

## Students Psychology towards Bridging the Gap between Academia and Corporate

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### Abstract

This research paper explores the perceptions of students towards bridging the gap between academia and the corporate sector, with a focus on understanding the effectiveness of internships in achieving this objective. A quantitative research methodology was employed to gather data from 266 undergraduate and postgraduate students in a leading South Indian university. The study utilized a Likert scale-based questionnaire to assess students' perceptions related to practical skills, industry exposure, and the integration of real-world projects in the curriculum. The findings reveal that students hold a positive perception towards bridging the gap between academia and the corporate sector. Moreover, they view internships as an effective medium in enhancing their practical skills, knowledge, and employability prospects. The research underscores the importance of integrating practical learning experiences and fostering connections with the corporate sector to better prepare students for their future careers. These findings have implications for academic institutions and the corporate sector in their efforts to bridge the gap and create a more industry-ready workforce.

**Keywords:** bridging the gap, academia, corporate sector, internships, practical skills.

### Introduction

In today's fast-paced and interconnected world, the chasm between academia and the corporate sector has become increasingly evident. While academic institutions strive to impart theoretical knowledge and foster critical thinking, the corporate world demands practical skills and real-world problem-solving abilities. This gap poses significant challenges for students transitioning from the classroom to the professional sphere, leading to a growing interest in bridging the divide between academia and the corporate world. This essay seeks to explore the psychology of students in their approach towards this critical aspect of modern education. The relationship between academia and the corporate sector has long been a topic of debate and speculation. Historically, academic institutions have operated in isolation, with a primary focus on research, theoretical exploration, and knowledge dissemination. On the other hand, the corporate world has been characterized by its results-driven approach, emphasizing practical applications and economic efficiency. As students grapple with the prospects of their future careers, they are confronted with the challenge of reconciling the often contrasting principles and methodologies of these two domains. One prevailing psychological response among students is optimism and enthusiasm towards bridging the gap. Many students recognize the potential benefits of forging a stronger connection between academia and the corporate world. They believe that such integration could offer them invaluable practical experiences, internships, and employment opportunities that complement their academic knowledge. This optimism is fueled by the desire to be better prepared for the job market and to make a meaningful impact in their chosen fields. However, alongside optimism, there exists a significant amount of skepticism among students. They may question whether the intertwining of academia and corporate interests could lead to biased research,

compromised educational integrity, and a prioritization of profit-driven motives over the pursuit of knowledge for its intrinsic value. This skepticism often arises from concerns about the potential commercialization of education and the erosion of the academic foundation that universities are built upon.

In their quest for practical learning and employability, students demonstrate a strong psychological desire to develop skills relevant to the corporate world. They understand that theoretical knowledge alone may not suffice in the job market, and they seek opportunities to apply their learning in real-world scenarios. As a result, students often emphasize the importance of project-based learning, internships, and industry collaborations to bridge the gap effectively. While practicality is essential, some students fear that excessive focus on industry relevance may dilute the depth and rigor of their education. They may worry that an overemphasis on employability could overshadow critical thinking, creativity, and the pursuit of intellectual growth. Striking a balance between theoretical and practical education becomes crucial in addressing this concern and catering to the diverse needs of students. A significant aspect of students' psychology towards bridging the gap revolves around their ambition for better job prospects and career growth. Integrating academia with the corporate world offers students a chance to gain exposure to potential employers, build professional networks, and enhance their overall employability. The prospect of securing a fulfilling job after graduation motivates students to actively seek opportunities that bridge this gap. Ethical considerations also play a pivotal role in shaping students' attitudes towards this integration. Many students are concerned about the possible conflict of interest that may arise when corporate interests influence academic research and education. They stress the importance of upholding academic integrity, independence, and the pursuit of knowledge that benefits society at large, rather than just catering to specific corporate needs. Another psychological dimension involves the emphasis on soft skills development. Bridging the gap between academia and the corporate world can highlight the importance of communication, teamwork, adaptability, and leadership. Students recognize that these skills are not only crucial for successful career progression but also for fostering harmonious work environments and building strong interpersonal relationships. In the face of an ever-evolving job market, students must adapt to the changing demands of both academia and the corporate sector. Resilience and adaptability become vital attributes for students seeking to thrive in a dynamic and competitive professional landscape. Bridging the gap can help students stay current with industry trends and acquire the skills necessary to navigate a rapidly changing job environment effectively. Furthermore, students often express a desire for collaboration between academia and the corporate sector. They view this integration as an opportunity for mutual learning and growth. By working closely with industry professionals, students can gain valuable insights, access cutting-edge technology and research, and contribute to innovative solutions for real-world challenges.

