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EXPLORING WORK PLACEMENT EXPERIENCE: CASE OF THE UNIVERSITY OF TECHNOLOGY, MAURITIUS.

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Abstract

The inclusion of job training and learning has recently been acknowledged as not only a key element of organizational initiatives to enhance learners' job readiness, but even as an organizational initiative to establish themselves in the marketable global education industry (Tran & Soejatminah, 2016). University students' work-readiness continue to be a significant issue, with Mauritian industries lamenting a lack of soft skills and real-life experiences deemed necessary for recruitment. The University of Technology, Mauritius (UTM) has completely adopted the Work Placement principles since 2014 to extend numerous options to its learners to offer relevant work experiences. The present study aims at exploring the role of the Work Placement experience among the students studying at the UTM. A survey was conducted using an online questionnaire among 230 participants to measure soft-skill development. Before and after the internship, descriptive statistics such as means, standard deviations, and varying scores were investigated using SPSS. The results reveal that students have a positive attitude toward the acquired skills and abilities through Work Placement. The majority of the students asserted that through their Work Placement experiences, they have acquired important soft skills and have become excellent team players and good communicators.

Keywords:

Work Placement, Soft Skills, Work Experience, Employability of Graduates

1. Introduction

Institutions are emphasizing the inclusion of theories and practical work experience, as well as the enhancement of learners' competencies, to improve the employability of graduates. The advantages of the learning experience aimed at streamlining observation on academic research and incorporating theory with practice involve improved job readiness, self-efficiency, instinctive

abilities, and collaboration. (Jackson, 2014; Orrell, 2011; Patrick *et al.*, 2008). Patrick *et al.* (2008) developed one of the most commonly cited definitions of this learning process, linking it to "a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum."

Mauritius, as a Small Island Developing State, is constrained by a lack of natural resources, resulting in a strong reliance on human capital (UNDESA Division for Sustainable Development, 2014). Nonetheless, despite numerous job openings, graduate employment and work readiness remain a pressing issue, with Mauritian industries lamenting a lack of soft skills and real-life experiences deemed necessary for staffing (Business Magazine, 2016). Work Placement is a critical tool used by academic institutions to supply a skilled workforce by providing opportunities for learners for the development or enhancement of both disciplinary expertise and soft skills that employers highly value. (Billett, 2009; Choy & Delahaye, 2016; Jackson, 2015; Smith, 2012; Smith *et al.*, 2014).

The University of Technology, Mauritius (UTM) has fully embraced the Work Placement component since 2014 to provide its students with a variety of opportunities to facilitate transitioning from higher education institutions to work to enhance productivity outcomes for employers and the industry. This research aims to look into the role of the Work Placement experience among the students studying at the UTM and to identify the factors, which influence the satisfaction level of the students.

2. Literature Review

Work placement is an effective pedagogical approach for increasing career development skills in students by orienting them in real-world ideologies, frameworks, and practices. Academic institutions are focusing primarily on how Work Placement can be addressed across a degree to engage learners in various activities of Work Placement to put supervisory knowledge and expertise to use. The evolution of Work Placement typologies over the last decade represents a move away from a narrow conception of Work Placement as 'Work Placements' to a much broader and widening lens of Work Placement. However, models of placement often seem to be the major source of Work Placement that can be easily identified within the framework of a degree structure whereas the non-placement varieties of Work Placement continue to be less noticeable. Work Placements whereby students undertake sustained time in a workplace with an industry partner,

are historically seen as the dominant form of Work Placement and are often integrated within accredited degrees as a mandatory activity (Patrick *et al.* 2009). These placement models, such as internships and co-ops, may be used as sandwich units (Work Placement after formal studies as part of degree) or capstones (unit in the final year of studies designed to integrate and apply to learn) and have been shown to have a significant impact on graduate employment outcomes (Silvia *et al.* 2018).

