53.9% wished to undertake another internship before graduating. Additionally, 67.5% of the respondents confirmed that the internship positively changed their perception of the Publishing Studies programme. This perception was strongest among students from the DIs (82.5%), followed by those from the PTs (62.5%) and the PAs (62.5%). 66.7% of respondents were in the Ashanti Region, 70.3% in the Greater Accra Region, and 50% in the Central Region.

A significant portion of the respondents (53.1%) believed that if they had the opportunity to pursue further studies, they would choose a publishing/printing/design-related programme. This intention was highest among students from the DIs (72.5%), followed by those from the PTs (48.4%) and the PAs (44.6%). By gender, 48.1% were males and 56.8% females. 50.5% of the respondents were in the Ashanti Region, 59.4% in the Greater Accra Region, and 0% in the Central Region.

The respondents believed that the industrial internship improves an individual's career decision-making. This belief was strongest among students from the PAs (85.7%), followed by those from the DIs (78.1%) and the PTs (78.1%). By gender, 88.6% were males and 80.2% females. 87.1% of the respondents were in the Ashanti Region, 82.8% in the Greater Accra Region, and 100% in the Central Region.

Moreover, 74.4% of the respondents believed that completing the industrial internship had increased their job prospects. This belief was strongest among students from the DIs (82.5%), followed

by those from the PAs (75%) and the PTs (68.8%). 69.% of respondents were in the Ashanti Region, 81.3% in the Greater Accra Region, and 100% in the Central Region.

Most of the respondents (81.3%) believed that the industrial internship had given them confidence in their job prospects. This confidence was highest among interns in the Greater Accra Region (85.9%), followed by those in the Ashanti Region (78.5%) and the Central Region (100%). Among those with no prior internship experience 79.4% and those with experience 84.5% felt the same. By section, 85% of the students were from the DIs, 81.3% from the PTs, and 78.6% from the PAs.

Additionally, 81.3% of the respondents believed that the industrial internship had broadened their knowledge about job selection after graduation. This belief was strongest among students from the DIs (77.5%), followed by those from the PTs (79.7%) and the PAs (85.7%). 82.8% of the respondents were in the Ashanti Region, 81.3% in the Greater Accra Region, and 50% in the Central Region.

Finally, 81.9% of the respondents believed that the internship provided a platform for the industry to evaluate their future employees. This belief was strongest among students from the DIs (87.5%), followed by those from the PTs (82.8%) and the PAs (76.8%). 79.6% of respondents were in the Ashanti Region, 85.9% from the Greater Accra Region, and 100% from the Central Region.

Assessment of Lecturer Visitation Methods

On the other hand, 69.4% of the respondents think that lecturers visited students on internship once during the internship period. To break it down further, 75% of students from the Design and Illustration section (DIs), 62.5% from the Print Technology section (PTs) and 73.2% of students in the Publishing Administration section (PAs) in total, making up 68.4% of the males and 69.1% of the females sampled, sensed lecturers visited students on internship once during the internship period. 73.1% of the respondents were in the Ashanti region, 64.1% in the Greater Accra Region, and 100% in the Central Region.

Furthermore, 28.1% of the respondents believe that the number of times lecturers from the Department visited students on internship was enough for the intended purpose of the internship. Thus, 35% of the students were from the DIs, 28.1% from the PTs, and 23.2% from the PAs. 33.3% of the respondents were in the Ashanti Region, 20.3% in the Greater Accra Region, and 50% in the Central Region. Likewise, 54.4% of the respondents believe that lecturers phoning students during the internship period can be used to supplement the visit by staff. 62.5% of the students were from the DIs, 51.6% from the PTs, and 51.8% from the PAs. In the end, 55.9% of the respondents were in the Ashanti Region, 53.1% in the Greater Accra Region, and 50% in the Central Region.



