



# The Impact of Internship Programs on Students' Career Development: A Case Study of Pakistan\*

## Staj Programlarının Kariyer Gelişimine Etkisi: Pakistan Örneği

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### ABSTRACT

The topic of this study is "The Impact of Internship Programs on Students' Career Development: A Case Study of Pakistan". The aim of the study is to evaluate the efficacy of various practicum programs in enhancing students' employability and career advancement. Furthermore, to assess the effectiveness of internship programs in Pakistan in developing students' careers and contemplating factors such as skill acquisition, professional networking, and employability outcomes. Work-based learning (WBL) is a broad term used for internships. The methodology used for this research was based on qualitative analysis. Qualitative data was collected through various websites and journals such as Jstor, Google Scholar, Science Direct, etc. The sample was one of the leading universities in Lahore, Pakistan (Lahore School of Economics). In addition to that, the university website is used to analyze the data. One of the famous research methods for the analysis of qualitative data, which is content analysis, is used for the analysis of this study. The results show that internships programs have several benefits for students, and it has a great impact on student's career development. The internship programs help students enhance their practical knowledge and help them to boost their personal and professional skills. These skills help students perform better in the workplace.

**Keywords:** Internship Programs, Pakistan, Students Career Development

### ÖZET

Staj programları öğrencilerin pratik bilgilerini geliştirmelerine, kişisel ve mesleki becerilerini artırmalarına yardımcı olmaktadır. Bu beceriler öğrencilerin iş yerinde daha iyi performans göstermelerine yardımcı olmaktadır. İşe dayalı öğrenme (WBL), stajlar için kullanılan geniş bir terimdir. Bu çalışmanın amacı, çeşitli staj programlarının öğrencilerin istihdam edilebilirliğini ve kariyer gelişimini artırmadaki etkinliğini değerlendirmektir. Bu amaca uygun olarak; Pakistan'daki staj programlarının öğrencilerin kariyerlerini geliştirmedeki etkinliğini değerlendirmek ve beceri kazanımı, profesyonel ağ oluşturma ve istihdam edilebilirlik sonuçları gibi faktörlerin etkinliği ölçülmeye çalışılmıştır. Bu araştırma için kullanılan metodoloji nitel analize dayanmaktadır. Nitel verilerin analizinde kullanılan ünlü araştırma yöntemlerinden biri olan içerik analizi, bu çalışmanın analizi için tercih edilmiştir. Nitel veriler Jstor, Google Scholar, Science Direct gibi çeşitli web siteleri ve dergiler aracılığıyla toplanmıştır. Araştırmanın örneklemini Pakistan'ın Lahor kentindeki önde gelen üniversitelerden biri olan Lahore School of Economics'i oluşturmuş ve araştırmanın verilerini analiz etmek için üniversitenin web sitesi kullanılmıştır. Sonuçlar, staj programlarının öğrenciler için çeşitli faydaları olduğunu ve öğrencinin kariyer gelişimi üzerinde büyük bir etkisi olduğunu göstermektedir.

**Anahtar Kelimeler:** Staj Programları, Pakistan, Öğrencilerin Kariyer Gelişimi

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## 1. Introduction

Transitioning from student to professional is not always easy. When students begin their careers, they face numerous hurdles. They must adapt to their new professional environment by putting their conceptual understanding into practice (Anjum, 2020: 1). Students can be helped to better implement their ideas at the workplace by combining conceptual knowledge and training with academic internships (Tynjälä, 2008: 140). Internships permit

students to acquire practical experience. Companies prefer business graduates with vital abilities and practical knowledge; thus, internships offer valued employees and qualified job applicants. Moreover, Internship programs allow students to receive training while still enrolled in their courses, saving firms money on supervision and training by offering trained staff (Anjum, 2020: 1).

