



THE STUDENT INTERNSHIP BEHAVIOR, COMPETENCE AND EXPERIENCES OF BACHELOR OF SCIENCE IN ACCOUNTING TECHNOLOGY STUDENTS OF CAGAYAN STATE UNIVERSITY

MARY GRACE TANGARO-DELELIS, MBA Faculty Member College of Business, Entrepreneurship and Accountancy Cagayan State University Andrews Campus, Tuguegarao City, Cagayan, Philippines 3500

ABSTRACT: *Internship program plays an important role in preparing students to recognize the real business and work world. It is an opportunity for applying, enriching and enhancing the acquired knowledge in the school in their respective field of specialization and it is usually a realistic experiential activity which they cannot learn within the borders of their classroom. This study was conducted to determine the different behavioral attributes affecting the student internship training of the Bachelor of Science in Accounting Technology students of the of Cagayan State University. This study was conducted at the College of Business, Entrepreneurship and Accountancy of Cagayan State University- Andrews Campus, Tuguegarao City where the respondents were enrolled in the Student Internship Program. The respondents of this study were 216 incoming senior BSAT students who had their practicum summer of 2018. Total enumeration was used by the researcher in obtaining the results. The survey questionnaire used was patterned from the study conducted by Taladtag, Sunjay G, et.al. The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean. Descriptive method was used to come up with a good result of the study. Result of the study revealed that from among the various behavioral attributes, personality and appearance has the highest category mean of 4.58 and competence got the lowest category mean of 4.38.*

KEYWORDS: *Student Internship, Personality and Appearance, Work Attitude, Work Habit, Competence, Host Training Establishments, Student Internship Program of the Philippines*

INTRODUCTION

The Bachelor of Science in Accounting Technology program covers integrated techniques and interrelationship among the practical areas of business as well as understanding economic, social, technological, political, legal and international environment in which any business must operate. As stipulated in CHED Memorandum Order No. 50, Series of 2008, and in accordance with the pertinent provisions of Republic Act No. 7722, the primary objective of the BSAT program is to keep standards in accounting education in the country comparable with the requirements of the global workplace and at the same time it provides a foundation of knowledge, skills and values, ethics and attitudes that enable students to continue to learn and adapt to change throughout their lives.

The BSAT program of the college is designed to provide students with an industry relevant program of study and a practice that fosters excellence in technical ability and ethical specialized practice to adhere with the current trend towards ASEAN Integration. The internship program therefore is included in the curriculum and it is meant to provide students with an opportunity to complement their formal learning with practical knowledge, skills and desirable attitudes and to gain hands on experience in recognized Host Training Establishment (HTE).It is vital therefore that the problem-solving theories and concepts



learned in the classroom be simulated to real situations by allowing the graduating students to undergo the required number of hours mandated by their respective curriculum.

Internship program plays an important role in preparing students to recognize the real business and work world. It is an opportunity for applying, enriching and enhancing the acquired knowledge in the school in their respective field of specialization and it is usually a realistic experiential activity which they cannot learn within the borders of their classroom. It is a way of changing the students' outlook in life through real exposure in the discharge of actual work which may serve as a stepping stone for future profession. It also helps them to obtain relevant knowledge as well as help them discover new things that they will be utilizing in their future work and at the same time it also gives them a chance to improve some of their skills they already possess by performing in actual setting.

Internship is very essential not only to teach students concerning their chosen field but also to show students the reality about working. It also provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. It also helps in the building up of the trainee's competence and professionalism. When a student is competent he will become productive and do things effectively and this training develops his professionalism in dealing with people. He will be able to handle circumstances the right way and to know how to socialize well with his colleagues, thus would be able to work well with everyone. Internship would also enhance the critical thinking abilities and discipline of the student conducting his training in company. His ability to make sound decisions and evaluate pertinent factors will be improved and the experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks.

Hence, this study assessed the student internship behavior, competence and experiences of business students to examine the areas for improvement in the Student Internship Program that can still develop and enhance various aspects to become qualified future professionals. Lastly, internship is an essential part of an educational process; therefore, it is always necessary to look into the output of the said process for continuous improvement.

STATEMENT OF THE PROBLEM

This study aims to assess the student internship behavior, competence and experiences of the BSAT trainees of the College of Business Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus.