Figure 2: Male and Female Comparison

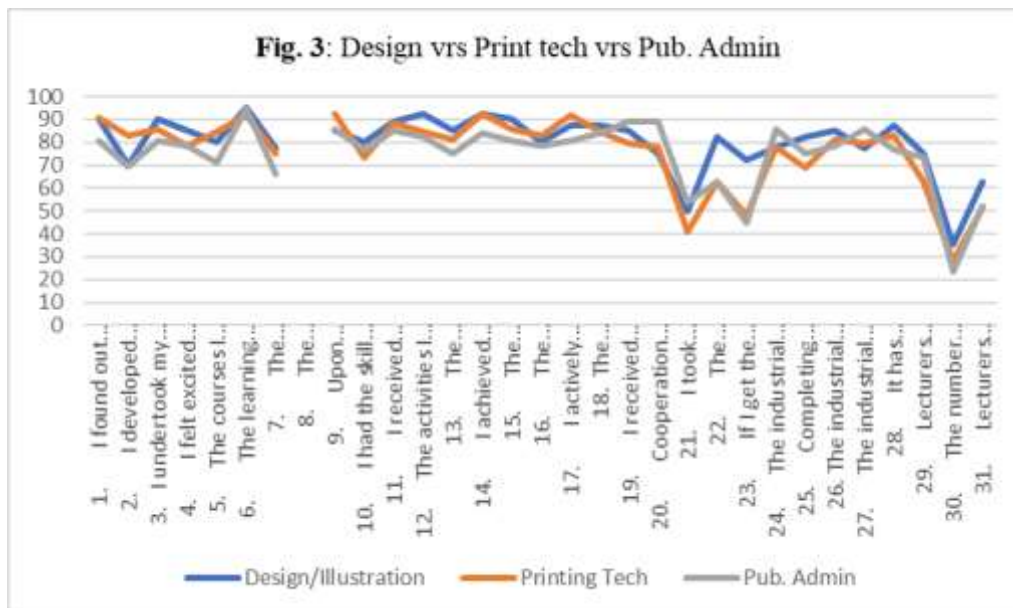


Figure 3: Design vrs Print Technology and Publishing Administration

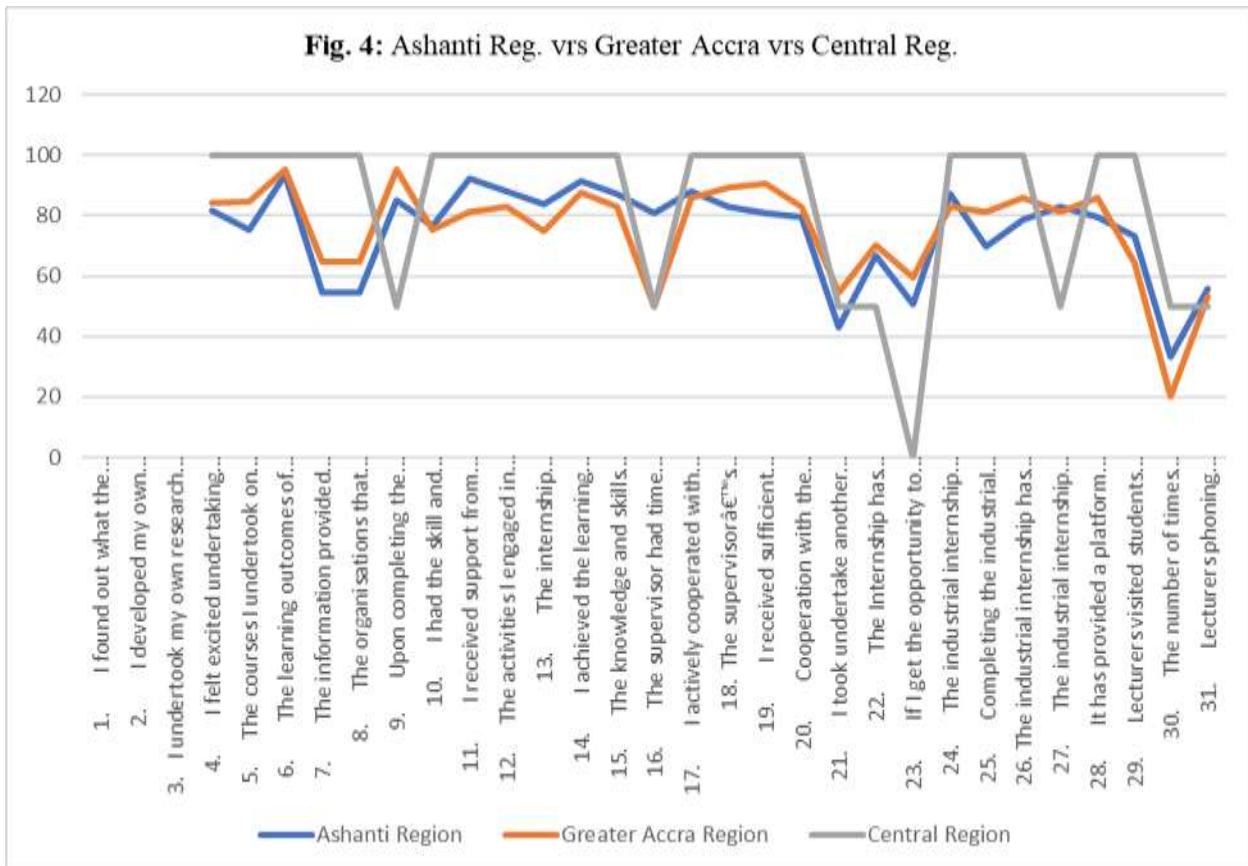


Figure 4: Ashanti Region vs Greater Accra vs Central Region

Figure 2 shows that the males were better prepared for this internship than the females by planning. They found out the learning outcomes from the internship and developed their objectives for the intended internship. The females dedicated their time to other pre-internship activities such as researching their assigned institutions as they were excited about undertaking the internship and sensed that the courses, they undertook on campus would enhance their understanding of the issues encountered at the workplace during the internship. Psychologically, more females thought the learning outcomes of the internship were achievable. It was therefore not surprising that fewer females than males satisfied all the internship requirements. More females believed that they did not have the skills and know-how necessary to perform all internship tasks. They received less support from the team they worked with during the internship compared to their male counterparts. Their activities contributed to fewer achievement of learning outcomes compared to their male counterparts. Even though they cooperated with their supervisors, the supervisors' explanations did not meet their expectations compared to their male counterparts. It is therefore not surprising that more females than males desire to undertake another internship before graduating.

Compared to males, more females shared that the Internship had positively changed their perception of the Publishing Studies programme. Due to this, they are more motivated to choose a publishing/printing/design-related programme for further studies than their male counterparts. Again, it is not surprising that the males met the learning outcomes because they value the importance of the industrial internship since they believe it improves an individual's career decision-making and increases their job prospects. They also felt that it broadened their knowledge about job selection after graduation. This supports Bender's the notion that students with internship experience have a professional network and are aware of potential labour market opportunities, which could improve hiring chances with other employers.⁴⁰