Work-based learning (WBL), including internships and apprenticeships, is a key concept in public higher education and workforce development policies. WBL is also a broad term used for

\* This article relates to my doctoral thesis at Tokat Gaziosmanpaşa University, Post Graduate Education Institute.

different forms of internships. There are four mutual forms of work-based learning programs. These include internships, Co-op, apprenticeship, and practicum. Internships can be short term or long term, can be paid or un-paid, can be leading to jobs etc. Internships are seen as a win-win situation for apprentices, educators, and employers. They provide students with real-world job experience and professional networks, while employers benefit from low-cost and sophisticated workers who may become future employees. Internships are a key strategy for addressing the "skills gap," filling open positions, boosting local economies, and improving labor market conditions (Hora et al., 2017: 3). In almost every university in Pakistan, internships have become part of the academic curriculum. It is becoming necessary for every final-year undergraduate and graduate student to get some experience in any of the organizations during their final year.

A career is defined by one labor economist as "a set of experiences in the domain of labor, with aims and values and with or without development." According to the literature, Career is part of the main occupation a person has in their life before, during and after work, including work-related characters such as student, worker, and senior worker, as well as additional leisure, family, and civic responsibilities. A business exists only when people pursue it; they put people first (Super D. E., 1976: 20). It's true that until the 1960s, neither the phrase "career" nor the term "development" were often employed. After the two categories were combined, career development was more often referred to as professional psychology or development till the late 1960s (Herr, 2001: 196). "Career development is a lifelong process of self-exploration and awareness, continual acquisition of knowledge about the ever-changing world of work, and decision-making" (Knabem et al., 2020).

### 1.1. Purpose of the study

The aim of the study is to evaluate the efficacy of various internship programs in enhancing students' employability and career advancement. Furthermore, to assess the effectiveness of internship programs in Pakistan in developing students' careers and contemplating factors such as skill acquisition, professional networking, and employability outcomes.

## 2. Literature Review

### 2.1. Definition of Career

A different labor economist provides a roughly similar definition of the profession but with a stronger drive. Two industrial sociologists and one occupational psychotherapist define it as "a set of jobs establishing a profession ladder up which progression is probable," occasionally but not forever a "career," indicating what some consider to be a middle-class bias. An occupation is described by one personality and social psychologist as "an arranged categorization of ranks and roles (occupational, familial, and leisure) subsequent from the quest of embryonic principles," while binary therapy psychologists and single occupation educationalists use slightly comparable but fewer spiritual definition of "actions, work-related and others, creating a life pattern." One counseling psychologist, one school counselor, one personality and social psychologist, and two career education sources all view "career" as an "occupation", adhering to a custom that disregards the terms' specific definitions (Super D. E., 1976: 13).

According to the literature, a Career or person's professional life is the series of significant roles they have held during their pre-, during, and post-work lives. These titles encompass work-related ones like worker, student, and retiree, as well as supplementary

civic, family, and recreational activities. Professions are person-focused and only survive because people seek them (Super D. E., 1976: 20).

### 2.2. Career Stages

The career stages theory explains how workers' behaviors evolve throughout their careers. According to organizational psychologists, the stage of a person's career can impact their work experiences. This is because individuals' needs, attitudes, values, and concerns change as they age and gain experience in both their professional and personal lives (Giovanna et al., 2021: 62). Career stages are essential stages of development throughout life. The stages are classified as Growth, Exploratory, Establishment, Maintenance, and Decline phases. Each phase is distinguished by the unique significance of specific social expectations. For instance, during the exploratory stage, young people are expected to choose careers, and during the establishment stage, adults are expected to put those decisions into practice and carve out spaces for themselves in the workplace, the home, and the community. Moreover, Lee found that differences in career stages have a greater impact on certain aspects of work, both professionally and personally (Lee, 2020). Younger workers may prioritize immediate benefits like health plans and maternity/paternity leave, while older workers may prioritize retirement planning etc. Researchers have examined the significance of various work factors based on an individual's career stage (Giovanna et al., 2021: 63). When one work is completed, handling the subsequent one is made easier (Super D. E., 1976: 22).

#### 2.2.1. Growth Stage

This stage occurs between the ages of 0 and 14. The cycle begins when the individual becomes aware of an upcoming career decision (Giovanna et al., 2021: 64). This stage involves a child interacting with their house, community, and institution. It leads to an active growth of some skills, passions, and principles while neglecting and atrophying other potentials that had a particular glands and neural makeup, may become significant (Super D. E., 1976: 22).