Specifically, it aims to answer the following questions:

1. What is the demographic profile of the student intern respondents in terms of the following variables:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Civil Status
 - 1.4 Nature of the Host Training Establishment
2. How do the students assess themselves in terms of the following behavioral attributes:
 - 2.1 Personality and Appearance



- 2.2 Work Attitude
 - 2.3 Work Habit
 - 2.4 Competence
3. Is there any significant difference as how the student interns rate the extent of the behavioral attributes that affects their student internship training program in terms of its demographic profile?

METHODOLOGY

This study made use of the descriptive research method employing the questionnaire as main data-gathering instrument. The researcher made use of structured questionnaires to gather the needed data which were given to the trainees.

This study was conducted at the Cagayan State University, Andrews Campus, Tuguegarao City where the respondents were enrolled in the Student Internship Program.

The respondents of this study were 216 senior students who had undertaken their internship Summer of 2018. Total enumeration was used by the researcher in obtaining the results.

The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean.

The researcher used the descriptive statistics such as frequency, percentage and the 5 point likert scale was used to treat the data gathered. The given scale was used to analyze and interpret the result of the data gathered from the accomplished questionnaires.

Excellent (E)	4.20 – 5.00;
Very Satisfactory (VS)	3.40 – 4.19;
Satisfactory (S)	2.60 – 3.39;
Fair (F)	1.80 – 2.59;
Unsatisfactory (US)	1.00 – 1.79

RESULTS AND DISCUSSIONS

Table 1.1
Frequency and Percentage Distribution of the Student-Respondent Relative to Age

Age	Frequency	Percentage
19 & below	49	22.69
20 – 25	161	74.54
26 & above	6	2.77
Total	216	100.00

Table 1.1 shows the frequency and percentage distribution of the student intern – respondents’ profile relative to age. The table shows that majority of the respondents with a frequency of 161 or 74.54 percent are aged 20 – 25 years while the least – numbered, 5 or 2.77 percent belong to the age bracket of 26 years old and above and still, those who are 19 years old and below are 49 in number or 22.69 percent. This implies that most of the student-respondents are already at the age of majority.



Table 1.2
Frequency and Percentage Distribution of the Student-Respondents
Relative to Sex

Gender	Frequency	Percentage
Male	47	21.76
Female	169	78.24
Total	216	100.00

Table 1.2 shows the frequency and percentage distribution of the student intern – respondents' profile relative to gender. As shown by the table, the female student – respondents outnumbered the males with the frequencies of 169 and 47 or 78.24 and 21.76 percent respectively or with a ratio of more or less 3:1 which implies that the BSAT program of the College of Business, Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus are female – dominated.

Table 1.3
Frequency and Percentage Distribution of the Student-Respondent
Relative to Civil Status

Civil Status	Frequency	Percentage
Single	209	96.76
Married	7	3.24
Total	216	100.00

Table 1.3 shows the frequency and percentage distribution of the student intern – respondents' profile relative to civil status. As shown by the table, there are more single student than married ones with the frequencies of 209 and 7 or 96.76 and 3.24 percent respectively which implies that almost all of the students give importance to education and wanted to finish their respective degrees first before getting married.

Table 1.4
Frequency and Percentage Distribution of the Student-Respondents
Relative to the Nature of the Host Training Establishment

Nature	Frequency	Percentage
Private	39	18.06
Government	177	81.94
Total	216	100.00

Table 1.4 shows the frequency and percentage distribution of the student – respondents' profile relative to the nature of the Host Training Establishment. As shown by the table, majority of the trainees are deployed in government agencies for their internship. This only shows that almost all of the regional offices situated in Tuguegarao City accommodated and trained student interns and only few private establishments accommodated student interns. The result shows that 177 or 81.94 percent are deployed in the government agencies while only 18.06 percent or 39 were deployed in the private agencies.