Generally, males and females are dissatisfied with the frequency of visits by lecturers from the department during the internship. It was posited that it was not enough for the intended purpose of the internship, even though both genders agreed that lecturers visit students on internship once during the

⁴⁰ Bender, "Education and Career Skills Acquired during a Design Internship."

internship period. They believe the phoning of students during the internship period can be used to supplement the visits by staff. Moreover, the males were well prepared for the internship and actively participated in the activities to their satisfaction as opposed to the females.

In addition, according to Figure 3, it is clear that the Publishing Administration students were not prepared for this internship. Also, students sent to the Greater Accra and Central Regions were well prepared and satisfied with the activities during the industrial internship as compared to those of the Ashanti Region. Furthermore, this mandatory internship provided a learning opportunity to students who otherwise would not have undertaken any internship before completing their programme of study, as many of them had no prior experience.

Furthermore, Figure 4 shows that students posted to the Central and Greater Accra Regions are more satisfied with the internship activities than those posted to the Ashanti region. Again, the interns from the Greater Accra Region were dissatisfied with the number of times lecturers from the department visited them during their internship, as it was not enough for the intended purpose of the internship. Interns in Central and Greater Accra Regions were unsatisfied that lecturers visited the students on internship once during the internship period and believe that the phoning of students by the lecturers during the internship period can be used to supplement the visit by staff.