#### 2.2.2. Exploratory Stage

This occurs between the ages of 15 and 25. The individual explores their main competencies, aptitudes, and activities with greater passion. During this stage, workers strive for mastery over their tasks and seek approval from coworkers and the organization (Giovanna et al., 2021: 64). Although the process of exploring itself starts at birth and extends across life as circumstances and individuals change, it starts in adolescence. Experimentation is putting various roles, actions, and circumstances to the test. It might be more focused on learning more about passion for or talent for a certain job, field of research, or career options, but it could not be planned or focused on objectives (Super D. E., 1976: 23).

#### 2.2.3. Establishment Stage

However certain individuals sway, struggle, or explore for a decade or beyond and some do not achieve solid professions, it generally starts in the mid-1900s. Men in their late 20s tend to seek appropriate paid positions or negotiate and settle for the most suitable job they can secure because they have more maturity, duties, and wisdom than women do. Women in this age group typically dedicate themselves to raising their families the whole time, nevertheless, some choose to pursue double-track professions and many, often without planning, return to paid work after several years away (Super et al., 1967).

#### 2.2.4. Maintenance Stage

Most individuals start experiencing it at the age of 45. However, many women go through a second establishment stage and re-exploration in their thirties. The person is worried about retaining his own against younger individuals, staying up to date with new advancements, pushing forward by striking fresh ground in his current or a related sector, or re-establishing himself in the workforce after settling into a profession and frequently into a specific job (O'Toole, 1973).

#### 2.2.5. Decline Stage

This stage pertains to the evolving and diminishing aspects of life in general and careers in particular. While some individuals continue to work in their regular roles at their normal speed and on their customary schedule until they pass away, most people go through a process of shifting their work kinds, pace, and days or hours of work (Steer, 1970).

#### 2.3. Career Development

It's true that until the 1960s, neither the phrase "career" nor the expression "development" was often employed. Since the late 1960s, career advancement was often distinguished from professional psychology when the two concepts were mixed (Herr, 2001: 196). Although the phrases vocational advice or consulting and career advice or counseling are more frequently used in historical allusions to professional growth practice than career development practice itself, they all have similar origins (Herr, 2001). "Career development is defined as an enduring process of self-exploration and mindfulness, continual acquisition of information about the ever-changing world of effort, and decision-making" (Knabem et al., 2020). Effective implementation and development of the career development programs determine the economic growth of countries. High-quality preparation of students and pursuing a career path that interests them is one of the ways for countries to ensure stable economic growth (Boat et al., 2021: 108). At the end of the 20th century, the phrase "career development," as it appears in the name of the National Professional Development Association, began to be used more and more to refer to the entire constellation of psychological, sociological, educational, physical, economic, and random factors that come together to shape a person's career actions over the course of their lifetime (Sears, 1982) and the interferences or practices that are used "to develop a person's career development or to empower that person to make additional effective career decisions" (Spokane, 1991: 22). As a result, the phrase "career development" currently refers to two sets of hypotheses, or philosophical categories: one discusses how career behavior develops over the course of a person's life, while the other examines how specific interventions alter career conduct (Herr, 2001: 196).

Workers, career advisors, academic institutions, and society at large offer programs and practices known as initiatives for career growth with the goal of assisting students and workers in making wise career decisions and advancing their careers. Academic advising, career centers, computer-based career support systems, mentoring, 360-degree evaluation, and wellness and fitness initiatives are among the entries that best exemplify this subject.

#### 2.4. Indicators of Successful Student's Career

There are several indicators that can suggest a student with a successful career ahead. While success can be subjective and varies across different fields and individuals.

##### 2.4.1. Academic Performance

Consistently achieving high grades and performing well in academic pursuits indicates a strong foundation of knowledge and skills. It demonstrates the ability to grasp and apply concepts effectively.

##### 2.4.2. Skills and Expertise

Developing specific skills and expertise relevant to their chosen field or industry is a crucial indicator of future success. This can include technical skills, problem-solving abilities, critical thinking, leadership qualities, effective communication, and adaptability.

