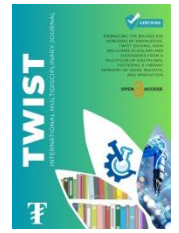




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Exploring Internship Experiences of IUIU Students: Opportunities and Challenges

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Abstract

Internships have become an indispensable part of students' academic journey. This is attributed to the many benefits that the exercise offers before students can graduate and after. This paper seeks to explore IUIU students' experiences of their internship exercise. The study focused on students of IUIU Kampala Campus and specifically those of the Faculty of Management Studies. The study reviews literature on the value of internships as well as the challenges associated with this noble exercise. The study used phone interviews to collect data from selected students as well as document analysis method by looking at the reports of the students who had just concluded the exercise. The students were selected using both simple random and purposive sampling techniques. The study established that internships mainly enabled the students to obtain hands on work experience in a real work setting. It also established that the major challenges most interns faced were adaptability to the new environment, short internship period as well as high costs of the exercise. The study recommends that the University increases on the time allocated to the exercise, enable students to acquire internship placements as well as provide some facilitation to interns to enable them smoothly go through the exercise.

Keywords

Students, Internship, Experience, HEIs, Workplace

INTRODUCTION

Internships have become an indispensable part of students' academic journey (Tackett et al (2001). In a bid to equip students with practical experience, many institutions of higher learning have introduced internship programs most especially at the undergraduate level for both diplomas and bachelor's degrees (Bukaliya, 2012). This consequently means that most HEIs have incorporated internships in the curricula of most of their undergraduate programs. This is due to the many benefits that the exercise seems to offer as compared to traditional classroom lectures. Because internship is a part of the curriculum, universities also allocate credit units (CUs) to it which in most cases are even more than those for other classroom course units. In some universities, students offering some programs are required to carry out the exercise twice; that is, after both second and third or final years, whereas others do it only once (Bukaliya, 2012). At the end of each exercise, students are required to prepare a report about their internship experience with guidance of a format provided by their respective faculties or institutions.

Despite the importance of internships to various stakeholders, there is limited research on the experiences of students of Islamic University in Uganda (IUIU). This study aims at exploring the opportunities and challenges faced by IUIU students during internships. Most of the existing literature focuses on internship experiences of students in Western universities neglecting the unique challenges and opportunities in African and Ugandan universities in particular.

IUIU is a premier institution of higher learning committed to producing skilled and competent graduates. The University has four campuses. That is Main Campus in Mbale City, Kampala Campus in Kampala City, Females' Campus in Kabojja, Wakiso District as well as Arua Campus in Arua City. This study was carried out at Islamic University in Uganda – Kampala Campus (IUIU-KC) and specifically in the Faculty of Management Studies.

At IUIU, students of the Faculty of Management Studies (FMS) carry out the internship exercise only once, at the end of their second year of study during the recess semester. They carry out the exercise for six (6) weeks under the direction of two supervisors. That is, one for the workplace and the other for the university who are supposed to guide the student through out the exercise. The two are supposed to award the student marks at the end of the exercise. The workplace supervisor awards marks out of a total of thirty percent (30%) whereas the University supervisor awards marks out of seventy percent (70%) basing on the quality of the student's internship report and the comments of the workplace supervisor. The scores from both supervisors are added together so that the student can get a total mark out of a hundred percent (100%). According to Beard and Morton (1999), the success of the intern to transfer the field practice into the actual workplace engagement needs follow up.

Despite the fact that the internship program has been on the curricula for different programs in the Faculty of Management Studies at IUIU for more than a decade, no outstanding study has been carried out to explore students' experiences during this exercise. It is therefore imperative that such a study be carried out to investigate the experiences students go through so as to establish the loopholes in the exercise that need to be closed by the University as well as areas that require improvement for the benefit of all stakeholders.

The purpose of this qualitative phenomenological study was to explore and understand the internship experiences of IUIU students of the Faculty of Management Studies from the year 2015 to 2024. Specifically, this study sought to explore the benefits of the exercise to students in their academic and professional journey as well as the challenges they experience during the exercise.

LITERATURE REVIEW

Benefits of Internships

Internship is beneficial to stakeholders such as universities, employers and students, among others (Cook et al, 2004, Lam and Chning, 2007). According to Bukaliya (2012), internships are done to provide students with a smooth transition from the academic to the working world by equipping them with hands-on experience. These internships are very vital in the students' careers and they help mend the relationship between institutions and employers (Parishani and Khorooshi, 2016). Internships link universities with the business world since they enable students to compare what they study in class to what is practically done in a work setting (Lam and Chning, 2007).