DISCUSSION

Pre-internship Activities

From the data gathered, it became amply clear that interns knew the learning outcomes and then developed their objectives for the internship. Rao argues that learning outcomes should demonstrate what students know and capture the changes in their cognitive and affective development because of their university experiences.⁴¹ Therefore, good learning outcomes require understanding how to relate the course content to the types of students and making the course meaningful to the student's needs and life experiences. All academics, supporting staff, and students must communicate and understand relevant information and activities.⁴² It is therefore not surprising that interns were able to set their objectives.

Again, the courses they undertook on campus enhanced their understanding of issues encountered at the place of work during the internship period. This supports the view expressed by Stansbie et.al., that classroom education underpins the additional learning of new skills and competencies during internships.⁴³ It also supports the view that learners can improve their learning through internships by acquiring experiential learning skills.⁴⁴ It is, therefore, not shocking to realise that their learning outcomes were achieved.

Generally, the respondents are of the view that they have the skills and know-how necessary to perform all internship tasks. Klaas and Schiele believe that cognitive intelligence or technical skills are necessary but are not sufficient for success in executing professional tasks, and certain interpersonal and intrapersonal skills are significantly associated with better professional performance as interns.⁴⁵

Internship Activities

From the data gathered, it is abundantly clear that interns received support from their team members during the internship. This is no different from other fields. For example, early career special educators value informal support from other teachers, and higher levels of induction support improve job manageability and success in addressing difficult students.⁴⁶ The activities they engaged in during the internship period contributed to the achievement of their learning outcomes. This supports the view expressed by

⁴¹ N. J. Rao, "Outcome-Based Education: An Outline," *Higher Education for the Future* 7, no. 1 (January 7, 2020): 5–21, <https://doi.org/10.1177/2347631119886418>.

⁴² Walter Leal Filho et al., "Impacts of COVID-19 and Social Isolation on Academic Staff and Students at Universities: A Cross-Sectional Study," *BMC Public Health* 21, no. 1 (2021): 1213.

⁴³ Paul Stansbie, Robert Nash, and Seohee Chang, "Linking Internships and Classroom Learning: A Case Study Examination of Hospitality and Tourism Management Students," *Journal of Hospitality, Leisure, Sport & Tourism Education* 19 (2016): 19–29.

⁴⁴ Chanakarn Kingkaew et al., "A Learning Environment to Promote Awareness of the Experiential Learning Processes with Reflective Writing Support," *Education Sciences* 13, no. 1 (January 8, 2023): 64, <https://doi.org/10.3390/educsci13010064>.

⁴⁵ Klaas Stek and Holger Schiele, "How to Train Supply Managers—Necessary and Sufficient Purchasing Skills Leading to Success," *Journal of Purchasing and Supply Management* 27, no. 4 (2021): 100700.

⁴⁶ Moira Hulme and Jeffrey Wood, "The Importance of Starting Well: The Influence of Early Career Support on Job Satisfaction and Career Intentions in Teaching," *Journal of Further and Higher Education* 46, no. 4 (2022): 504–21.

Romualdez et. al., where interns in the Project Search program experienced meaningful experiences, positive self-development, and renewed aspirations for the future due to a strong support network involving family members, job coaches, coworkers, and supervisors.⁴⁷

Supervising

The role of supervisors in supporting interns is crucial to their professional development, satisfaction, and transition into regular employment. The data gathered indicated that they inter-cooperated with their supervisors. Their supervisors’ explanations and tutorials were clear and understandable. They also received enough feedback from their supervisors. Intern-supervisor exchange positively, influences performance, learning opportunities, and satisfaction, but does not significantly predict conversion intentions or actual employment at the host organisation after graduation.⁴⁸ Research conducted by Lam et.al., showed that supervisors, team spirit, and help from supervisors led to students’ overall satisfaction.⁴⁹ Therefore, the degree of supervision consideration on interns would affect internship satisfaction.

Ho1: There is no difference between students in the various sections of the department on the supervisor’s explanations and tutorials.