##### 2.4.3. Internships and Work Experience

Obtaining real knowledge through internships, part-time jobs, or relevant work experience provides valuable insights into the real-world application of knowledge and skills. It demonstrates initiative, adaptability, and the ability to work in professional environments. Moreover, gaining practical experience through industry-related projects is a strong indicator of future success. Practical experience provides students with valuable insights into their field, allows them to apply classroom knowledge in real-world situations, and builds a professional network. Employers often prioritize candidates with relevant work experience, as it demonstrates a proactive approach and the ability to navigate professional environments.

##### 2.4.5. Networking

Building a strong professional network within their field can be a significant advantage for students. Engaging with professors, industry professionals, alumni, and peers can provide opportunities for mentorship, internships, job referrals, and career guidance.

##### 2.4.6. Continuing Education and Lifelong Learning

A commitment to continuous learning beyond formal education is a positive indicator. Seeking out opportunities for professional development, attending conferences or workshops, and staying updated with industry trends demonstrate a growth mindset and the willingness to adapt to evolving circumstances.

##### 2.4.7. Management Training Programs (MTO)

The goal of management training programs is to improve the management and leadership abilities of working professionals. Candidates want to improve their abilities, so they can work more effectively with their colleagues. A person must take their career objectives into account when selecting the best managerial training program (Sharma, 2022). There are various benefits of management training programs such as enhanced decision-making capacity and leadership skills, improved communication with the team, and helping students understand their roles and duties better to enhance their career in the future (Sharma, 2022). Moreover, most of the MTOs are leading to jobs. Management training programs are designed to be industry-specific as well as organization-specific, tailored to reflect the business' unique needs (Lau, 2022). Individuals develop their current management abilities while acquiring new ones in management training programs. People frequently take part in these programs to make the move into managerial roles, giving them the opportunity to get ready for the new duties. Additionally, established managers at any level can benefit from management

training programs to further their career development. These programs can be developed internally or contracted out to a third-party vendor and are available in a variety of formats, such as online, in-person, or hybrid (Indeed Editorial Team, 2023).

#### 2.4.8. Career Counseling

Finding jobs for clients is one of the goals of career counseling. Individuals who are looking for help obtaining a job may involve people who are looking to shift employment, have lost their jobs, and are fresh or returning to the workforce. A plethora of data regarding aspects associated with successful job search may be utilized to focus consulting efforts (Greenhaus & Callanan, 2006: 90). According to the research, the best approach to support individuals who are having difficulty finding employment would be to promote, assist, and reinforce increased effort in the process as well as a more thorough use of assets needed job seekers, such as expanding their use of social networks to locate leads. According to the results of the study on the variables influencing the extent and dedication of a job search, effective counseling measures should boost individuals' self-assurance in their abilities to find jobs, offer encouragement to keep going and help them improve the way they use their social networks to find leads for jobs and conduct interviews. Counseling often includes assisting clients in finding employment and joining groups that align with their values and professional objectives.

In addition, a lot of individuals who are working often check out career counseling, because they are not happy in their present jobs or are not doing their jobs well enough. While some are looking to change careers, others are looking for methods to feel more fulfilled in their existing jobs (Greenhaus & Callanan, 2006: 91). While career counselors or job searchers seem to aid the former (career or job changes), the latter require assistance that is especially focused on enhancing their performance or work happiness. Additionally, the information, abilities, and character traits that career counselors require to provide their clients with high-quality services are included in the competencies of career counseling. Large segments of the populace are underserved by current methods of providing professional development offerings, even in so-called developed nations (Greenhaus & Callanan, 2006: 92).

### 2.5. University Support for Student's Career Development and Success

#### 2.5.1. Career Counseling Services

Universities often offer career counseling services to help students explore career options, identify their strengths and interests, and develop effective career plans. Career counselors provide guidance on resume writing, interview skills, job search strategies, and networking.

#### 2.5.2. Internship and Co-op Programs

Many universities facilitate internships and co-op programs, partnering with organizations to provide students with hands-on work experience related to their field of study. These programs help students apply classroom knowledge, develop practical skills, and build professional networks.

#### 2.5.3. Job Placement Services

Universities may have dedicated job placement offices that assist students in finding employment opportunities. These offices may provide job listings, career fairs, on-campus recruiting, and assistance in connecting students with potential employers.