According to Garavan and Murphy (2001), internships enable students to learn job-related skills that are never taught in class lectures and they avail students an opportunity to secure enduring formal employment. Internships make the transition from school to work easy and give students more zeal to pursue their careers (Paulson and Baker, 1999). According to Richards (1984) as cited in Hergert (2009), students who endure the internship exercise stay longer at their first job opportunities. Gault et al, (2000) posit that internships help students to make good career choices and have higher job satisfaction.

Hergert (2009), posits that internships enable students to identify the link between theory and practice. Internships enable students to comprehend and compare the theory learnt in class to the practical business world (Cook et al, 2004). Internships thus connect the teaching and learning process to the practical world (Lam and Ching, 2007). With internships, students get acquainted to the work environment which prepares them for future employment and avails them a wider choice in their tasks to better establish their interests, work strengths and weaknesses (Furco, 1996). In other words, internships enable students to appreciate the theory learnt in class when they apply it in a real working environment. Thus, through internship, students are able to achieve professional development. Internship accords students professional direction as well as work experience and exposure (Bukaliya, 2012). It connects them with students in other HEIs who carry out the exercise in the same organizations.

Internships help students to interact, network and build relationships through training and assignments given to them in groups and teams at the workplace (Bukaliya, 2012). They improve students' communication skills, team skills, information technology skills, and time management skills among others, while providing them with specialist knowledge (Mihail, 2006). Internships provide permanent employment opportunities to students upon graduation and help them understand the practical working of businesses (Hall et al., 1985 as cited in Bukaliya, 2012). Some students obtain financial rewards; and some organizations treat interns as regular employees (Mihail, 2006).

According to Burnett (2003), internships offer students the best outside classroom learning. They improve the marketability of graduates, as well as their interpersonal skills (Swift and Kent, 1999). Through internships, students explore their suitability for a particular job (Scott (1992). Nevett (1985) as cited in Bukaliya (2012) posits that internships equip students with competencies that support and complement the theoretical studies in the classroom (Mihail, 2006). Internships increase cooperation and rapport between HEIs and organizations that take on their students for the exercise (English and Koeppen, 1993). According to Rothman (2007) as well as Cannon and Arnold (1998), through internship, organizations get cheap and/or free labor, fresh ideas and prospective employees. Internship also benefits both organizations and HEIs by enabling collaboration between them which would enable them to achieve better

understanding of each other's goals while coordinating students' experiences to enhance learning and positive results (Zehr and Korte, 2020).

Challenges of Internships

Despite the benefits offered by internship, it also comes with some challenges to the students which makes their experience at the organizations challenging.

Oliver (2010), and Mihail (2006), note that in some universities, the time allotted to the internship exercise is inadequate and therefore limits the student's opportunity for learning. Mihail (2006) affirms that some institutions allocate six to nine weeks which delimits students' opportunity for learning. According to Oliver (2010), the limited time given to internship denies students a chance to become fully functional employees due to failure to obtain enough knowledge and skills.

Rothman, (2007), adds that some employers treat interns as cheap labour giving them a lot of work with little or no remuneration. Gault et al, (2000) notes that most students get perturbed with the in-charge of internships as they are uncertain of who carries the responsibility. However, Tacket, et al., (2001); and Maskooki et al., (1998), note that most students suggest that their faculties should help them get internship placement. According to Perlin (2011), internships displace paid workers and give companies the opportunity to dodge liabilities through the non-payment of intern labor. Interns accept this post at no price to survive the duration of internship.

According to Bukaliya (2012), sometimes staff chosen to supervise interns lack the necessary skills and experience to guide interns throughout the exercise. This could result from the inadequacy of qualified staff (Tacket et al., 2001; Gault et al, 2000). According to Tackett et al. (2001) HEIs should carefully evaluate employers' feedback to enable the former to improve the internship program accordingly.