Table 2.1

Mean Item and Descriptive Scale of the Trainees' Assessment on the Different Behavioural Attributes of the Internship Training Program Relative to Personality and Appearance

Personality and Appearance	Mean Item	Descriptive Scale
Reports to office neatly and well groomed	4.60	Excellent
Wears suitable dress when reporting to office	4.70	Excellent
Possesses personality for the job	4.62	Excellent
Shows confidence in doing assigned task	4.30	Excellent
Demonstrates knowledge and interest in the work assigned	4.59	Excellent
Category Mean	4.58	Excellent

Table 2.1 shows the mean item and descriptive scale of the trainees' assessment on the different behavioral attributes of the internship training program relative to personality and appearance. The table confirms that the descriptive scales were unanimously "Excellent" with the highest numerical value of 4.70 on "Suitability of dress when reporting into office" and this implies that student trainees diligently wear their internship or school uniform and that the interns are aware of the importance of wearing the right uniform when reporting to their respective agencies. "Shows confidence in doing assigned task" got the lowest numerical value of 4.30 but still falls under the excellent descriptive value. The student interns may not be that familiar yet in some of the tasks given to them that's why they still lack confidence in doing the assigned task to them. The rest of the factors are also excellent. The category mean of 4.58 or "Excellent" implies that the student intern – respondents feel very satisfied on the internship training that they have received relative to personality and appearance.

Table 2.2

Mean Item and Descriptive Scale of the Trainees' Assessment on the Different Behavioural Attributes of the Internship Training Program Relative to Work Attitude

Work Attitude	Mean Item	Descriptive Scale
Displays enthusiasm and interest in performing the task assigned	4.60	Excellent
Works harmoniously with the officemates	4.54	Excellent
Shows patience and diligence in performing assigned task	4.48	Excellent
Demonstrates openness to constructive criticisms	4.36	Excellent
Takes initiatives in doing the task	4.42	Excellent
Category Mean	4.48	Excellent

Table 2.2 shows the mean item and descriptive scale of the trainees' assessment on the different behavioral attributes of the internship training program relative to work attitude during their internship. It shows further that the descriptive scales were unanimously "Excellent" with the highest numerical value of 4.60 on "Displays enthusiasm and interest in performing the task assigned" and this implies that the student interns are enjoying what they are doing and at the same time shows interest in all tasks given to them by their immediate supervisors in learning new things. "Demonstrates openness to constructive criticisms" got the lowest with numerical value of 4.36. The rest of the factors also got an



excellent descriptive value and overall, the student interns possess exemplary work attitude. The category mean of 4.48 or “Excellent” implies that the student – respondents feel very satisfied on the internship training that they have received relative to work attitude.

Table 2.3

Mean Item and Descriptive Scale of the Trainees’ Assessment on the Different Behavioural Attributes of the Internship Training Program Relative to Work Habit

Work Habit	Mean Item	Descriptive Scale
Comes to office on time and observe proper break time period.	4.33	Excellent
Performs assigned task within the assigned time.	4.54	Excellent
Sees to it that the works and reports are neat, presentable and correct	4.54	Excellent
Category Mean	4.47	Excellent

Table 2.3 shows the mean item and descriptive scale of the trainees’ assessment on the different behavioral attributes of the internship training program relative to work habit during their internship. The table shows further that the descriptive scales were unanimously “Excellent.” “Always see to it that the works and reports are neat, presentable and correct” and “Performs assigned task within the assigned time” both got the highest numerical value of 4.54 and this implies that the student interns are somewhat well versed in the preparation of reports and sees to it that they finish all reports and submit it to their immediate supervisor on time. The category mean of 4.47 or “Excellent” implies that the student intern – respondents feel very satisfied on the internship training that they have received relative to work habit.

Table 2.4

Mean Item and Descriptive Scale of the Trainees’ Assessment on the Different Behavioural Attributes of the Internship Training Program Relative to Competence

Competence	Mean Item	Descriptive Scale
Understands instructions readily	4.47	Excellent
Performs the tasks with minimum supervision	4.44	Excellent
Comes up with sound suggestions	4.33	Excellent
Shows strength and stability	4.38	Excellent
Displays resourcefulness	4.30	Excellent
Category Mean	4.38	Excellent

Table 2.4 shows the mean item and descriptive scale of the trainees’ assessment on the different behavioral attributes of the internship training program relative to competence during their internship. It shows further that the descriptive scales were unanimously “Excellent” with the highest numerical value of 4.47 on “Understands instructions readily” and this implies that they are very competent in understanding instructions and also feels very satisfied with the rest of the provisions.. The category mean of 4.38 or “Excellent” implies that the student intern – respondents feel very satisfied on the internship training that they have received relative to competence.



