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## **Investigating BBA students' conceptions and perceptions of internship: A case study from Bangladesh**

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## **Investigating BBA students' conceptions and perceptions of internship: A case study from Bangladesh**

### **Abstract**

The purpose of this qualitative case study is to explore BBA students' conceptions and perceptions about internship programs prior to being offered a placement opportunity. The study used thematic analysis and quantitative dominant mixed-method design. A structured interview was performed with ten academics who supervised BBA students' internship programs during the past year. To improve the quality of instruments prior to participating in focus groups, interactive qualitative top-down information was gathered from these academics regarding their own views of students' expectations, preparedness, and preconceptions about internship programs. The findings were examined to create research instruments for conducting focus groups, which were then analyzed using Braun and Clarke's thematic analysis method to generate final themes. Twelve online focus groups were conducted; each focus group consisted of about 30 students, and 356 BBA students from different semesters participated. Although all the academics and BBA students from different semesters agreed that internships are invaluable, the research found that they had misconceptions about internship programs and were profoundly uninformed of the requirements that would prepare them for employment. The results indicate another pattern, both positive and negative, regarding the influence of social media, the web, and digital platforms. The results of this research can be used as a reference by education strategists to understand the role of university environment, social environment, and popular culture to nurture their self-perception and self-conception about career orientation. This is the first research to analyze Bangladeshi BBA students' misunderstandings about the purpose of their education and their employability, which contributes to their continued under-preparedness for the employment market.

**Keywords:** Career orientation, thematic analysis, business education, conceptions, internship, student perceptions.

## **1. Introduction**

Business Schools aim to instill qualities and values in students, that will make them more lucrative to employers. Academic education enriches skills that employers value and reward (Bol, 2015) and through education, individuals can increase their relative position among other suppliers of labor. But often business schools are being criticized for being too detached from industry and more focused on academic research (Shackleton, 2012). Hence Rosenberg (2012) discovered that students, professors, and human resource managers all had unique perspectives on employability characteristics. Chhinzer and Russo (2018) poses the question that can Business studies be labelled as profession like medical or law, or should it be called merely an academic subject. This issue arises once again due to the lack of practicalities in business studies. The governing bodies around the world have been relentless to urge the corporate schools to strengthen their connections to the business sector, and internship is one way to do so. Internships may be critical in assisting students in making sound career decisions (Brooks et al, 1995). Additionally, they enable students to acquire job-related skills that are not taught in standard business schools (Garavan and Murphy, 2001). Certain advantages of internships may last long after graduation. Students who complete an internship have increased employment stability and work satisfaction in their early careers (Gault et al, 2000). Other research has shown that internships may increase students' ambition (Pedro, 1984) and can aid in the transition from school to employment (Pedro, 1984). (Paulson and Baker, 1999). Students are often driven to take internships in order to increase their chances of earning future permanent employment. Prior study suggests that this technique is effective (Callanan and Benzing, 2004). This research aims to find out conception and perception of undergraduate students, towards employability before they start their internship program. Very few empirical studies on students' perception on internships have previously been carried out in a developing country context. The purpose of this research is also to determine how effectively students are educated about this critical stage of their career, the internship. Their initial concept of internship is merely a part of curriculum, that they need to fulfill to complete their graduation. Internship reflects the students' journey into his work life. Student's perception on internship, build knowledge in his mind and wrong idea might lead to incorrect conception (Handhika J, Suparmi 2016). The current students fall into Generation Z, also called the Post Millenia generation. Due to their young age and less representation in the labor market, few studies are there to evaluate their understanding of work life perception. This research work will also contribute

to the body of knowledge that will help the undergraduate students become more adaptable in the industry. The findings will also help us formulate strategies to provide the undergrad students with appropriate exposure to information and event, that will help them develop a correct conception towards employability. An apparent knowledge void gap was identified in the prior research concerning undergraduate students' perception towards Internship program. There is dearth in the prior research on the impact of extrinsic factors on their career orientation. Different perceptions of students between academic years seem to be significant and need more examination in terms of career planning and employability. A study is necessary to determine how a student with low self-efficacy and confidence conducts career exploration using inadequate information abilities. Additionally, prior study has concentrated on comparing students-employers' perceptions after the completion of their internship period at the completion of their academic journey. Nonetheless, little research has been conducted on students' perceptions of their motivation and preparedness for internships throughout the early stages of their academic careers (Miles, 2017). In addition, the prior research did not also address the subject of Generation Z or Post Millenia generation, that our research sample belong to, in the context of a developing country. These dimensions should be explored further to provide an understanding and remodeling of the conception building for a more efficient workforce. Previously, very few empirical research on students' perceptions of internships have been conducted in developing nations' contexts.