### 2.6. Definition of Internship

It is necessary to understand the term in general before going into its detail. After analyzing the literature, it is observed that there is no single definition of the term "internship". There are a variety of different definitions of internships and each definition varies according to the range of characteristics. Merriam-Webster defined an internship as "a progressive apprentice or alumna typically in a specialized field (such as medicine or teaching) achieving administered hands-on knowledge (as in a hospital or teaching space)" (Merriam-Webster, 2024). This description reflects what is known as workshops (in nursing) or student teaching (in education) as practicums, along with the sight that the exercise is administered and controlled to advanced students (Hora et al., 2017: 4). Moreover, the Oxford English Dictionary defined internships as, "The spot of a learner who works in an association, occasionally without salary, to increase work experience or satisfy necessities for a qualification" (OED, 2023). This explanation observes the student as a learner and reflects them to be personnel of an organization, while also raising the matter of wage, and the aim of attaining training (which is often associated with apprenticeships) (Hora et al., 2017: 5).

Work-based learning is defined as an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. In addition, we can say that work-based learning is the broad term used for internships. Work-based learning programs are classified into four forms. They include internships, co-ops, apprenticeships, and practicums (Hora et al., 2017: 6).

### 2.7. Forms of work-based learning programs

#### 2.7.1. Internship

It is defined as a temporary opening for students. A salaried or voluntary internship allows students to apply their academic knowledge to real-world tasks (Hora et al., 2017: 6).

#### 2.7.2. Co-op

An official academic program in which students work full-time in a firm while still enrolled as students. Work is consistent, organized, and project-based. Co-operatives often involve a promised arrangement between a college and a company to jointly educate students (Katula & Threnhauser, 2009).

#### 2.7.3. Apprenticeship

A structured academic program that allows students to "learn and earn", while working at a job site and taking limited academic courses. Apprenticeships typically last 3-4 years and involve on-the-job training. They can lead to professional certification and full-time employment at the job site (U.S. Department of Labor, 2024).

#### 2.7.4. Practicum

In some educational programs, students are placed in a workplace site (e.g., classroom, hospital) to perceive professional work and conduct their own activities. Students typically engage in a course related to their practicum to gain deeper knowledge and facilitate their learning (Hora et al., 2017: 6).

### 2.8. Characteristics and outcomes of internships

**Table 1**

Key variables used to study internships: Program features and student results.

Characteristics of internships	Outcomes of internships
Compensation	Student employment opportunities
Coordination between academics/jobsite	Student long-term remuneration gains
Supervisor behaviors/roles	Student academic accomplishment
Duration	Student career development/prospects
Autonomy	Employer opportunities to “trial-run” potential hires
Task clarity	Educators boost reputation of program
Frequency	
Feedback mechanisms for students	

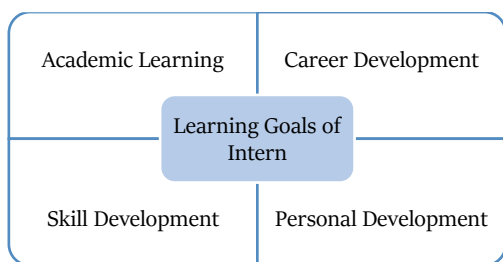
Source: (Hora et al., 2017: 7)

2.9. Learning Goals of intern

Learning is very crucial in every aspect. Learning plays a vital role in every situation. Learning is defined as a process of acquiring new knowledge, skills, principles etc. There are various learning goals of an intern which include academic learning, career, skill, and personal development as shown below in figure 1. These goals help intern to achieve new knowledge by working in various organization. Another important aspect is that it helps to Apply knowledge to the job acquired from training or classroom. Moreover, it also helps to get hand-on experience (Burayk & Kaur, 2023: 3).