Table 3: Various sections of the Department and Supervisor’s explanations and tutorials

ANOVA: Two-Factor Without Replication						
SUMMARY	Count	Sum	Average	Variance		
Design and illustration	6	80	13.33333	243.0667		
Printing technology	6	128	21.33333	579.4667		
Publishing Administration	6	110	18.33333	423.4667		
Grand Total	6	318	53	3569.2		
Agree	4	144	36	590		
Neutral	4	30	7.5	31		
Strongly agree	4	126	31.5	481.6667		
Strongly disagree	4	10	2.5	3		
(blank)	4	8	2	2		
Grand Total	4	318	79.5	2907		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	5814	3	1938	4.666132	0.017013	3.287382
Columns	17846	5	3569.2	8.593579	0.000521	2.901295
Error	6230	15	415.3333			
Total	29890	23				

From Table 3 above, it is clear there is a significant difference between students in the various sections of the departments regarding the supervisor’s explanations and tutorials.

Ho2: There is no difference between genders in the supervisors' explanations and tutorials

Table 4: Genders and Supervisor’s Explanations and Tutorials						
ANOVA: Two-Factor Without Replication						
SUMMARY	Count	Sum	Average	Variance		
Female	6	162	27	902.8		
Male	6	156	26	888.8		

⁴⁷ Anna Melissa Romualdez, Katie Yirrell, and Anna Remington, “Exploring Participants’ Views on a Supported Work Internship Program for Autistic and Learning Disabled Young People,” *International Journal of Disability Management* 15 (2020): e3.
⁴⁸ Philip S. Rose et al., “Intern to Employee Conversion via Person–Organization Fit,” *Education + Training* 63, no. 5 (June 1, 2021): 793–807, <https://doi.org/10.1108/ET-08-2020-0225>.
⁴⁹ Ching Man Lam, Hung Wong, and Terry Tse Fong Leung, “An Unfinished Reflexive Journey: Social Work Students’ Reflection on Their Placement Experiences,” *British Journal of Social Work* 37, no. 1 (2007): 91–105.

Grand Total	6	318	53	3569.2		
Agree	3	144	48	441		
Neutral	3	30	10	19		
Strongly agree	3	126	42	337		
Strongly disagree	3	10	3.333333	2.333333		
(blank)	3	8	2.666667	2.333333		
Grand Total	3	318	106	2109		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Rows	2812	2	1406	4.672131	0.036918	4.102821
Columns	23794.67	5	4758.933	15.81391	0.000181	3.325835
Error	3009.333	10	300.9333			
Total	29616	17				

From Table 4 above, it is clear there is a significant difference between genders regarding the supervisor’s explanations and tutorials.

RQ 1: Does previous internship experience have an impact on learning outcomes?

Table 5: Does Internship Experience have an impact on Learning Outcomes?

Summary Output								
<i>Regression Statistics</i>								
Multiple R	0.976348							
R Square	0.953256							
Adjusted R Square	0.94157							
Standard Error	5.540483							
Observations	6							
ANOVA								
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	1	2504.046	2504.	81.57	0.000832			
Residual	4	122.7878	30.69					
Total	5	2626.833						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	1.05039	2.8583	0.3674	0.7318	-6.88552	8.9863	-6.88552	8.98630
Yes	1.632718	0.180775	9.0317	0.0008	1.130807	2.1346	1.13080	2.13462

From Table 5 above, the Multiple R-value of 0.976 indicates a strong linear relationship between internship experience and learning outcomes.

Post-Internship Opinions

According to Jaeger et al, employers are more likely to respond positively to applicants with previous internship experience.⁵⁰ It is therefore not surprising that the data gathered indicated that they will

⁵⁰ David A Jaeger et al., “The Demand for Interns,” *Journal of Economic Behavior & Organization* 209 (2023): 372–90.

undertake another internship before graduating. This is to improve their chances of getting jobs upon graduating. In fact, according to Verney et.al., undergraduates with internship experience have significant early career advantages, including less time to obtain a first position, increased monetary compensation, and greater overall job satisfaction.⁵¹

Again, the internship has positively changed students' perceptions of the publishing studies programme. Studies suggest that internships generally change students' perceptions, influencing their views on hiring traits, employability skills, career-specific values, and industry perceptions. For example, Internships change students' perceptions of the importance of hiring traits, leading to better entry-level accountants.⁵² Interns confirmed that if they get an opportunity to further their studies, they will choose a publishing-related programme.