## **2. Literature review**

Business schools evolved from trade schools, when the local manager of a factory would sometimes visit and instruct the pupils. The Ford and Carnegie foundations criticized business schools in 1959 for a lack of research and theory and advised them to be academically concentrated. Upon this suggestion universities made significant investments in their business schools and shifted their emphasis to scientific research (Bennis and O'Toole, 2005). On contrary now business schools are increasingly being criticized for being too detached from business. They are accused of more concerned with theory than practice and having staff with limited experience in the corporate sector, who are more interested in academic research (Shackleton, 2012). This disengagement is often seen as the reason for business students having less awareness regarding employability.

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Empirical Review				
Year	Title and Intext Reference	Method	Result	Limitation & Recommendation
2021	Experiential learning model: improving entrepreneurial values through internship program at start-ups (Lantu et al.,2021)	qualitative research with a case study approach by applying experiential learning from Indonesian context.	The results showed that the internship program at start-ups in this study has benefits for all major stakeholders, especially students.	Time series in testing is a limitation. Should conduct longitudinal research to measure the effectiveness.
2021	English for professionals students' perceptions of the relevance of internship to their undergraduate courses and career choices (Husain and Mahfoodh, 2021)	This study employed a qualitative inquiry Using purposeful sampling in Malaysian Context. Data were analyzed using thematic analysis.	Most of the participants revealed that the internship is relevant to most of their UG courses, and it helped them to explore their career choices.	Study should employ mixed methods to strengthen the the analysis of qualitative data.
2018	A systematic review of factors that influence youths career choices-the role of culture (Akosah-Twumasi et al.,2018)	systematic review strategy using the Joana Briggs Institute 's format was conducted.	Youth from collectivist cultures were mostly influenced by their parents' expectations, which made them more confident and self-assured in their careers.	More study is required To provide in-depth understanding of the influences on their career choices.
2018	Students' perceptions of education and employability facilitating career transition from higher education into the labor market (Donald et al, 2018)	qualitative method using semi-structured interviews on final year students from a UK university.	As students grow, they develop a sense of employability on a personal level but less employability on a market one.	Future study should concentrate on generalist degree courses at a more granular level, since this would enrich literature on career theory.
2016	Work-based learning in a business school context (Brook and Corbridge, 2016)	qualitative research study which used semi-structured interviews.	unintended, informal, and even "tacit" knowledge may be effectively reflected upon and assessed.	Employer feedback was limited.
2013	Quality higher education and students' perception: a study on private universities of Bangladesh (Rahman,2013)	Using a structured questionnaire, the study explored the link between the quality of higher education and students' perceptions	Students' choice of private institutions in Bangladesh is influenced by laboratory facilities and internship help for students.	Further study should be conducted by examining additional data gathering aspects.
2004	Level 1 student perceptions about employability, career planning and careers guidance (Ribchester and Mitchell,2004)	Semi-structured interviews were used to go further into the study's themes.	The students were separated into three groups: those who knew their future intentions (41%) and those who didn't (39%) but had wide thoughts and possibilities (20%).	Validity and Reliability of the study is low because of small student sample.