Finally, some students perceive the existing gap between academia and the corporate world as a missed opportunity. They criticize the status quo and advocate for a more seamless integration to address pressing societal issues effectively. These students recognize that collective efforts between academia and the corporate sector have the potential to drive meaningful change, promote sustainable development, and address global challenges more holistically. In conclusion, the psychology of students towards bridging the gap between academia and the corporate sector is diverse and multifaceted. It is influenced by individual values, career aspirations, and perceptions of the potential benefits and drawbacks of such integration. As we explore this phenomenon further, it is essential to consider and understand students' perspectives to create a balanced and productive connection that best serves the future of education and the professional world. The current study explores students' attitudes, perspectives, and psychological responses towards the integration of academia with the corporate sector. The paper delves into various aspects such as students' optimism, skepticism, desire for practical learning, concerns about ethical considerations, ambition for better job prospects, emphasis on soft skills, adaptability, and the importance of collaboration.

### **Review of Literature**

Rao (2018) explored the perceptions of students towards bridging the gap between academia and the corporate sector, Rao employed a qualitative research methodology. The study involved conducting in-depth interviews with undergraduate and postgraduate students from various disciplines in a leading South Indian university. The major findings revealed that while the students acknowledged the importance of practical skills and industry exposure,

they expressed concerns about potential compromises in academic integrity and the commercialization of education. Many students emphasized the need for balanced integration that preserved the core values of academia while addressing the demands of the corporate world.

Singh (2019) focused on the employability skills gap between graduates and industry expectations. Adopting a mixed-methods approach, the study surveyed a large sample of employers and recent graduates from multiple colleges and universities. The findings indicated that while graduates possessed strong technical knowledge, they lacked essential soft skills, such as communication, teamwork, and adaptability. Employers emphasized the significance of soft skills in the workplace and called for more emphasis on practical learning experiences and industry collaborations during students' academic journey.

Nair (2020) conducted a comparative analysis of career development services provided by universities. Employing a qualitative case study design, the research involved interviews with career counselors, students, and alumni from both regions. The study revealed that while universities offered a broader range of career-related programs and services, while other universities excelled in personalized counseling and alumni networking opportunities. The findings underscored the importance of tailoring career development support to regional preferences and needs.

Kumar (2021) conducted research that focused on the impact of industry-academia collaborations on students' employability in India. Employing a longitudinal design, the study tracked the career trajectories of students who participated in collaborative projects with corporate partners. The major findings indicated that students who engaged in such collaborations developed better problem-solving skills, increased their job prospects, and exhibited higher levels of confidence in their abilities. The research emphasized the significance of experiential learning and industry exposure in enhancing students' employability.

Choudhury (2019) in a study examining the role of internships in bridging the academia-corporate gap in India, employed a quantitative approach. The research involved surveying undergraduate students who had completed internships during their academic programs. The findings highlighted the positive impact of internships on students' skill development, networking abilities, and overall readiness for the job market. However, the study also revealed disparities in internship availability among students from different socioeconomic backgrounds, indicating the need for more inclusive internship opportunities.

Li (2022) conducted a cross-cultural analysis of students' perceptions of industry-academia partnerships in China and compared them to the findings of Rao (2018). Utilizing a mixed-methods approach, the research revealed that Chinese students also recognized the value of practical skills and industry exposure. However, they expressed different concerns related to potential job market saturation and the need for more vocational education options.

Fernandez (2023) investigated the effectiveness of online career development resources in a globalized context. Using a quantitative survey method, the study assessed the satisfaction levels of students and alumni from various countries with virtual career counseling platforms. The findings showed that such resources were highly appreciated, especially by international students, who faced additional challenges in accessing traditional career services.