**Figure 1**

Learning Goals of Intern



Source: (Burayk & Kaur, 2023: 3)

2.10. Pros and cons of internship programs in Pakistan

Internship programs have several advantages for the students as well as for the businesses. Some of the advantages of internship programs include: The goal of nearly all business schools is to motivate its students to complete internships to obtain real-world experience; Students are assessed on their hands-on knowledge through a viva voce after their internship; The government of Pakistan proposed many internship programs at the regional level to fill vacant job posts with competent individuals and Businesses favor interns as potential employees, encouraging students to enroll in internship programs. Besides having several advantages, internship programs in Pakistan also have numerous drawbacks such as a lack of collaboration between the firm and academic supervisor; Companies only provide certain tasks to students, creating a lack of opportunities for students to request their own and

firms often fail to provide adequate feedback to interns and academic supervisors (Anjum, 2020: 6).

2.11. General Internship Statistics

There are some statistics about general internships according to the National Survey of College Internships (NSCI) 2021 Report. These are as follows (Hora et al., 2021):

- Internships have a high satisfaction rating, with 36.4% of respondents indicating exceptional satisfaction.
- 47.8% of respondents took part in face-to-face internships, while 44.9% did so online.
- The usual intern enrollment procedure lasts eight and a half months.
- 67.9% of students participate in internships to get experience in a career path they want to follow, whereas 24.8% participate in internships to discover diverse career opportunities.
- Most firms recruit students through open applications.
- 66.1% of companies anticipate hiring graduates with an economics degree within the following year. 65% will hire accounting graduates, while 61.3% will seek employees with a business administration or marketing degree.

2.12. Internship Industry Statistics

There are some facts and figures about the internship industry. These include (Zuckerman, 2020):

- Internship rates are high among law clerks (86%), audit associates (85%), journalists (82%), and analysts (77%).
- Nine of the top ten highest-paying internships for 2022 are in the technology business.
- More than half of interns in architecture and engineering, sales, construction, and extraction are compensated.
- Internships in STEM fields, social sciences, and health are more difficult to come by than in other fields.

3. Methodology

There were different research methods used to gather data such as qualitative methods and quantitative methods. The qualitative method is a type of method that deals with words and their meanings, whereas the quantitative research method deals with numbers and statistics. There are various techniques used to gather qualitative data such as case studies, observations, interviews, focus groups etc. On the other hand, quantitative data is collected using different tools such as questionnaires, surveys, etc.

The research method used solely for this study is the qualitative research method. Numerous journals such as Jstor, google scholar, Science Direct etc. are used to gather data for this study. In addition to that, the university website is used to collect data about bachelor's and master's students of various fields and much more. The data collected was related to the internships students get during their studies and the internship programs leading to jobs. The university selected for this study is one of the main business schools in Lahore, Pakistan (Lahore School of Economics, 2024).

There are various approaches used to analyze qualitative data. These include content analysis, thematic analysis, textual analysis, and discourse analysis. The approach used for this study to analyze qualitative data is content analysis. Content analysis is defined as illustrating and classify common words, expressions, and concepts in qualitative data.

#### 4. Findings

The results of this study are gathered after analyzing the literature in detail and through the data available on the website of the university (Lahore School of Economics), as the content analysis method was used to analyze the results of this study. The result shows that nearly all professional schools in Pakistan are concentrating on encouraging their students to improve applied knowledge through internships; Secondly, oral examination of students is led after the accomplishment of their internship period in order to assess their hands-on practice; Thirdly, the government of Pakistan is offering diverse internship programs at the regional level to fill unfilled job spots with the exact job candidates; and Lastly as firms desire their interns as their forthcoming workers (Anjum, 2020: 6).

According to the past studies done on this subject, it is observed that most of the students did not opt for internship program during their studies before, and the main reason for this is that they do not get sufficient time during their studies and it becomes hard for them to manage both work and study together, other reason was, students said they did not want to disturb their routine and regular lectures (Gupta et al., 2020: 97). However, the students who opt for internship during their studies, they said that internships have a great impact on regular studies, as studies helps them to enhance practical knowledge, helps to understand curriculum better and last but not the least internships help to achieve professional competencies. In addition to that, most of the internships were done in Marketing (Sales) departments by the students who opted for internships during their studies. Moreover, 80% of the students said that internships become very helpful for them in their regular studies to get practical knowledge (Gupta et al., 2020: 95).