**Defining employability Skills:** Employability is defined generally by Lowden et al. (2011) as the set of abilities, qualities, and characteristics that employers demand from employees. Employability is defined by De Vos et al. (2011) as "the continual fulfillment, acquisition, or creation of work via the optimum use of skills" (p. 438), while Hillage and Pollard (1998) describe it as the capacity to find and keep work. While labor market results are a critical indication of employability, both definitions exclude the complex set of circumstances that contribute to an individual's perception of being employable than another (Chhinzer and Russo, 2018). Chhinzer and Russo (2018) claims that leadership, teamwork, oral presentation skills, problem solving abilities, analytical abilities, relationship building abilities, and written communication contributed most to fresh graduate's career success (as measured by entry level job salary), implying that these skills or abilities increase recent graduates' employability. According to Wickramasinghe and Perera's (2010) study of 26 businesses, employers prioritize a good work attitude, teamwork, skill acquisition, and self-confidence when assessing undergraduate students' employability. In 2008, the Council for Industry and Higher Education released the results of a study of 233 firms (Archer and Davison, 2008). Their study discovered that when hiring fresh graduates, the most critical qualities and characteristics were communication skills, teamwork skills, honesty, intellectual capacity, and confidence. The most significant deficiencies in new graduates' talents were identified as commercial awareness, analytical and decision-making skills, communication skills, and effective writing skills. Industry sector has been the main tool for economic growth in Bangladesh. While there is a high demand of skilled graduates in these growing industry sector, tertiary education institutes (TEIs) are struggling to produce employable graduates for the job market (Rahman et al. 2019). Employers in Bangladesh look for higher-order cognitive and soft skills among tertiary graduates (Rahman et al. 2019). Employers outlines the following three as most desired skills in current work environment: (a) problem solving and independent thinking, (b) work attitude, and (c) positive personality (Bangladesh Institute of Development Studies, 2018). Often employers face dearth of these crucial skills among job seekers in Bangladesh. Hence investigating prior research, we collaborated other research with Chhinzer and Russo, (2018) to outline the following nine themes as most desirable traits by employers in business graduates:

**Defining conception and perception:** The students' concept understanding, initial information before learning activities, is influenced by the initial concept, their perception on the concept (Setyani et al 2017). Setyani suggest

Perception as the basic for building knowledge. If the student's perception is incorrect, it can cause a misconception (Goldstone et al., 1997). Once we understand the conception and perception of student regarding internship and employability, we can employ learning model, that will help develop the correct conception among students.

Table I: Industry expectation from fresh business graduates:

<b>Theme</b>	<b>Description</b>
<i>Continuous learning</i>	Individuals' investment in their own learning, is recognized positively by employers. Individuals investing in themselves for betterment, proved to be resourceful capital for organization.
<i>Academic achievement</i>	Students with high academic achievement have high placement history over years. Employers rely on CGPA or standardized Test scores as a metrics for student capability although employers' exposure to workers over time may lessen the influence of CGPA. Employers often prioritize subject-specific knowledge when assessing graduate student employability; however, the sort of subject-specific knowledge varies by profession or function.
<i>Generic skills</i>	Generic or transferrable skills (e.g., oral or written communication, aptitude for learning, creativity, dependability, adaptability, planning and organizing). These generic skills can be categorized into two broad categories as soft skills and problem-solving skills, which are highly sought attributes by employers.
<i>Time management</i>	Faster pace of life often asks for intensified and condensed actions. Time management is defined as a process of determining needs, setting goals to realize these needs, prioritizing and planning activities required to achieve these goals. Graduates who are good at organizing and planning seem to have an upper hand in employer perception.
<i>Teamwork</i>	Students always put emphasis that teamwork is sought after by employers while hiring. Research also validates the concept, that teamwork is a noteworthy consideration in employer assessments of graduate student employability (Chhinzer and Russo 2018)
<i>Attention to detail</i>	Quality of completed tasks, understanding organizational culture to rule orientation can be considered as Attention to Detail. Employees caring to produce a work worth quality and putting effort into mingle and work well within the organization, are highly valued by employers.
<i>Networking</i>	Building and maintaining relationships with professionals, who might be able to secure or at least help gaining employment. This can personal relationship to professionals on social platform.
<i>Extra-Curricular Activities</i>	Students often take part into activities that are out of their regular course curriculum, such as sports, music, drama, clubs etc. These activities foster positive, supportive relationships with people.
<i>Professional Attitudes and Behaviors</i>	Employees' honesty, thoughtful attitude, and resilience were identified as significant employee strengths, whereas bad meeting behavior and lack of integrity were identified as significant employee shortcomings. This Generation Z, who are labeled as C Generation meaning "connected", as its representatives are "connected to the internet"; "computerized"; "communicating"; "content-centric"; "community-oriented", "changing". (Dolot 2018). This stereotype appears to be manifested in employer's qualitative statements about graduate students. Employers want to know if graduate students are willing to contribute to routine in-role responsibilities. Employers anticipate that graduate students will participate in a feedback mechanism as part of their experience learning. Employers notice graduate students' disengagement from feedback as a significant shortcoming.