Again, it became clear from the data that internship improves students' career decision-making. This supports the assertions of Yuhan et.al., that Internships play a major role in shaping students' career trajectories.⁵³ Also, internships increase the confidence level of interns in terms of job prospects. This is supported by Ramaprasad et.al., who confirmed that Internship participation increases career adaptability dimensions, including confidence, over time.⁵⁴

Furthermore, the internship broadened their knowledge of job selection, and this is supported by Di Pietro.⁵⁵ Internship programs provide a realistic job preview experience, contributing to employability, career development, and recruitment brand image for organisations. It allows students to learn about job functions and industries and confirm or disconfirm their career fit expectations.⁵⁶ The complicated working conditions and challenging working experience best help interns in their career choices.

According to Urquía-Grande and Perez Estebanez, internships can be used as a successful strategy to bridge theoretical knowledge and practice and enhance graduate employability.⁵⁷ After completion of their internships, there is a vast improvement in students' ability and confidence to work with people, apply knowledge of how the industry works, ability to adapt to changes, leadership, and their financial management competency.⁵⁸ Hermann et.al., posited that internships provide an opportunity for students to apply classroom theories to practical issues in the actual business setting, and most importantly to evaluate whether their career choice is compatible with their interests and personality.⁵⁹ Internships are especially helpful for resourceful students who want to gain practical experience about the work by working in a real business environment. It also offers students the necessary skills to be effective in the work environment.⁶⁰ It allows young candidates to practice their theoretical knowledge and develop skills and experiences within the sector. Besides, it also helps students increase their self-confidence and exposure to career choices with interests. Bawica agrees that internships aid students in gaining confidence in finding employment upon graduation from college.⁶¹ Students become more self-assured when looking for work than before because they have had real-world practice in their industry added to their university education.

Assessment of Lecturers' Visitation Method

Once again, data revealed that lecturers visited students on internship once during the internship period. In their view, the number of times lecturers visited them was not enough for the intended purpose of the

⁵¹ Thomas P Verney, Stephen J Holoviak, and Anthony S Winter, "Enhancing the Reliability of Internship Evaluations," *The Journal of Applied Business and Economics* 9, no. 1 (2009): 22.

⁵² Brian Patrick Green, Patricia Graybeal, and Roland L Madison, "An Exploratory Study of the Effect of Professional Internships on Students' Perception of the Importance of Employment Traits," *Journal of Education for Business* 86, no. 2 (2011): 100–110.

⁵³ Yuhan Zuo, Qingxiong (Derek) Weng, and Xiaoyun Xie, "Are All Internships Equally Beneficial? Toward a Contingency Model of Internship Efficacy," *Journal of Career Development* 47, no. 6 (December 5, 2020): 627–41, <https://doi.org/10.1177/0894845319883415>.

⁵⁴ Ramaprasad et al., "Linking Hospitality and Tourism Students' Internship Satisfaction to Career Decision Self-Efficacy: A Moderated-Mediation Analysis Involving Career Development Constructs."

⁵⁵ Di Pietro, "International Internships and Skill Development: A Systematic Review."

⁵⁶ Zuo, Weng, and Xie, "Are All Internships Equally Beneficial? Toward a Contingency Model of Internship Efficacy."

⁵⁷ Elena Urquía-Grande and Raquel Perez Estebanez, "Bridging the Gaps between Higher Education and the Business World: Internships in a Faculty of Economics and Business," *Education+ Training* 63, no. 3 (2020): 490–509.

⁵⁸ Lam, Wong, and Leung, "An Unfinished Reflexive Journey: Social Work Students' Reflection on Their Placement Experiences."

⁵⁹ Roberto Rivas Hermann, Marcelo Amaral, and Marilia Bonzanini Bossle, "Integrating Problem-Based Learning with International Internships in Business Education," *Journal of Teaching in International Business* 32, no. 3–4 (2021): 202–35.