Table 2.5
Summary Table of the Category Mean Descriptive Scale and Rank
Distribution of the Trainees 'Assessment on the Different Behavioural
Attributes of the Internship Training Program

Characteristics	Category Mean	Descriptive Scale	Rank
Personality & Appearance	4.58	Excellent	1
Work Attitude	4.48	Excellent	2
Work Habit	4.47	Excellent	3
Competence	4.38	Excellent	4
Overall Category Mean 4.48 Excellent			

The table summarizes in terms of category mean, descriptive scale and rank distribution the trainees' feedback /assessment on the different behavioral attributes of the internship training program that affect their internship training. As seen from the table, the highest category mean belongs to Personality and appearance and this implies that the trainees are very much impressed with the training that they received along this aspect as well as work attitude with a category mean of 4.48 whereas work habit and competence call for more improvement being in the 3rd and 4th spot in the ranking.

Table 3.1
Test for Significant Difference in the Trainees' Assessment on the Different Behavioural
Attributes of the Student Internship Program when Grouped According to Age

Age	Assessment			
	Excellent	Very Satisfactory	Satisfactory	Total
19 & below	7	34	8	49
20-25	91	48	22	161
26 & above	2	2	2	6
Total	100	84	32	216

$X^2_c = 31.49$ $df=4$ **P=0.000** Decision=Reject Ho

The table reveals the result of the test for significant difference in the trainees' assessment on the different behavioural attributes of the student internship program when grouped according to age. As revealed above, the values of chi – square suggest that the null hypothesis must be rejected, thus, a significant difference exists and this implies that the trainees have different assessment of the different OJT factors when grouped according to age; that the group who are aged 20 -25 years old are more satisfied with the training they received than the rest of the groups.

Table 3.2
Test for Significant Difference in the Trainees' Assessment on the Different Behavioural Attributes
of the Student Internship Program when Grouped According to Civil Status

Civil Status	Assessment			
	Excellent	Very Satisfactory	Satisfactory	Total
Single	104	78	27	209
Married	0	5	2	7
Total	104	83	29	216

$X^2_c = 6.77$ $df= 2$ $P= .034$ Decision: Reject Ho



The table reveals the result of the test for significant difference in the trainees' assessment on the different behavioural attributes of the student internship program when grouped according to civil status. As revealed above, the values of chi – square suggest that the null hypothesis must be rejected, thus, a significant difference exists and this implies that the trainees have different assessment of the different OJT factors when grouped according to civil status.

Table 3.3
Test for Significant Difference in the Trainees' Assessment on the Different Behavioural Attributes of the Student Internship Program when Grouped According to Gender

Gender	Assessment			
	Excellent	Very Satisfactory	Satisfactory	Total
Male	8	28	11	47
Female	99	51	19	169
Total	107	79	30	216

$X^2_c = 25.43$ $df = 2$ $P = 0.000$ Decision: Reject H_0

The table reveals the result of the test for significant difference in the trainees' assessment on the different behavioural attributes of the student internship program when grouped according to gender. As revealed above, the values of chi – square suggest that the null hypothesis must be rejected, thus, a significant difference exists and this implies that the trainees have different assessment of the different OJT factors when grouped according to gender; that the females are more satisfied with the training they received than the males.

Table 4.5
Test for Significant Difference in the Trainees' Assessment on the Different Behavioural Attributes of the Student Internship Program when Grouped According to the Nature of the Host Training Establishment

Venue	Assessment			
	Excellent	Very Satisfactory	Satisfactory	Total
Private	7	25	7	81
Government	99	45	33	159
Total	106	70	40	216

$X^2_c = 51.35$ $df = 2$ $P = 0.000$ Decision: Reject H_0

The table reveals the result of the test for significant difference in the trainees' assessment on the different behavioural attributes of the student internship program when grouped according to Nature of Host Training Establishments. As revealed above, the values of chi – square suggest that the null hypothesis must be rejected, thus, a significant difference exists and this implies that the trainees have different assessment of the different OJT factors when grouped according to venue.