In Lahore School of Economics, there is a placement office that conduct various programs for the continuous development and training of the students. Mostly importantly, this office also helps alumni to create connections. However, the main goal of the placement office is to build a strong connection between students, alumni, and the job market. Thus, to emphasize the relevance of professional training alongside academics through part-time jobs and internships, resulting in greater employability for students. (Lahore School of Economics, 2017). The other advantage of this office is they conduct online corporate meetings with companies, to know about the hiring process so that they can help the students get employment with good salaries in renowned companies, they also conduct these meetings to get feedback about alumni who are currently working in those specific companies (The Placement Office, 2020). During the last year, Lahore School of economics make internship as part of the curriculum, and it becomes compulsory for the current and new enrollments. The students will not graduate without doing an internship.

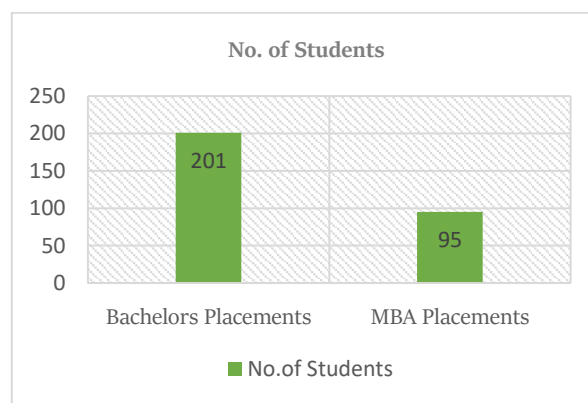
Furthermore, analyzing the university data, it was concluded that in Lahore School of Economics, almost every bachelor student did an internship during their bachelor or master studies. There are also a lot of recruitment drives that take place every year in Lahore School of Economics. Recruitment drive is the event organized by the famous companies with the help of university. They conduct some screening tests and interviews to select the best candidates for the jobs.

There are also Management training program (MTO) offered by some renowned companies such as Nestle, Fuji fertilizer, Pakistan Tobacco Company, Coco Cola etc. these companies open an application for the students to apply online and also conduct sessions in university campus. This means that the companies select some

candidates who are successful in both the tests and interviews. After that students can do training in a specific company for some period, that traineeship leads to a job. MTO is also called the internship leading to a job. So, this method also helps students to enhance their careers and it also has a great impact on student's career development as they get the chance to apply theoretical knowledge to enhance their expertise. During the training period, they learn the ways and get familiar with the company environment. It is also beneficial for the employer as they do not have to spend extra time in training of the fresh employees.

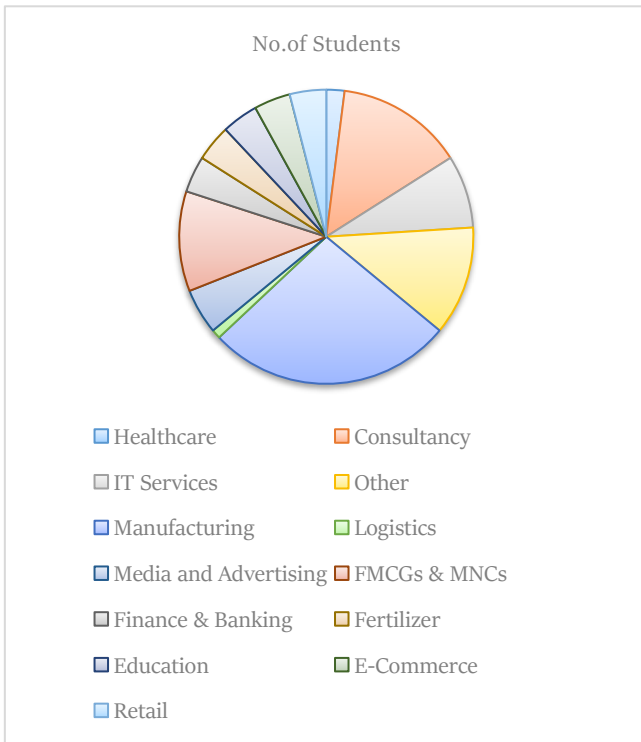
After analyzing the university (Lahore School of Economics) website, it is shown that in 2023, there were 201 bachelor's placements and 95 MBA placements in 73 renowned companies which include Procter & Gamble, Coca-Cola, Reckitt Benckiser, Unilever, Akzo Nobel, Levis, Honda, Nestle etc. This is also shown in Figure 2 below (Lahore School of Economics, 2024). Moreover, both MBA's and Bachelor students are placed in a variety of different sectors such as manufacturing, retail, sales, FMCGs, etc. Master's students are placed in 13 different sectors in Pakistan. Most of the MBA students are placed in the manufacturing sector (27). The other main sectors in which MBA students at Lahore School of Economics are working are consultancy (14), FMCGs & MNCs (11), IT services (8) etc. The breakdown of sectors and the number of students of MBAs in each sector are shown below in Figure 3. Furthermore, bachelor's students are placed in 20 different sectors in Pakistan. Most bachelor students were placed in consulting (35), banking & finance (30), IT services (39), and manufacturing technical (24) sectors in 2023. There are also other sectors in which bachelor's students are also working. The breakdown of each sector of Lahore School of Economics Bachelor 2023 placements is shown in figure 4 below.