⁶⁰ Sarah M. Zehr and Russell Korte, "Student Internship Experiences: Learning about the Workplace," *Education + Training* 62, no. 3 (February 6, 2020): 311–24, <https://doi.org/10.1108/ET-11-2018-0236>.

⁶¹ Ismaela M Bawica, "The University Internship Program and Its Effects on Students' Employability Readiness," *International Journal of Academe and Industry Research* 2, no. 3 (2021): 86–101.

internship. However, phone calls by lecturers could be used to supplement visits by staff. This is not different from research conducted by Karasik who concluded that visiting lecturers play a crucial role in supporting student networking, professional partnerships, and feedback based on the internship practice.⁶² Ho 4: There is no difference between genders in the number of times lecturers from the Department visited students on internship was enough for the intended.

Table 6: The difference between genders in the number of times lecturers visited students on internship was enough for the intended.

ANOVA: Two-Factor Without Replication						
SUMMARY	Count	Sum	Average	Variance		
Female	7	162	23.14286	723.4762		
Male	7	156	22.28571	650.9048		
Grand Total	7	318	45.42857	2722.952		
Agree	3	62	20.66667	82.33333		
Disagree	3	84	28	172		
Neutral	3	54	18	61		
Strongly Agree	3	28	9.333333	25.33333		
strongly disagree	3	86	28.66667	154.3333		
(blank)	3	4	1.333333	1.333333		
Grand Total	3	318	106	2109		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	2410.286	2	1205.143	5.164195	0.024095888	3.885294
Columns	21783.62	6	3630.603	15.55761	4.98211E-05	2.99612
Error	2800.381	12	233.3651			
Total	26994.29	20				

With a P-Value less than 0.05 under rows in Table 6, the null hypothesis is rejected, hence a significant difference between genders about the number of times lecturers visited students on internship was enough for the intended.

Ho 3: There is no difference between students from the various sections on the number of times lecturers from the Department visited students on internship was enough for the intended.

Table 7: The difference between students from the various sections on the number of times lecturers visited students on internship was enough for the intended.

ANOVA: Two-Factor Without Replication						
SUMMARY	Count	Sum	Average	Variance		
Design and illustration	6	40	6.666667	18.26667		
Printing technology	6	64	10.66667	47.06667		
Publishing Administration	6	55	9.166667	36.16667		
Grand Total	6	159	26.5	257.9		
Agree	4	62	15.5	109.6667		
Disagree	4	84	21	210		
Neutral	4	54	13.5	81.66667		
Strongly Agree	4	28	7	26		
strongly disagree	4	86	21.5	225.6667		
(blank)	4	4	1	0.666667		

⁶² Rona J Karasik, "Community Partners' Perspectives and the Faculty Role in Community-Based Learning," *Journal of Experiential Education* 43, no. 2 (2020): 113–35.

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	1453.5	3	484.5	14.3202	0.00011262	3.287382
Columns	1289.5	5	257.9	7.62266	0.000964134	2.901295
Error	507.5	15	33.83333			
Total	3250.5	23				

Again, with a P-Value less than 0.05 under rows in Table 7, the null hypothesis is rejected, hence is a significant difference between students of the various sections about the number of times lecturers visited students on internship was enough for the intended.