SUMMARY OF FINDINGS

1. Demographic Profile of the Respondents in Terms of the following Variables:
 - 1.1 Age – Majority of the respondents, 161 or 74.54 percent are aged 20-25, hence, majority are already at the age of majority.
 - 1.2 Gender – The females outnumbered the males with the frequency ratio of 169:47 or more or less 3:1.
 - 1.3 Civil Status – Most of the student-respondents are single with the frequency of 209 or 96.76 percent thus the ratio of single to married is more or less 30:1.
 - 1.4 Nature of Host Training Establishments – Majority, 177 or 81.94 percent are rendering their OJT in government HTEs while the remaining 39 or 18.06 percent spend their OJT in private HTEs.

2. Trainees' Assessment on the Different Behavioural Attributes of the Internship Training Program:
 - 2.1 Personality and Appearance – The category mean is 4.58 or excellent and ranks no. 1 among the different characteristics of internship program.
 - 2.2 Work Attitude - The category mean is 4.48 or excellent and ranks no. 2 among the different characteristics of internship program.
 - 2.3 Work Habit - The category mean is 4.47 or excellent and ranks no. 3 among the different characteristics of internship program.
 - 2.4 Competence - The category mean is 4.38 or excellent and ranks no. 4 among the different characteristics of internship program.

3. Significant Difference on How the Trainees Rate the Behavioural Attributes of the Student Internship Program that Affect their Internship when Grouped According to Demographic Profile
 - 3.1 Age – A significant difference in the assessment of the respondents exists when they were grouped according to age; that those who are aged 20-25 have higher assessment than the rest.
 - 3.2 Gender - A significant difference in the assessment of the respondents exists when they were grouped according to gender; that the females have higher assessment than the males.
 - 3.3 Civil Status - A significant difference in the assessment of the respondents exists when they were grouped according to civil status
 - 3.4 Nature of Host Training Establishments - A significant difference in the assessment of the respondents exists when they were grouped according to venue; trainees assessed the government HTEs better than the private HTEs.



CONCLUSION

Student Internship Program is an important undertaking that is incorporated in the curriculum because of the following reasons: 1) It is an instrument in applying, developing and enhancing the acquired knowledge in the University; 2) To develop and enhance the flexibility of learning new things and skills in the workplace and at the same time develop the value of professionalism, love of work and commitment to people being served; 3) To accustom and introduce to the students the experience of real life workplace environment and it is a way of changing the student interns outlook in life through exposure in the actual work that may serve as a stepping stone towards their future career. ; 4) To help the student interns understand better the relationship and difference between the knowledge and skills acquired in the university with those required in the workplace.; 5) To help the student interns develop inter-personal relationship with the employees within the Host Training Establishment.

The research was therefore conducted and as seen from the result there are various behavioural attributes of the internship training program that greatly affect the quality of the student internship program that student interns receive. Behavioural attributes on personality and appearance, work attitude, work habit and competence have a great impact on the overall internship experience of the student interns in their internship training program.

RECOMMENDATIONS

In the light of the foregoing findings, the researcher has the following recommendations to offer:

1. Before deploying interns in the various Host Training Establishments, SIPP Coordinators should first conduct a pre-deployment interview to assess and know more about the student interns so that they will be deployed in the right Host Training Establishment.
2. Provide students with access to various trainings and seminars such as personality development, office management techniques, time management and other important trainings and seminars to prepare them in their internship training program. An orientation should also be conducted to ensure that everyone starts with the same expectations and role definitions.
3. Provide an internship training manual to all parties involved so as they would be aware of their respective duties and responsibilities and at the same time they would know more about the do's and the don'ts while they are deployed in the various Host Training Establishments.



4. Cultivate the students' communication skills so that they participate actively in the daily academic activities at school.
5. Make the student trainees time conscious, independent and productive by incorporating these competencies in classes, trainings and workshops, and through prompt attendances in classes and other school activities.
6. Aside from the regular on-site monitoring of the SIPP Coordinators, other faculty members and some administrative staff should also pay a regular visit to the student interns to build a better working relationship with the HTEs and also to increase the morale of the student interns.
7. Student interns should experience the job descriptions that they will be performing on their future job.
8. Proper communication channel should be established to avoid conflict during the internship training period.
9. The SIPP coordinator should create a chat group and require the student trainees to join and ask the trainees to jot down their short ideas and learning regarding their internship training program and so with their issues and concerns regarding their internship.
10. A weekly report and feed backing session should be submitted and conducted so as all parties would be updated of all the activities during the internship training period.
11. Ensure that at the end of the on-the-job training the interns feel that the internship training they had undertaken is related and connected with their course.
12. Exit interview should be included as part of the post internship program since it is a good way to gather feedback on the experiences of the student interns and it is also an excellent way to gather important information on the implementation of the internship program of the college and would be able to determine the strengths to be reinforced and the weaknesses to be immediately addressed for the betterment of the internship program of the college.

