STUDENTS ATTITUDE TOWARDS VALUE OF SUMMER INTERNSHIP IN BUSINESS MANAGEMENT EDUCATION

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ABSTRACT
Internship in business education is considered one of the most important elements as it provides students a better insight about the industry. Internship experience helps students to understand how classroom learning connects with business world. Present study explores the attitude of business management (MBA) students towards summer internship. Study consists of 120 respondents from different business education institutions of south Haryana. The study examines the positive and negative attitude of 60 final year students who have completed their summer internships and 60 1st year students who will go through the process after completing their current academic year. Various statistical tools like Mean, S.D and independent T-test was applied to analyze the result. The result shows positive attitude of both the years of students does not differ significantly, but the negative attitude of both the years of students differ significantly.

Keywords: Attitude, Positive, Negative, Students, Internship

INTRODUCTION
Master degree of business management is considered most prestigious and valuable degree. Students get admission in business management course to get a job or to become a successful entrepreneur. The aim of students to join this course is to increase career opportunities, to develop their skills and to enhance knowledge. The two year business management programme includes theory and practical work. Theoretical concepts are cleared through in house practices and to go through the practical work students are sent to organisations in order to deal with the real world problems. The practical work is done under the process of internship which is an integral part of this course. The internship is a 45 days to 60 days structured work experience which provide lots of benefits to students as well as organisations. Generally, internship takes place in the mid time of first and second years of course. Students can learn practical know-how through applying theoretical concepts and organisations are benefited by getting temporary employees at nominal rate. Sometime organisations offer full time job to interns if the students are excellent and meet the objective of organisations. In this way organisations apply “try before you buy” approach to selecting potential employees (Coco, 2000).

Summer internship provides an opportunity to acquire job related skills and knowledge which are not possible to learn in traditional business programs (Garavan and Murphy, 2001). Internship provides benefits after completion the course and it makes students stable in their early careers (Richards, 1984). However, case studies and laboratory practices also helpful in learning practical knowledge and applying theoretical knowledge over practical work. But summer internship creates more value to the student by imparting the practical knowledge through real word practices. Students get greater value from internships that have a specific structure and are integrated into the program of study. Student’s career plans, the structure of the internship and perceived value of internship are statistically correlated.
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(Michael, 2009). Internship provides satisfaction to the students and they learned more about the company or career in which they interned (GMAC Report, 2008).

OBJECTIVES

1. To know the attitude of business management students towards summer internship.
2. To compare the positive and negative attitude of 1st year management students with 2nd year management students.

RESEARCH HYPOTHESIS

H₀₁: The positive attitude of previous year students and final year students is significantly different.
H₀₂: The negative attitude of previous year students and final year students is significantly different.

METHODOLOGY

Objective of the study is to compare the attitude of 1st year business management students and 2nd year students towards summer internship. To complete the investigation primary and secondary both type of data is used. Primary data was collected from 120 respondents (60 from MBA 1st year and 60 from MBA 2nd year) belongs to different management institutes of south Haryana. Random sampling method was used to collect the data with the help of questionnaire which is based on CSAS (Communication Skill Attitude Scale). Questionnaire consists of 14 questions related to positive and negative attitude towards summer internship. Students were asked to rate the questions related to positive and negative attitude from 1 to 5 on likert scale wherein 1 depicts strongly disagree and 5 means strongly agree. The response was recorded after completion of summer training by the final year students.

Table 1 depicts the positive and negative statements asked to respondents. Statement 1st, 2nd, 4th, 5th, 7th, 8th, and 11th symbolize positive attitude wherein statement 3rd, 6th, 9th, 10th, 12th, 13th and 14th symbolize negative attitude.

RESULT AND DISCUSSION

This result explained in this section wherein the attitude of management students towards summer internship was discussed. Following tables depict objective wise discussion:-

Table 2 depicts the mean value of positive and negative attitude of the respondents. Mean value of overall positive attitude of 1st year students is less than the mean value of positive attitude of 2nd year students (3.89/ 3.96). Whereas the mean value of overall negative attitude of 1st year students is more than the mean value of negative attitude of 2nd year students (2.77/2.37).

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Attitude</th>
<th>1st year students Mean</th>
<th>2nd year students Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive attitude</td>
<td>3.89</td>
<td>3.96</td>
</tr>
<tr>
<td>2</td>
<td>Negative attitude</td>
<td>2.77</td>
<td>2.37</td>
</tr>
</tbody>
</table>

RELATIONSHIP BETWEEN POSITIVE ATTITUDES OF BOTH YEAR STUDENTS

With the help of independent T-test the null hypothesis was verified (relationship between positive attitude of 1st year and 2nd year students). The result of t-test is shown in table 3 where the significance value of equal variance assumed is > 0.05 which means the positive attitude of previous year students and final year students does not significantly differ and the null hypothesis is accepted.
RELATIONSHIP BETWEEN NEGATIVE ATTITUDES OF BOTH YEAR STUDENTS

Table 4 depicts the result of independent T test for negative attitude of both the year of students. The result shows the significance value of equal variance assumed row is < 0.05 which means the negative attitude of previous year students and final year students differ significantly and the null hypothesis (relationship between Negative attitude of 1st year and 2nd year students) is fails to accept.

FINDINGS

1. Positive attitude of final year students found more than the previous year students as the mean value of positive attitude of final year students is greater than the previous year students.

2. Negative attitude of final year students found less than the previous year students as the mean value of negative attitude of final year students is lesser than the previous year students.
3. No significant difference found between the positive attitude of 1\textsuperscript{st} year and 2\textsuperscript{nd} year students.

4. But in case of negative attitude significant difference is found between 1\textsuperscript{st} year and 2\textsuperscript{nd} year students.

**CONCLUSION**

Summer internship is necessary for management students as it provide students wider scope for applying theoretical knowledge and also develops employability skills among students. Present study concludes that summer internship provides better insight to understand and apply theoretical concepts which students learn in class room. The study focused on the two factors that are positive attitude and the negative attitude and it was found that summer internship does not impact the positive attitude of students but after getting the experience of summer internship the negative attitude of students reduces significantly.

**REFERENCES**