Gupta (2022) explored the role of mentoring programs in enhancing students' employability. Adopting a qualitative research design, the study involved in-depth interviews with both mentors and mentees from different universities in India. The research highlighted the positive impact of mentoring relationships on students' professional development, self-confidence, and networking abilities.

Patel (2021) conducted a longitudinal study on the long-term outcomes of industry-academia collaborations in the United States. Using a combination of surveys and interviews, the research tracked the career progress of graduates who had participated in collaborative projects during their academic years. The findings demonstrated that such collaborations led to higher job satisfaction and improved advancement opportunities in the participants' chosen career fields.

Yang (2023) investigated the factors influencing students' decisions to pursue internships during their academic studies. Using a mixed-methods approach, the research surveyed undergraduate students from different disciplines

in a leading Australian university. The study revealed that while career prospects and skill development were primary motivators, financial constraints and academic commitments often hindered students from accessing internship opportunities.

Khan (2022) examined the impact of co-curricular activities on students' employability in Pakistan. Employing a qualitative research design, the study conducted focus groups with students involved in various extracurricular programs. The findings showcased that engagement in co-curricular activities contributed significantly to students' leadership abilities, time management skills, and overall personal growth.

Rodriguez (2023) conducted a comparative analysis of the perception of employers towards graduates from different educational systems. The study surveyed HR professionals from companies in Europe and the United States. The findings highlighted differences in emphasis between the two regions, with European employers valuing specialized knowledge and theoretical understanding, while U.S. employers prioritized practical skills and hands-on experience.

Wu (2021) explored the role of technology in bridging the gap between academia and industry. Utilizing a mixed-methods approach, the study surveyed students and employers in Singapore to understand their attitudes towards digital learning platforms and virtual internships. The research revealed that technology-enhanced learning and remote work experiences were becoming increasingly accepted and valued by both students and employers.

Thomas (2022) conducted a study on the impact of international exchange programs on students' employability and cross-cultural skills. Adopting a quantitative research design, the study surveyed students who had participated in student exchange programs in the United Kingdom. The findings indicated that such experiences not only improved students' language proficiency and intercultural competencies but also increased their global job prospects.

Kim (2023) investigated the perceptions of female students towards career development support and opportunities in South Korea. Using a qualitative approach, the study conducted focus groups with female students from various universities. The research shed light on the unique challenges faced by female students in the job market and emphasized the need for gender-specific career guidance and mentorship programs.

In conclusion, the review of literature highlights the existing knowledge on bridging the gap between academia and the corporate sector. The studies discussed in this review provide valuable insights into students' perceptions and experiences, the significance of soft skills, the role of industry-academia collaborations, and the impact of various interventions on students' employability. However, the identified research gaps emphasize the need for further exploration in cross-cultural analyses, long-term career outcomes of collaborative experiences, region-specific career development strategies, integration of soft skills in academic curricula, and the implications of technology-enhanced learning on employability. Addressing these research gaps will provide a more comprehensive understanding of how to foster a seamless integration between academia and the corporate world to better prepare students for successful careers in the evolving job market.

### **Objectives of the study**

1. The study aims to study the perception of students towards bridging the gap between academia and the corporate sector.
2. To understand the effectiveness of internships in bridging the gap between academia and the corporate sector.

### **Hypotheses**

H1: The students have a positive perception towards bridging the gap between academia and the corporate sector.

H2: Internships are an effective medium in bridging the gap between academia and the corporate sector.

## Research Methodology

In this study, a quantitative research method was employed to investigate the perception of students towards bridging the gap between academia and the corporate sector, as well as to understand the effectiveness of internships in achieving this goal. The study involved the collection and analysis of numerical data to draw statistical inferences and test the hypotheses.

### Participants:

The participants of the study were 266 undergraduate and postgraduate students from various disciplines in a leading university. A random sampling technique was utilized to select a representative sample of students.

### Data Collection:

Data were collected through a structured questionnaire that was distributed among the selected participants. The questionnaire consisted of Likert-scale items and closed-ended questions related to students' perception of bridging the gap and the impact of internships on their employability.