**Figure 2**  
Lahore School of Economics Bachelors and MBA Placements 2023



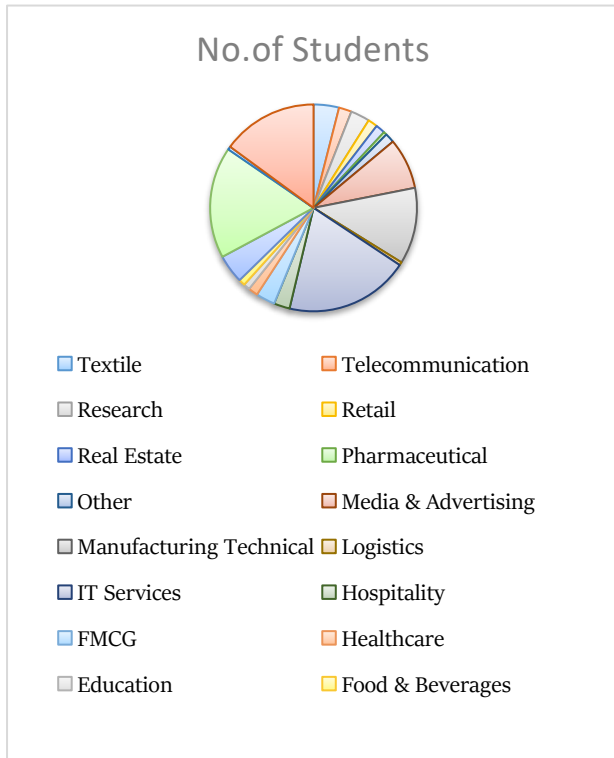
Source: (Lahore School of Economics, 2024)

**Figure 3**  
Lahore School of Economics MBA 2023 Placements in Each Sector



Source: (Lahore School of Economics, 2024)

**Figure 4**  
Lahore School of Economics Bachelors 2023 Placements in Each Sector



Source: (Lahore School of Economics, 2024)

### 5. Conclusion

To conclude, work-based learning is another name used for internship. Internships have a great impact on student’s career development in numerous ways such as internships help them to gain practical knowledge and hands-on experience. It also helps students to achieve professional competencies and helps to understand the curriculum better by applying practical and theoretical knowledge. The content analysis was done for this study, after the analysis it was observed that there exist several different kinds of internship programs. Furthermore, internship programs help students to develop real-world information. And helps students to implement practical knowledge in their workplace when they start to work in the future in renowned companies. Other than that, every university in Pakistan is making internships compulsory for students and making it part of the curriculum. This helps the students to enhance their personal and professional skills during their entire course period. So, when they go to the workplace, they will not get any hurdle. This will be beneficial for both the employees as well as the employers. Last but not least, companies that give internships to students benefit from knowing the talents of their interns, making it easier to find the ideal fit for the job. Lahore School of Economics also included internship in the academic curriculum and make it compulsory for current students and new enrollment. Placement office of Lahore School of Economics helps students in making career choice decisions, provide them with career counselling and also contacts various companies to learn about the hiring process to help get students employment in big companies such as Pakistan Tobacco Company, Coca Cola, etc.

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