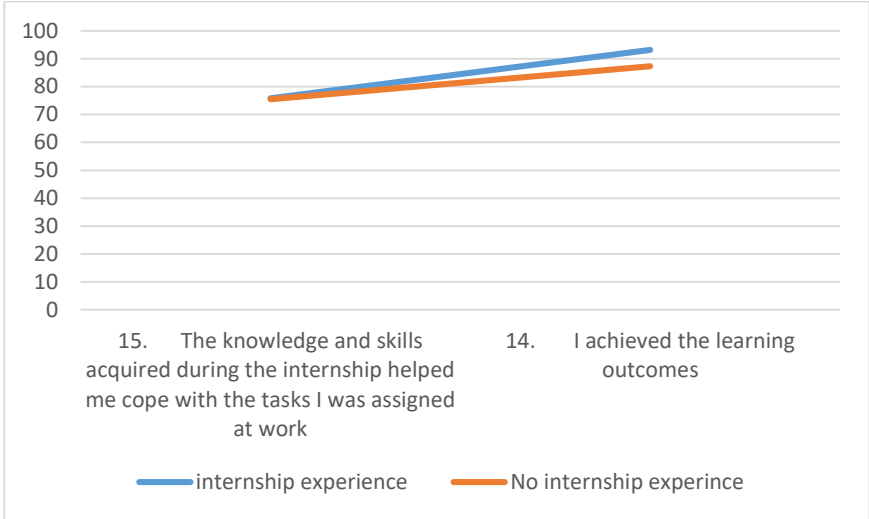


Figure 5 Internship experience vrs No internship experience

Figure 5 confirms most (economic) theoretical frameworks which predict internship experience to heighten the labour market chances of graduates. Again, Table 7 indicates a strong correlation between the knowledge and skills acquired during the internship that helped cope with the task assigned at work (Y) and the learning outcomes achieved (X). First, in line with Human Capital Theory, internships allow students to increase their social and professional skills. Second, the Signaling Theory states that students who choose to do an internship signal to potential future employers that they are highly motivated, hard-working, and ambitious. This is because many more students who had internship experiences believe that the knowledge and skills acquired during the internship helped them cope with the tasks assigned at work and achieve their learning outcomes compared with those who did not undertake the internships.

Table 8: Correlation between the knowledge and skills acquired during the internship helped cope with the task assigned at work (Y) and learning outcomes achieved (X)

Row Labels	x	Y
Agree	89	81
Disagree	2	5
Neutral	10	21
strongly agree	53	46
Strongly Disagree	2	2
(blank)	3	4
Grand Total	159	
	x	Y
X		1
Y	0.989447	1

Challenges Faced at Internship

The respondents were asked to rank the challenges they faced during the internship period, and the result is presented in Table 9 below. Kendall's coefficient of concordance (W) gave a value of 0.892, indicating a high degree of association among the ordinal assessments made by the respondents, which is significant at a 1% level of significance.

Table 9: Challenges faced by the Students during the Internship Period

Challenges	Mean Score	Rank
Financial Challenge	1.90	1st
Accommodation	2.19	2nd
Attention from supervisors	2.93	3rd
Lecturers visit on time	4.48	4th
Getting appropriate tools	4.96	5th
Inadequate orientation	5.64	6th
<i>Kendall's W</i>	0.892	
<i>Asymptotic significance</i>	0.000	
<i>Df</i>	5	
<i>Chi square</i>	543.002	

The major challenge ranked by the respondents is finance. This is followed by accommodation and attention from the supervisors in the work environment. Lecturers visiting on time, as well as getting appropriate tools to work with, took the fourth and fifth positions, while inadequate orientation came sixth.

RECOMMENDATIONS

Universities should increase the frequency and quality of visits and support for students during internships, particularly by involving academic supervisors more directly in internship evaluations and feedback. An effective phone call system can supplement and improve the quality of supervision. Financial challenges were a significant barrier to internship satisfaction and effectiveness. Therefore, parents, universities and industry collaboration should consider financial aid programs or stipends to support interns. The publishing industry, the university, and parents should collaborate to secure students with accommodation during internships. Strong supervisor engagement is also essential, as timely and meaningful interactions between students and supervisors contribute greatly to achieving learning outcomes. This research advocates for a robust, structured internship model that could serve as a blueprint for similar programmes in Higher education, ensuring that students are well-prepared for the demands of the modern workforce. Also, the publishing industry can leverage the findings to improve its internship policy. In the future, a study could examine the effect of internship experience on student performance. Further, a study to understand why Publishing Administration students are uninterested and do not prepare themselves for the internship will be relevant.

CONCLUSION

The industrial internship is important to students learning life before completing school and exposes them to the world of work. Social, professional, and critical thinking skills are acquired during the period. The study aligns with Human Capital and Signaling theories, highlighting internships as a platform for students to demonstrate their potential to employers. It advocates for an enhanced Industry and university support structure for a strong relationship for research and collaborative solutions for logistical challenges to improve the internship experience. Internships link theoretical learning and practical skills application, enhancing students' career orientation and decision-making skills for career planning. It increases employability, confidence and competencies.

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