### Procedure:

Prior to data collection, ethical approval was obtained from the university's research ethics committee. Informed consent was obtained from all participants, ensuring their voluntary participation in the study. The questionnaires were administered in person during a designated time frame. To encourage candid responses, participants were assured of the confidentiality and anonymity of their data.

### Data Analysis:

After data collection, the quantitative data were analysed using statistical software. Descriptive statistics, such as frequency distributions, were calculated to summarize participants' perceptions. To test the hypotheses, inferential statistics, such as t-tests, were employed.

## Data Analysis

**Table 1. Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	120	45.1	45.1	45.1
	Female	146	54.9	54.9	100.0
	Total	266	100.0	100.0	

The data presents the gender distribution of the participants in the study. Out of the total 266 respondents, 120 (45.1%) identified as male, and 146 (54.9%) identified as female. The sample consists of a slightly higher proportion of females compared to males, with females representing the majority of the participants at 54.9%. This gender breakdown highlights the importance of considering gender-specific perspectives and experiences when analyzing the perceptions of students towards bridging the gap between academia and the corporate sector and understanding the effectiveness of internships in achieving this objective. Ensuring gender inclusivity in the study allows for a comprehensive examination of how both male and female students perceive and benefit from efforts to bridge the gap between academia and the corporate world.

**Table 2. Perception of the students**

	Firmly Disagree		Disagree		Neutral		Agree		Firmly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %

Academic learning should be complemented with practical skills and industry exposure to prepare students for the corporate sector.	22	8.3%	25	9.4%	16	6.0%	56	21.1%	147	55.3%
Integrating real-world projects and industry collaborations in the curriculum enhances students' employability prospects.	22	8.3%	30	11.3%	10	3.8%	53	19.9%	151	56.8%
Bridging the gap between academia and the corporate sector is essential for students' career readiness and success.	26	9.8%	27	10.2%	17	6.4%	53	19.9%	143	53.8%
Practical experiences during academic studies positively impact students' understanding of real-world challenges and opportunities.	17	6.4%	27	10.2%	9	3.4%	50	18.8%	163	61.3%
Academic institutions should foster stronger connections with the corporate sector to facilitate students' transition into the job market.	24	9.0%	22	8.3%	18	6.8%	62	23.3%	140	52.6%

The majority of respondents (55.3%) agree that academic learning should be complemented with practical skills and industry exposure to prepare students for the corporate sector. This suggests that there is a strong belief that students need to learn more than just theoretical knowledge in order to be successful in the workplace. Similarly, the majority of respondents (56.8%) agree that integrating real-world projects and industry collaborations in the curriculum enhances students' employability prospects. This suggests that there is a growing recognition of the importance of experiential learning in preparing students for the workforce. There is also a strong consensus (53.8%) that bridging the gap between academia and the corporate sector is essential for students' career readiness and success. This suggests that there is a need for closer collaboration between universities and businesses in order to ensure that students are getting the skills and knowledge they need to succeed in the workplace. Finally, a majority of respondents (61.3%) agree that practical experiences during academic studies positively impact students' understanding of real-world challenges and opportunities. This suggests that hands-on learning can help students develop a deeper understanding of the workplace and the skills they need to succeed. Overall, the survey results suggest that there is a strong belief that academic institutions need to do more to prepare students for the corporate sector. This includes providing students with opportunities to develop practical skills, gain industry exposure, and build relationships with employers. By taking these steps, academic institutions can help ensure that their graduates are well-equipped to succeed in the workforce.

**Table 3. Importance of internships**

	Firmly Disagree		Disagree		Neutral		Agree		Firmly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Internships provide valuable opportunities for students to apply theoretical knowledge to real-life work scenarios.	18	6.8%	24	9.0%	11	4.1%	58	21.8%	155	58.3%

Engaging in internships during academic studies enhances students' practical skills and industry-specific knowledge.	23	8.6%	24	9.0%	14	5.3%	53	19.9%	152	57.1%
Internships enable students to build a professional network, which improves their employability prospects.	28	10.5%	40	15.0%	10	3.8%	48	18.0%	140	52.6%
The experiences gained through internships significantly contribute to students' readiness for the corporate sector.	23	8.6%	29	10.9%	15	5.6%	40	15.0%	159	59.8%
Academic institutions should actively promote and facilitate internship opportunities to bridge the gap between academia and the corporate sector.	19	7.1%	36	13.5%	15	5.6%	51	19.2%	145	54.5%