### **3. Methodology:**

The study has adopted an Inductive Approach and utilized thematic analysis outlined by Braun and Clark (2006). Thematic approach confirms the active role of the qualitative researcher when identifying patterns across the dataset and requires the researcher to be deliberative, reflective, and thorough (Braun & Clarke, 2014). So, this iterative six-stage approach helped us scrutinize students understanding towards their probable employment. First, we briefly explore the existing literature on employability to find out industry expectation from fresh graduates, and generate themes based on prior research. Then interviews were performed with ten academics who supervised Bachelor of Business Administration (BBA) students' internship programs in a university in Bangladesh. Study concluded that data saturation was reached after 8<sup>th</sup> interview, and we took two additional interview to confirm it. These interviews helped refining the instruments on which twelve online focus groups were conducted; each focus group consisted of about 30 students, and 356 BBA students from different semesters of the same university. Therefore, the present research tries to fill this gap in literature by basing the findings on academic literature, knowledge from the academician, as well as students' perception and conception towards employability. This research employs exploratory qualitative research method to investigate the current conception of Bangladeshi undergraduate students towards internship and employability. Firstly, literature review was undertaken to explore themes describing and defining industry expectations from undergraduates. Based on this review a tentative thematic table (Table I) was developed. Ten academic Internship supervisors were interviewed to gather knowledge on both students' perception building and requirements towards job market. With insights from these interviews 12 focus groups, consisting of 356 undergraduates, were conducted. These focus groups let us delve into the conception and perception building process in undergrad minds in the direction of employability. The themes emerged from these focus groups were than compared against the themes developed based on prior research. This triangulation helps us to find the gap that exists in students' conception, also enabled us to strategize a proper perception model for students to have a holistic idea on employability.

**Sample Description and Research Instrument:** The university covered in this study has Internship as a prerequisite to complete graduation for business students. After completing their course works, students seek internship in organization and continue a minimum three-month period internship in the affiliated organization. Students need to submit a report based on their

activities and experiences throughout this internship period at the end of their internship semester. Each student is assigned an internship supervisor, who will guide the respective student during his internship tenure and help him with writing their report. Purposive sampling technique has been utilized to approach twelve internship supervisors, for their valuable insights on the preparedness of students for internship and eventually employability. These twelve academicians have experience of supervising internship students for minimum three semesters. Considering the Covid-19 situation a Google Form was created with 10 open ended questions for the Internship supervisors. We designed the questionnaire in a manner that it requires 10-15 minutes maximum to get a participant's feedback. The questionnaire focused on two major areas: the preparedness of the students for internship and qualities important for a successful completion of internship. Out of the 12 experts approached 10 responded back with their valuable insights, having a response rate of 83%. Based on the feedback, we outlined the topics to be discussed in the focus group discussion. Focus groups provide an opportunity to encourage triangulation in research (Denzin, 1978) as it complements other qualitative approaches, such as in-depth interviews. The participants of the focus groups were university students from the same university as the Internship supervisors, dwelling in second semester to eight semester. Their age group range from 20-25. They are fulfilling their course work to get a Bachelor of Business Administration (BBA) degree. They come from different academic discipline, such as majoring in Marketing, Accounting, Finance, Management Information System to Human Resource Management and others. Once again due the global pandemic situation the focus group discussions were conducted via Microsoft Teams and occurred from July-September 2021. The topics laid out for discussion in focus groups were:

- (a) Awareness regarding Internship: What is it, when did you first heard about it and from where etc.
- (b) Acquiring internship: How, when, and where one should look for it.
- (c) Preparedness: What qualities to acquire for successful placement.
- (d) Confidence: How confident are students in securing a good internship

Each focus group lasted 30-40 minutes with cooperative participation from students. These interviews and focus group discussions were conducted so that themes that emerged from literature could be contextualized and compared to Bangladesh. To validate themes outlined from the literature this data collection procedure was carried out, to see if these themes can be

transferrable and hence comparable in Bangladeshi context as outlined by Britten et al. (2002) and Thorne et al. (2004).