REFERENCES

- Alpert, F., Heaney, J. G., & Kuhn, K. A. L. (2009). **Internships in marketing: Goals, structures and assessment–Student, company and academic perspectives.** *Australasian Marketing Journal (AMJ)*, 17(1), 36-45.
- Beard, D. F. (2007). **Assessment of internship experiences and accounting core competencies.** *Accounting Education: an international journal*, 16(2), 207-220.
- Bernardo, Anunciation; Laguador, Jake; Landicho Alvin (2014). **On-the-Job Training Performance of Students from AB Paralegal Studies for 2013 – 2014,** Research Academy of Social Sciences, Vol. 1, No. 4, 2014, 122-129
- Cannon, J. A., & Arnold, M. J. (1998). **Student expectations of collegiate internship programs in business: A 10-year update.** *Journal of Education for Business*, 73(4), 202-205.



- Chen, T. L., & Shen, C. C. (2012). **Today's intern, tomorrow's practitioner?—The influence of internship programmes on students' career development in the Hospitality Industry.** *Journal of Hospitality, Leisure, Sport & Tourism Education*, 11(1), 29-40.
- Divine, R. L., Linrud, J. K., Miller, R. H., & Wilson, J. H. (2007). **Required internship programs in marketing: Benefits, challenges and determinants of fit.** *Marketing Education Review*, 17(2), 45-52.
- Divine, R., Miller, R., & Wilson, J. H. (2006). **Analysis of student performance in an internship program in a US university.** *International Journal of Quality and Productivity Management*, 6(1), 1-15.
- Ebreo, M. A., Carranza, R. P., Eustaquio, L. N., Magluyan, L. G., Manalo, J. C., Trillanes, J. S., Felicen, S. S., Ylagan, A. P. (2014). **International and Local Internship Programs of CITHM Students,** *Asia Pacific Journal of Education, Arts and Sciences*, 1(3), 57-63
- Ghosh, P., Satyawadi, R., Prasad Joshi, J., Ranjan, R., & Singh, P. (2012). **Towards more effective training programmes: a study of trainer attributes.** *Industrial and commercial training*, 44(4), 194-202.
- Hall, M., Stiles, G., Kuzma, J., & Elliott, K. (1995). **A comparison of student and employer expectations with regard to business internships.** *Marketing Education Review*, 5(3), 41-49.
- Hite, R., & Bellizzi, J. (1986). **Student expectations regarding collegiate internship programs in marketing.** *Journal of Marketing Education*, 8(3), 41-49.
- Laguador, Jake M. (2013), **Engineering Students' Academic and on-the-Job Training Performance Appraisal Analysis,** *International Journal of e-education, e-Business, e-Management and e-Learning*, Vol 3, No. 4, August 2013
- Lam, T., & Ching, L. (2007). **An exploratory study of an internship program: The case of Hong Kong students.** *International Journal of Hospitality Management*, 26(2), 336-351
- Van der Klink, M. R., & Streumer, J. N. (2006). **The Effectiveness of OJT in the Context of HRD. In Work-related learning** (pp. 369-392). Springer, Dordrecht.
- Morrison, J. Q., Graden, J. L., & Barnett, D. W. (2009). **Steps to evaluating a statewide internship program: Model, trainee, and student outcomes.** *Psychology in the Schools*, 46(10), 989-1005.
- Ross, L. E., & Elechi, O. O. (2002). **Student attitudes towards internship experiences: From theory to practice.** *Journal of Criminal Justice Education*, 13(2), 297-312.
- Schambach, T. P., & Dirks, J. (2002). **Student Perceptions of Internship Experiences.**
- Tovey, J. (2001). **Building connections between industry and university: Implementing an internship program at a regional university.** *Technical Communication Quarterly*, 10(2), 225-239.
- Wilson, T. R. (1980). **On-the-Job Training and Social Learning Theory: A Literature Review. Special Report.**