Internships provide valuable opportunities for students to apply theoretical knowledge to real-life work scenarios. This is the most popular opinion, with 58.3% of respondents agreeing or strongly agreeing. This suggests that internships are seen as an important way for students to gain practical experience and learn how to apply their academic knowledge in the workplace. Engaging in internships during academic studies enhances students' practical skills and industry-specific knowledge. This opinion is also widely held, with 57.1% of respondents agreeing or strongly agreeing. This suggests that internships can help students develop the skills and knowledge they need to be successful in their chosen field. Internships enable students to build a professional network, which improves their employability prospects. This opinion is held by 52.6% of respondents, which is a significant majority. This suggests that internships can help students make connections with potential employers and increase their chances of getting a job after graduation. The experiences gained through internships significantly contribute to students' readiness for the corporate sector. This opinion is held by 59.8% of respondents, which is a very strong majority. This suggests that internships are seen as an essential part of preparing students for the workforce. Academic institutions should actively promote and facilitate internship opportunities to bridge the gap between academia and the corporate sector. This opinion is held by 54.5% of respondents, which is a majority. This suggests that there is a belief that academic institutions need to do more to help students gain internship experience. Overall, the survey results suggest that internships are seen as an important way for students to gain practical experience, learn new skills, and build their professional network. They are also seen as an essential part of preparing students for the workforce. Academic institutions should actively promote and facilitate internship opportunities to help students gain the skills and knowledge they need to be successful in their chosen field.

### Testing of Hypotheses

H1: The students have a positive perception towards bridging the gap between academia and the corporate sector.

**Table 4. One-Sample Test**

		Test Value = 3			
					95% Confidence Interval of the Difference
t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper

Academic learning should be complemented with practical skills and industry exposure to prepare students for the corporate sector.	13.075	265	.000	1.05639	.8973	1.2155
Integrating real-world projects and industry collaborations in the curriculum enhances students' employability prospects.	12.826	265	.000	1.05639	.8942	1.2186
Bridging the gap between academia and the corporate sector is essential for students' career readiness and success.	11.584	265	.000	.97744	.8113	1.1436
Practical experiences during academic studies positively impact students' understanding of real-world challenges and opportunities.	15.269	265	.000	1.18421	1.0315	1.3369
Academic institutions should foster stronger connections with the corporate sector to facilitate students' transition into the job market.	12.633	265	.000	1.02256	.8632	1.1819

The provided table presents the results of a one-sample test aimed at examining students' perception towards bridging the gap between academia and the corporate sector. The alternative hypothesis (H1) is that the students have a positive perception, and the test value is set at 3, representing a reference value against which the students' perceptions are compared. For the first statement, "Academic learning should be complemented with practical skills and industry exposure to prepare students for the corporate sector," the t-value is 13.075, and the p-value is reported as .000. This extremely low p-value suggests strong evidence against the null hypothesis, indicating that students' perception is significantly different from the test value of 3. The mean difference is 1.05639, which means that the average perception score is significantly higher than 3. The 95% confidence interval (CI) of the difference (0.8973 to 1.2155) supports this finding, as it does not include the test value of 3, reinforcing the conclusion that students have a positive perception towards this statement. Similarly, for the second statement, "Integrating real-world projects and industry collaborations in the curriculum enhances students' employability prospects," the results are consistent. The t-value of 12.826 and the p-value of .000 indicate that students' perception is significantly higher than 3. The mean difference of 1.05639 and the 95% CI (0.8942 to 1.2186) further strengthen the evidence that students hold a positive perception towards this statement. For the third statement, "Bridging the gap between academia and the corporate sector is essential for students' career readiness and success," the t-value is 11.584, and the p-value is .000. This, again, demonstrates that students' perception is significantly different from the test value of 3. The mean difference of 0.97744 and the 95% CI (0.8113 to 1.1436) further support the conclusion that students have a positive perception towards this aspect. The fourth statement, "Practical experiences during academic studies positively impact students' understanding of real-world challenges and opportunities," also yields similar results. The t-value of 15.269 and the p-value of .000 strongly suggest that students' perception is significantly higher than 3. The mean difference of 1.18421 and the 95% CI (1.0315 to 1.3369) provide further evidence of a positive perception. Finally, for the fifth statement, "Academic institutions should foster stronger connections with the corporate sector to facilitate students' transition into the job market," the results remain consistent. The t-value of 12.633 and the p-value of .000 indicate that students' perception is significantly higher than 3. The mean difference of 1.02256 and the 95% CI (0.8632 to 1.1819) support the notion that students hold a positive perception towards this statement. In summary, the one-sample test results consistently and convincingly indicate that students have a positive perception towards bridging the gap between academia and the corporate sector. The low p-values, positive mean differences, and confidence intervals that exclude the test value of 3 provide robust evidence to reject the null hypothesis and accept the alternative hypothesis that students view bridging the gap as essential for their career readiness and success. These findings emphasize the importance of integrating practical skills, industry exposure, and real-world projects into the academic curriculum to better prepare students for the job market and corporate environment.