#### 4. Result and Discussion

A hybrid approach to thematic analysis was adopted in phase 1 and phase 2 of this study (Boyatzis, 1998). This approach allows deductive as well as inductive analysis of themes. Under this method, a hybrid of a “prior-research-driven approach” and “data-driven approach” was utilized (Boyatzis, 1998). Themes that were derived from the existing body of knowledge allowed researchers to understand the industry expectations from fresh graduates. It outlined the attributes employers look for in graduates to foster a long-term relationship. Simultaneously themes which naturally occurred in the data were drawn out. Hence, thematic analysis was done by approaching the undergraduate students’ data. As suggested by Braun and Clarke, 2006, in step one of thematic analysis we familiarized ourselves with the data by reading and re reading the focus group transcript. (Braun and Clarke, 2006). Margin notes were kept and re-examined throughout the concept creation process. The following table provides a snippet of coding:

Table II: Sample Coding

Data Extracts	Coded for
I think to get a better company information about an internship program, we should look forward to level up our communication skills as well as we should search various sites such as linked in, bd jobs or Facebook job site.	1. Talked about Interpersonal skills
	2. Talked about Maintain relationship
I didn’t think much about internship. But i know that, i have to do it. After knowing all about it, i think i can do it.	1. Talked about the Lack of knowledge

Categories (themes) and sub-categories (sub-themes) were found using the coding handbook and the original codes (Joshi 2016). Themes were selected and built from this investigation to highlight what undergrads believe as qualities, that will make them appealing to present companies. The following diagram allows a view into the theme generation:

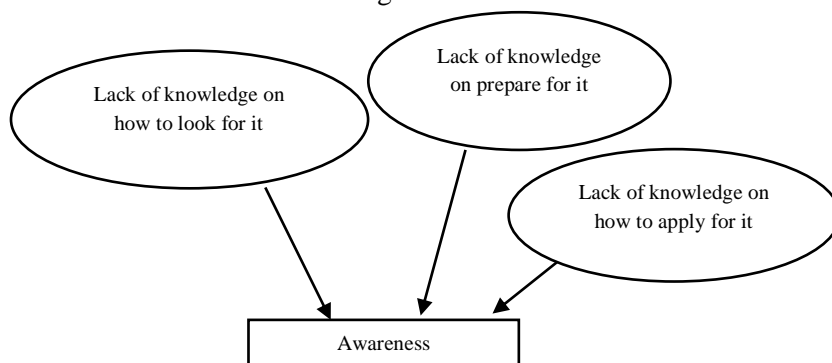


Figure 1 Theme Generation

After scrutinizing the focus group transcripts six broad themes emerged. The themes represent the traits the undergraduate students from Bangladesh consider important for securing an internship or employment. Two sub themes “Knowledge” and “Lack of Knowledge” were collapsed to form a broad theme “Awareness”. Another sub theme “Resume” evolved, and due to the lack of relevance to any broad theme, were discarded. The themes are described below in details:

**Table III: Students View on Industry Expectation**

<b>Theme</b>	<b>Description</b>
<i>Awareness</i>	This theme involves gaining information on Internship. Knowledge on what an internship is, how to look for it to how to get prepared for this event.
<i>Academic Achievement</i>	Academic achievement involves getting higher CGPA and also having a higher mental aptitude.
<i>Generic skills</i>	Generic or Transferrable skills include both soft skills and problem-solving skills. Soft skills consist of interpersonal skills, written communication skills, verbal communication skills and others. Whereas problem-solving skill takes into consideration adaptability, leadership skills, and creativity.
<i>Teamwork</i>	Organizations are made up of teams, and Individuals work in teams to achieve collective results. Working in teams require capabilities like communication, coordination, and cooperation.
<i>Networking</i>	Building and maintaining relationships with professionals, who might be able to secure or at least help gaining employment. This can personal relationship to professionals on social platform.
<i>Extra-Curricular Activities</i>	Students often take part into activities that are out of their regular course curriculum, such as sports, music, drama, clubs etc. These activities foster positive, supportive relationships with people.