METHODOLOGY

The study used a phenomenological qualitative research design which aimed at exploring students' experiences during the internship exercise. Whereas IUIU offers courses in seven faculties, namely; Management Studies (FMS), Arts and Social Sciences (FASS), Islamic Studies and Arabic Language (FISAL), Law (FOL), Health Sciences (FHL), Science (FOS), and Education (FOE), only the students of the Faculty of Management Studies were included in the study. This was due to ease of access to these students as well as their internship reports at IUIU- Kampala Campus. The study used phone interviews with students as well as document analysis as methods of data collection. Only twenty students (20) were interviewed and internship reports of three hundred students (300) were randomly selected from the library basing on their years of publication. The study focused on internship reports for the past ten years, from the year 2015 to the year 2024. On average, thirty-three (33) internship reports were chosen for each of the ten years. However, it is worth noting that no internship was carried out in the year 2020 due to Covid-19 restrictions. By exploring students' internship reports, the researchers were able to understand students' internship experiences, appreciate the value of the exercise as well as establish the challenges students met during the exercise.

RESULTS AND DISCUSSION

The table below summarizes the benefits and challenges identified in students' internship reports according to years of carrying out the exercise;

Table 1 Benefits and Challenges Faced by IUIU Students During the Internship Exercise

Year	Benefits	Challenges
2024	<ul style="list-style-type: none"> Hands-on experience Application of theoretical knowledge in real-world setting Skill development Networking opportunities Professional development Professional direction, experience and exposure Increased confidence and self-esteem Improved problem solving and critical thinking Secured a job Earned salary Improved CV Improved marketability Improved interpersonal skills 	<ul style="list-style-type: none"> Inadequate time Difficulty in securing placements Inadequate supervision and guidance High transport and lunch costs Uncooperative staff members Too much workload Language and cultural barriers Inadequate training and support Difficulty balancing work and academic responsibilities Conflicting priorities and deadlines Adapting to the new work environment Limited access to resources and equipment Dealing with criticism and feedback
2023	<ul style="list-style-type: none"> Professional development Professional direction, experience and exposure Increased confidence and self-esteem 	<ul style="list-style-type: none"> Inadequate time Unskilled workplace supervisors Insufficient supervision and guidance High costs involved in transport and lunch

	<ul style="list-style-type: none"> Improved problem solving and critical thinking Secured a job Improved CV Improved marketability Hands-on experience Integration of academic learning with practical experience. Application of theoretical knowledge in real-world setting Networking opportunities 	<ul style="list-style-type: none"> Too much workload Adapting to the new work environment Long distance to and from work Language and cultural barriers Limited resources Redundancy Inadequate training and support
2022	<ul style="list-style-type: none"> Secured a job Earned salary Improved CV Hands-on experience Improved marketability Application of theoretical knowledge in real-world setting Networking opportunities Professional development Increased confidence and self-esteem Enhanced adaptability and flexibility 	<ul style="list-style-type: none"> Adapting to the new work environment Limited access to organizational resources Inadequate time Difficulty in securing placement Insufficient supervision and guidance High costs involved in transport and lunch Too much workload Redundancy Inadequate training and support
2021	<ul style="list-style-type: none"> Integration of academic learning with practical experience Application of theoretical knowledge in real-world setting Networking opportunities Professional development Increased confidence and self-esteem Hands-on experience Secured a job Earned salary Improved CV Improved marketability 	<ul style="list-style-type: none"> Inadequate time Manipulation by the organization Difficulty in securing placements Insufficient supervision and guidance High costs involved in transport and lunch Inadequate training and support Adapting to the new work environment Access to resources and equipment
2020	COVID- 19 LOCK DOWN	
2019	<ul style="list-style-type: none"> Application of theoretical knowledge in real-work settings Increased confidence and self-esteem Improved problem solving and critical thinking Enhanced adaptability and flexibility Secured a job Hands-on experience Earned salary Improved CV Improved interpersonal skills 	<ul style="list-style-type: none"> Inadequate time Manipulation by the organization Difficulty in securing placements Unskilled workplace supervisors Insufficient supervision and guidance Uncooperative members of staff Too much workload Adapting to the new work environment Access to resources and equipment Dealing with criticism and feedback
2018	<ul style="list-style-type: none"> Hands-on experience Application of theoretical knowledge in real-work settings Skill development Networking opportunities Professional development Professional direction, experience and exposure Increased confidence and self-esteem Improved problem solving and critical thinking Enhanced adaptability and flexibility Improved marketability Improved interpersonal skills 	<ul style="list-style-type: none"> Inadequate time Manipulation by the organization Difficulty in securing placements Unskilled workplace supervisors Insufficient supervision and guidance High costs involved in transport and lunch Uncooperative members of staff Too much workload Long distance to and from work Language and cultural barriers Limited resources Redundancy Adapting to the new work environment
2017	<ul style="list-style-type: none"> Hands-on experience Application of theoretical knowledge in real-world setting Networking opportunities 	<ul style="list-style-type: none"> Inadequate time Manipulation by the organization Difficulty in securing placements