H2: Internships are an effective medium in bridging the gap between academia and the corporate sector.



**Table 5. One-Sample Test**

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Internships provide valuable opportunities for students to apply theoretical knowledge to real-life work scenarios.	15.048	265	.000	1.15789	1.0064	1.3094
Engaging in internships during academic studies enhances students' practical skills and industry-specific knowledge.	13.251	265	.000	1.07895	.9186	1.2393
Internships enable students to build a professional network, which improves their employability prospects.	9.806	265	.000	.87218	.6971	1.0473
The experiences gained through internships significantly contribute to students' readiness for the corporate sector.	12.684	265	.000	1.06391	.8988	1.2291
Academic institutions should actively promote and facilitate internship opportunities to bridge the gap between academia and the corporate sector.	12.228	265	.000	1.00376	.8421	1.1654

The table provides the results of a one-sample test to assess whether internships are an effective medium in bridging the gap between academia and the corporate sector. The alternative hypothesis (H2) is that internships are indeed effective in bridging this gap, and the test value is set at 3, which represents a reference value against which the students' perceptions are compared. For the first statement, "Internships provide valuable opportunities for students to apply theoretical knowledge to real-life work scenarios," the results are compelling. The t-value is 15.048, and the p-value is reported as .000. This extremely low p-value suggests strong evidence against the null hypothesis, indicating that students' perception regarding the effectiveness of internships is significantly different from the test value of 3. The mean difference is 1.15789, which indicates that, on average, students believe internships are highly effective in bridging the gap. The 95% confidence interval (CI) of the difference (1.0064 to 1.3094) further supports this conclusion, as it does not include the test value of 3, reinforcing the idea that students perceive internships as highly effective in bridging the gap.

For the second statement, "Engaging in internships during academic studies enhances students' practical skills and industry-specific knowledge," the results are consistent with the first statement. The t-value of 13.251 and the p-value of .000 indicate strong evidence that students' perception is significantly higher than 3, supporting the effectiveness of internships. The mean difference of 1.07895 and the 95% CI (0.9186 to 1.2393) provide further evidence that students perceive internships as a valuable means of enhancing practical skills and industry-specific knowledge. Regarding the third statement, "Internships enable students to build a professional network, which improves their employability prospects," the results remain consistent. The t-value of 9.806 and the p-value of .000 suggest that students' perception is significantly higher than 3, indicating that internships are viewed as effective in building a professional network. The mean difference of 0.87218 and the 95% CI (0.6971 to 1.0473) provide additional evidence that students perceive internships as instrumental in improving their employability prospects. For the fourth statement, "The experiences gained through internships significantly contribute to students' readiness for the corporate sector," the findings align with the previous statements. The t-value of 12.684 and the p-value of .000 strongly support the perception that internships significantly contribute to students' readiness for the corporate sector. The mean difference of 1.06391 and the 95% CI (0.8988 to 1.2291) further reinforce the notion that internships are viewed as highly effective in preparing students for the corporate sector. Lastly, for the fifth statement, "Academic institutions should actively promote and facilitate internship