**Awareness:** Awareness means knowledge. The focus group discussion revealed there is a gap in knowledge among students regarding internship. This lack of knowledge was prevalent among the sophomore students. They might have heard about internship as an academic requirement, but proper conception on internship was yet to develop in them. Students approaching the internship were more aware on the requirements and possibilities of internship. but then again there is also a gap that needs to be fulfilled by an appropriate perception model.

**Academic Achievement:** Academic achievement is usually determined the fulfillment of the educational goals. Chhinzer and Russo (2018) suggests a positive correlation between academic achievement and employer perceptions of graduate student employability. Students consider securing a good CGPA will ease their ways towards a good organization. “If your CGPA is above 3.00 you can apply any organization, below 3 CGPA is the main

obstacle for employment.” as mentioned by one student. With little or no prior work experience, CGPA do play a role in hiring freshman graduates.

**Generic Skills:** Bennett et al. (1999) characterizes generic or transferable abilities as those that may be transferrable to a range of employment settings. Soft skills are often mentioned as Peoples skill or Interpersonal skill, that influences the career prospect and job performance of individual. Hence Soft skills training should begin while an individual is a student, to enable them to function well both in their academic setting and in their future employment (Vasanthakumari 2019). Good oral, written communication develops strong soft skill for students. Majority of the students in the focus group discussion voiced the importance of this trait for job placement. Problem solving skill is another transferrable skill, that help individuals to adapt to new environment, lead in situations and also be creative in managing situations.

**Teamwork:** Organizations benefit from setting up teams, in terms of increased productivity, innovation, and employee satisfaction (Katzenbach & Smith,1993) and positive influence on work readiness from teamwork skills has been advocated worldwide for many years (Dunne and Rawlins, 2000). “We will be working in teams in office, if we do not do well in group work now, how we can work in office”, as one student iterated the importance of teamwork capability. Employers also places high value on team players.

**Networking:** While LinkedIn is frequently utilized by professionals, data suggests that university students and new graduates are the fastest growing segment of the LinkedIn user base (Carmack and Heiss 2018). Universities have a chance to foster efficient professional social networking. Thus, colleges may play a critical role in training students about social media skills, online communication, online safety, and professional social networking in order to improve their employment readiness (Beaman 2014). Having an influential connection may ensure securing internship and employment. Students in Bangladesh also put a lot of emphasis that a good relationship with professional might help them with placement or at least valuable information that might lead to employment. The probable connections the students will approach for placement, as emerged in focus group discussion, are personal relations, professionals on social networks and faculties from university.

**Extracurricular Activities:** Most institutions offer activities out of their regular course work, which are labeled as extracurricular activities. Extracurricular activities are often credited for developing characteristics that bestow motivation to learn and achieve more. Participating in extra-curricular activities (ECAs) allows students to exhibit skills that are not readily apparent on their résumés owing to their lack of work experience. (Roulin and Bangerter, 2013). Students demonstrated that they often take part into clubs and events to enrich their resume.

Discussion:

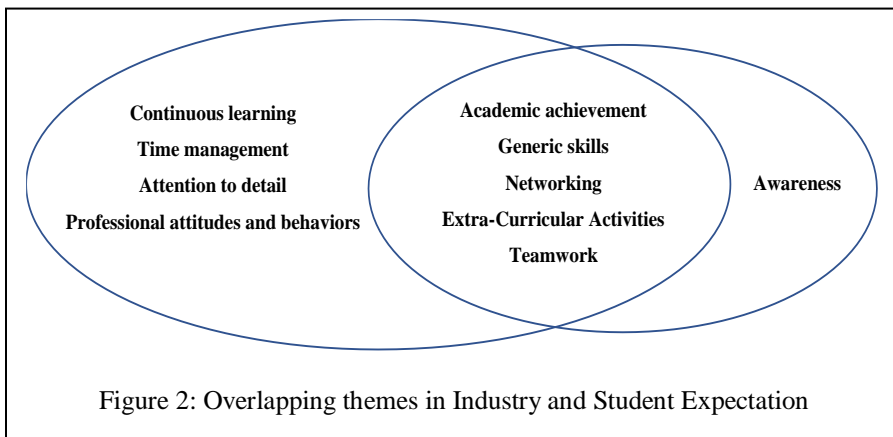


Figure 2: Overlapping themes in Industry and Student Expectation

Once we generated our six themes from focus group discussion with undergrads (Table I), we compared these with the themes emerged from literature review, revealing employers' expectation from fresh graduates (Table III). Our research identified five overlapping themes from these two tables (Figure 1). This indicates the students understanding of industry expectation matches in these three areas. But we do see few themes that have skipped both stakeholders' attention. The students fail to grasp the importance of "Continuous Learning", "Time Management", "Attention to Details" and "Professional Attitudes and Behaviors" as deciding factor of their employment. Students who are still going through the academic curriculum, may not be aware of these professional requirements valued by employers. On the other hand, students' discussion revealed that among a great portion of students prevails a lack of knowledge on internship, and hence employment. This unawareness was more prominent in students in their early years at university. They lack proper knowledge on what is internship, how to prepare for it, how to search or apply for it to what should be done it for a

successful completion of this event. Cold Email, an application to an employer, with whom you do not have any verbal or personal acquaintance, plays an important role in internship placement. Students hardly ever heard of this practice. The students who are close to completion of their course work, seems to be better knowledgeable regarding internship and job placement. They understand that a successful internship might lead to permanent employment. But even there we see a gap and the industry expectation are not fully realized by the students. This gap results in disappointment in both sides, the employers, and the job seekers.

### **5. Limitation:**

This study used a small sample drawn from one private university of Bangladesh which imposed limitations on the generalizability of the findings. Employer's perception was discounted in this case study and more relied on students' and their academic supervisors' perceptions. To generate theme on employer expectation we relied on literature review, rather than primary data. This might let us miss imminent industry expectations from Bangladesh.

### **6. Recommendation:**

The gap that leads to discontentment for employers and employees, needs to be addressed. If the student from their early academic life gets exposure to the proper perception stimuli on the requirements of the industry, it will deepen their concept towards internship and employment. This will also give them time to develop traits, sought by employers.

The following steps can strengthen the concept towards Internship:

1. Prior to internship, if students get a chance to have a taste of the corporate life, that might help to prepare them well for afterwards. In some major courses, a competition can be conducted and from there few top students might be allowed a chance to spend a week or so at a corporate house. This apprentice arrangement can be managed via personal contact of the faculty members. This exposure to the day-to-day activities at office will develop some knowledge among the students regarding job life. They might not be assigned any task, but simply observing the office environment, they will understand what actually happens at a workplace.

2. Investing in oneself is highly valued by employers. Students should be open to new experience and quick to learn a new phenomenon. Learning a new language to a new technology, will not only enrich their resume, but also present them as someone, who is eager to learn.
3. Time management is another trait students overlooked as required for employment. Throughout their academic course works, special emphasis and practices needs to be conducted to make them organized and efficient with their time.
4. Attention to details should be promoted in all coursework. Quality works and detail-oriented works should be acknowledged and incentivized to promote future precision works.
5. Some students have unrealistic expectations regarding job description to remuneration, from their internship, which leads to frustration. Positive attitude, accepting feedback, ready to ask for more responsibilities, these characteristics will make them more professionally mature and appealing to job market.

## **7. Conclusion:**

The study discovered that freshers are eager to learn and adapt to new situations when they enter university, whereas academic institutions try to instill the work-related skills when they are almost at the end of their course works. Eventually if the students get to see and experience the requirements of the industry from the very beginning of their university life, their perception towards employment will get proper ingredients to build a correct and strong conception towards internship, and thus employment. Bangladesh is a fast-growing country with a workforce, that has a lot to offer and contribute to this growth of economy. The dearth in knowledge on the gap in student perceptions of industry expectations, might sloth the pace of economic acceleration. The findings from this study will try to fill the void in knowledge, that will help both students to prepare and industry to benefit. This study will aid academics and practitioners in reconciling divergent perspectives on curriculum creation and career orientation in order to better prepare business graduates for the workforce.



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