	<ul style="list-style-type: none"> • Professional development • Professional direction, experience and exposure • Secured a job • Earned salary • Improved CV • Reduced transition time from academia to the workforce. • Improved marketability 	<ul style="list-style-type: none"> • Insufficient supervision and guidance • High costs involved in transport and lunch • Language and cultural barriers • Adapting to the new work environment • Access to resources and equipment • Dealing with criticism and feedback
2016	<ul style="list-style-type: none"> • Hands-on experience • Application of theoretical knowledge in real-work setting • Networking opportunities • Professional direction, experience and exposure • Secured a job • Earned salary • Improved marketability • Improved interpersonal skills 	<ul style="list-style-type: none"> • Inadequate time • Difficulty in securing placements • Unskilled workplace supervisors • Insufficient supervision and guidance • Adapting to the new work environment • Building self esteem • Language barrier • Access to resources and equipment
2015	<ul style="list-style-type: none"> • Hands-on experience • Application of theoretical knowledge in real-world setting • Networking opportunities • Developed independence • Integration of academic learning with practical experience. • Secured a job • Earned salary • Improved CV • Improved marketability • Improved interpersonal skills 	<ul style="list-style-type: none"> • Inadequate time • Difficulty in securing placements • Insufficient supervision and guidance • High transport and lunch costs • Uncooperative members of staff • Too much workload • Long distance to and from work • Language and cultural barriers • Limited resources • Adapting to the new work environment

Source: Researchers, 2024

Table 1 shows that the major benefits of internships to students at IUIU-Kampala Campus were: gaining hands-on experience, securing a job opportunity, as well as the application of theoretical knowledge in real-work settings.

The table also shows that the major challenges faced by students during internship included; inadequate time, too much workload, difficulty in securing placements as well as high transport and lunch costs among others.

Students' Description of their Internship Experience

To most students, the internship exercise was very beneficial to their professional development. Most of the organizations created a conducive environment for the interns which made the latter feel at home and enjoy every minute they spent at the organization while gaining hands-on experience. Students reported to have acquired an opportunity to work with knowledgeable people who were able to guide and mentor them throughout the internship exercise. They were able to network, rub shoulders with people of high status in addition to being given an opportunity to add something to those organizations by providing cheap or free labor among others. This is in line with Rothman, (2007), who stated that some employers treat interns as cheap labour,

One student noted,

“My six weeks of internship enabled me to grow personally, gain new skills in basic accounting and customer relationships. I did not have this experience before the exercise.”

Comparison of the Internship Experience to regular class work in terms of difficulty, workload and value

According to most students, internship was more practical as compared to the classroom learning. However, classroom learning provided the theoretical framework for the practical work carried out in the internship exercise. Students were able to experience how things were actually done instead of how teachers said they were done. Classroom theory was predictable as students had a course outline to follow which was not the case with internship where every day someone had to expect something new. Likewise, to many, the internship workload was more compared to the class load since they had to stay at the workplace, Monday to Friday, 0800hrs to 1700hrs. Some also reported that the moment they reached the workplace, some employees went for leave after realizing that the interns had the ability to execute their duties in their absence.

One student noted;

“Internship was challenging because it required practical application which was different from the theory learnt in class. Class work gave me the theoretical foundation for the practical work that I had to execute during internship.”

“Internship involved a lot of work load yet in class we had few things to work on.”

“Internship involved a lot of travelling and research which is still similar to the classwork”

Benefits of Internship

Findings established that most students appreciated the internship exercise as they were able to obtain some work experience, skills, competencies as well as knowledge among others. Students’ experiences highlighted a lot in line with the benefit of internship. Students reported to have gained both soft and hard skills. They gained skills in line with their specializations as well as general skills.

General skills included; communication skills, leadership skills, interpersonal skills, time management skills, administrative skills, record keeping skills, leadership skills and computer skills among others. This is in line with Garavan and Murphy (2001), who stated that internships enable students to learn particular job-related skills that are not taught in class.