opportunities to bridge the gap between academia and the corporate sector," the results are consistent with the previous findings. The t-value of 12.228 and the p-value of .000 suggest that students' perception is significantly higher than 3, indicating strong support for promoting and facilitating internships to bridge the gap. The mean difference of 1.00376 and the 95% CI (0.8421 to 1.1654) provide additional evidence that students view academic institutions' active promotion of internships as beneficial in bridging the gap between academia and the corporate sector. In summary, the one-sample test results consistently and convincingly indicate that students perceive internships as an effective medium in bridging the gap between academia and the corporate sector. The low p-values, positive mean differences, and confidence intervals excluding the test value of 3 provide robust evidence to reject the null hypothesis and accept the alternative hypothesis that internships play a crucial role in enhancing students' practical skills, knowledge, employability prospects, and readiness for the corporate sector. These findings underscore the importance of internships as a valuable component of students' academic journey, helping them transition smoothly into the corporate world.

### **Findings**

Based on the results of the one-sample test, the findings suggest strong evidence to support the alternative hypothesis (H2) that students have a positive perception of internships as an effective medium in bridging the gap between academia and the corporate sector. The test value was set at 3, representing a neutral perception, and the analysis aimed to determine if students' perceptions significantly deviate from this reference point.

The key findings from the analysis are as follows:

- **Perception of Value:** The mean differences for all the statements related to internships are positive, ranging from approximately 0.87 to 1.16. This indicates that, on average, students perceive internships as highly effective in bridging the gap between academic learning and the corporate sector.
- **Significance of Differences:** The extremely low p-values for all the statements (approximately 0.000) indicate that the observed differences in students' perceptions are highly significant. These p-values provide strong evidence against the null hypothesis, suggesting that students' views of internships are significantly different from the neutral value of 3.
- **Confidence Intervals:** The 95% confidence intervals for the mean differences do not include the test value of 3, which further reinforces the conclusion that students perceive internships positively as an effective medium in bridging the gap. The confidence intervals provide a range within which we can be 95% confident that the true mean difference lies.
- **Consistency:** The findings are consistent across all statements related to internships, indicating that students view internships as valuable opportunities to apply theoretical knowledge to real-life work scenarios, enhance practical skills and industry-specific knowledge, build a professional network, and contribute significantly to their readiness for the corporate sector.

In summary, the findings of the one-sample test demonstrate a clear and consistent positive perception among students towards internships as an effective medium in bridging the gap between academia and the corporate sector. The results suggest that internships are viewed favorably as valuable experiences that contribute to students' academic and professional growth, and they are seen as instrumental in preparing students for success in the corporate world. These findings underscore the importance of promoting and facilitating internships within academic institutions to better equip students for their future careers and enhance their employability prospects.

### **Conclusion**

The conclusion of the study based on the findings from the one-sample test is that students have a positive perception towards bridging the gap between academia and the corporate sector, and they view internships as an effective medium in achieving this objective. The results indicate that students recognize the importance of practical skills, industry exposure, and real-world projects in their academic journey, acknowledging the significance of preparing for the corporate world while preserving academic rigor. Additionally, students perceive internships as valuable opportunities to apply theoretical knowledge to real-life work scenarios, enhance practical skills, build professional networks, and contribute significantly to their readiness for the corporate sector. These

findings have several implications for academia and corporate sectors. For academic institutions, the results emphasize the need to integrate practical learning experiences and industry collaborations in the curriculum to better prepare students for the job market. Promoting and facilitating internships can further enhance students' employability prospects and readiness for the corporate sector. Academic institutions should actively foster connections with the corporate world to ensure a balanced integration that meets the demands of both academia and the corporate sector. For the corporate sector, the findings underscore the value of partnering with academic institutions to offer internships and practical learning opportunities. By actively engaging with students during their academic journey, corporations can identify and nurture talent early on and develop a skilled and industry-ready workforce. Overall, the study's results provide valuable insights into students' perceptions and highlight the importance of bridging the gap between academia and the corporate sector. By addressing students' concerns and preferences, academic institutions and corporate sectors can collaboratively work towards providing a more holistic and effective educational experience, preparing students for successful and fulfilling careers in the corporate world.

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