The internship exercise equipped students with hands on experience in addition to exposing them to the real work environment. This is in agreement with Furco (1996) who stated that internships enable students to get acquainted to the work environment which prepares them for future employment (Furco, 1996). The students’ acquisition of hands-on experience is in line with Bukaliya (2012), who stated that internships provide students with a smooth transition from the academic to the working world by equipping them with hands-on experience.

Students learnt how to relate with different people, how to handle clients of every kind and how to deal with stressful situations. This is in line with Swift and Kent, (1999) who noted that internships improve the marketability of graduates, as well as their interpersonal skills. Students improved on their social capital since they were able to meet new people who were already practicing the professions, they were pursuing. These people guided and mentored them to obtain skills, knowledge and experience in their specific professions. By interacting with the professionals, students were able to build their careers and develop their understanding of workplace ethics, and employment demands. They were also able to improve their sense of responsibility since some were left to even manage offices on their own in the absence of the fulltime employees. Below are quotations from some of the students regarding the benefits they enjoyed from the internship exercise;

“I acquired an improved understanding of the banking industry, expanded my professional network, and gained prospective references. However, I mainly obtained a renewed sense of professionalism and a bigger picture of the professional world.”

“Thanks to the classes I had already taken at IUIU-Kampala Campus, after the internship exercise, I was retained at my internship workplace and assigned to a permanent position at the front office. Since I was previously in the day class, I applied to the University to allow me change to the weekend class so that I grab the employment opportunity. I am now an employed student”

“For the six weeks I worked at Mount Kenya University in Kampala, I was treated like a regular employee of the University. Every morning, I had to arrive at or before 8.00 am. I always dressed professionally, ready to positively interact with and provide services to clients. Over the six weeks of the exercise, I made friendships with coworkers, obtained feedback from my bosses, dealt with all kinds of clients including frustrating ones, and this made me feel fully-grown and responsible. In fact, I was retained for employment and I am part of the staff now”

“Alhamdulillah, my social capital has widened. I rubbed shoulders with many influential people in the Office of the Prime Minister. I am so blessed to have carried out my internship exercise from that place”

“Doing internship with the Parliament of Uganda enabled me to see face-to-face Members of Parliament I have just been watching on TV. In fact some of them became my friends and we are still friends up to now. My workplace supervisor promised to connect me after finishing my course and she told me to visit the parliament any time I wish even after finishing the exercise”

“I learnt a lot from Uganda Police Force. I learnt how to relate with people of different calibers. In fact, I learnt some words from languages such as Kiswahili which I never knew before. I got an opportunity to visit the victims of Kiteezi Landslide and I was part of the team that went to provide support services to the survivors. This gave me a lot of satisfaction since I was able to put a smile on the faces of the distressed.”

“Working with the community is quite challenging but very beneficial. My internship required me to go into the community to collect taxes from the SMEs in Bombo Town Council. This helped me to understand the challenges faced by these people and I was able to make some recommendations to the Town Council regarding how tax collection can be improved without over-distressing the locals.”

Challenges Experienced During the Internship Exercise

Students reported to have met the following challenges; Lack of experience having been only studying concepts theoretically, adapting to the organizational environment, limited ICT skills, limited access to some offices, short time allocated to the internship exercise, lack of office space where to do their work from, rude clients, language barrier, high transport and lunch costs, limited access to computers and some information, slow internet, uncooperative and arrogant members of staff, and work overload among others. However, adaptability to the working environment, limited time for the exercise as well as high transport costs dominated most students' responses. The challenge of limited time is in line with Mihail (2006), who noted that some HEIs allot limited time to the internship exercise which limits the students' opportunity for learning. Below are quotations from some of the students regarding the challenges they experience during internship;

"It was too costly to travel to and from the facility, there was a lot of jam along the way and too much workload due to understaffing in the Human Resource Department of Lubowa Health Centre. The work was a lot yet it needed to be completed very fast under too much pressure".

"When I arrived at the workplace, I was assigned to the Administration Department. I was assigned a supervisor who happened to be heavily pregnant. After one week, I think she realized I could manage the office effectively. She therefore requested for leave, leaving me to manage the office on my own. This was too challenging for me since I had never worked anywhere before. However, with the grace of God and the guidance I had received from her for the one week, coupled with my classroom knowledge, I was able to cope. Whenever, I got a challenge, I managed to seek for guidance from other people since they were also very friendly and cooperative".

"The time IUIU gives to internship is too small. I had just started enjoying the workplace only to realize that the exercise had ended."

"Getting an internship placement was not so easy for me. I tried several places before finally getting placement where I carried out the exercise from. At one organization, I was even asked for money if I needed to get placement. Thanks to my Faculty Coordinator who connected me to IUIU Liaison Office where I carried out the exercise from the Accounts Office."

"My workload was really too much. It was like it had been piled up for weeks in anticipation of the intern. I could hardly rest yet the organization was neither providing lunch nor transport. Nonetheless, I learnt a lot from that experience. I gained many skills and acquired a lot of knowledge from the much workload given to me."

"The first week was not so easy for me. I used to go to the workplace every day, Monday to Friday and no work was assigned to me during that period. I felt as if I had chosen the wrong organization. But thank God I was allocated a workplace supervisor in the second week who assigned me duties to accomplish on a daily basis as well as guiding me in their execution."

"I did my internship from Mbuya Barracks and it was not easy reaching that place. Bodabodas were not allowed to pass the gate, so I used to walk for almost half a kilometer from the main gate to reach the offices up on Mbuya Hill. Since there were so many trees in the area, there were also so many monkeys. They used to scare me a lot and every day I prayed to God to protect me from seeing any along the way to and from the office"

"Kigo Prison was very far, and reaching there was very expensive and not easy. I used to commute everyday from Entebbe, get off the taxi at Kajjansi and then I get a bodaboda from Kajjansi to Kigo Prison. This whole journey used to cost me twenty thousand Uganda Shillings (20, 000/-) on a daily basis. Thanks to my mother, who was very supportive"

Students' Recommendations Regarding Internship

- IUIU should increase on the time allocated to the internship exercise as the six weeks seem not to be enough for students to feel fully engrossed in the working environment.
- The University should facilitate students during the internship exercise in terms of transport and lunch. This money can be deducted from what the students pay for the exercise. In fact, the University can increase the internship fee and then refund some of that money to the students as they are going for the exercise.
- Like some universities, IUIU should sign Memoranda of Understanding with some organizations so that the latter can easily and willingly provide placement to the University's students.
- Organizations that take on interns should add some simple remuneration for these students on their budgets since they contribute a lot to service delivery and execution of duties despite not being on their payroll.

- IUIU Alumni Association and academic or administrative staff should help their students to get placements by connecting them to credible organizations where they have connections.
- Interns should use the internship period to learn as much as they can so as to obtain a myriad of skills and knowledge that they never had before.
- Interns should interact with different people at the workplace to improve their communication skills.
- Interns should use the opportunity they have to work with these organizations to showcase their unique skills and abilities which can in turn help them secure employment in those organizations.
- Interns should not stay in organizations where they are not given any duties to execute. They should contact their university supervisor or Faculty Deans for help or advice especially if a week elapses without any assignment.

CONCLUSIONS AND RECOMMENDATIONS

Despite the benefits offered by internships to students, the students as well face a myriad of challenges which need to be addressed to improve the internship experience. The University needs to increase on the amount of time accorded to internship from six (6) to twelve (12) weeks. This will accord students enough work experience and enable them understand workplace dynamics better. While revising the curriculum, internship may be included twice, so that the students can have two exercises, with one at the end of second year and the other at the end of third year. This will enable good performing interns to easily be retained by the organizations; or the students to stay at the organization while doing voluntary work, which may result in their retention at the organizations. The University can also sign memoranda of understanding with various organizations to ease placement of its students as well as devise means of facilitating the students as they go for the exercise as many never get extra funds from their parents to cater for extra costs during the internship exercise. The University can do this by increasing the money paid by students for the exercise so that when they are going, some of the money can be refunded to them to help them during the exercise. Likewise, lecturers should emphasize giving students practical course works that may require them to go to a real working environment to obtain information. This will make it easy for students to easily adapt to the working environment when they go for the internship exercise. Organizations that take on interns should assure their staff that the interns are temporarily in the organization, do not come to take their jobs and will leave after the elapse of their period. This will prevent the staff from mistreating the interns or being uncooperative hence making their stay at the organizations unfavorable.

Organizations should assign to interns, work supervisors who are knowledgeable, skilled, cooperative and are willing to guide the interns throughout the exercise in addition to supervising and monitoring the execution of their duties.

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