While the benefits of Work Placements are well established in the literature (Kramer & Usher 2011; Smith *et al.* 2014), however, the extent to which students engage in their Work Placements varies. Similarly, Jorre de St Jorre & Oliver (2017) explained that, even though educational institutions cannot assure learners job opportunities in their fields of expertise, Work Placements are believed to improve students' employment prospects by gaining skills, personality traits and proficiencies that maximize students' chances of finding or establishing challenging tasks. As a result, the consensus is that the degree to which learners can find work represents the degree of support they obtain from their institution (Jackson & Wilton, 2017). On the other hand, employers want degree holders with knowledge and competencies that will help them integrate into the knowledge-based economic system (Walker & Fongwa, 2017).

2.1. The Benefits of Work Placement

According to Taylor & Govender (2017), "the notion that workplace experience enhances people's prospects of employment is widely accepted". The shortage of labour with the necessary skills has increased the popularity of Work Placement at universities, as the Work Placement component conduces to producing degree holders who would be more "work-ready" therefore, employable straightaway (Smith & Worsfold, 2015).

2.1.1. Benefits to the Students:

- Gaining authentic, real-world experiences integrated with their theoretical knowledge
- Developing self-confidence and self-awareness
- Building professional networks for career development
- Developing an understanding of the relevant industry and prospects
- A possible opportunity for future employment

2.1.2. Determinants of Work Placement Effectiveness

Varieties of attributes have been proven to effectively assist graduates to understand the skills they are expected to have. While concepts like traits, attributes, and interpretations relate to

an individual's capabilities. As stated by Law & Watts (2003) and Watts (2006), employability skills consist of four elements, which are self-awareness abilities; opportunity alertness aptitudes; decision-making competencies and transition culture proficiencies. On the other hand, Succi & Canovi (2019) considered analytical, reasoning, communication and interpersonal skills as the important determinants. Likewise, Boahin & Hofman (2013) observed that communication, interpersonal skills, problem solving, adaptability, creativeness, decision-making and teamwork are the determinants in improving graduates' employability competencies.

3. Research Design and Methods

This section explores and explains the different methods used to collect and analyses the data collected for the study and embodies the objectives, the targeted population, sampling plan, the research instruments, and the questionnaire design for collecting the data. The main objective of the study is to demonstrate the importance of soft skills during Work Placement among the undergraduate students at UTM. Hence, 102 data had been collected through a well-structured online questionnaire which was developed to meet the aim of the study. All the questions were closed-ended except the quantitative questions. The questionnaires included questions on various aspects of Work Placement before and after the internship. A five-point Likert scale measured the opinions and attitudes of the students towards Work Placement. Learners were also given the chance to address questions in their own words one open-ended question at the end, giving them a stronger insight of their emotions, experiences and suggestions for future improvement about the Work Placement. Data were collected from the different schools of the University.

Reliability scores of the determinants were investigated using the alpha coefficient for learners before and after ratings, which were accepted as shown below in table 3.1.

Table 3.1: *Before and After Work Placement Reliability Coefficients of Student Survey*

Scales	Before	After
Communication Skills (5 items)	0.943	0.881
Engagement Initiative (4 items)	0.928	0.923
Engagement Teamwork (2 items)	0.878	0.892
Analytical Skills (5 items)	0.965	0.935
Leadership Skills (4 items)	0.957	0.924

(Source: Self)

Although lower thresholds are sometimes used in research, a reliability coefficient of 0.70 is deemed appropriate (Nunnally, 1978). However, reliability coefficients between 0.80 and 0.90 are typically preferred. Data analysis was performed using the SPSS version 22 and inferential analysis such as means, standard deviations, and frequencies of scores were investigated on every dimension (Communication skills, Engagement-initiative, Engagement-teamwork, Analytical Skills, and Leadership skills) and for each component. A mean score was calculated for each element indicated on the five-point scale before and after Work Placement. When screening for normality, skewness and kurtosis were used to examine the characteristics of the data. Correlations were also performed before and after the Work Placement on all dimensions.

4. Result and Discussion

The focal purpose of this section is to be able to analyse the data collected and draw meaningful conclusions about the study. It will help to derive meaningful information and knowledge used in improving and making informed decisions.

4.1. Demographics Profiles

Pie charts, bar charts and percentages have been used to depict the students' profiles.

4.1.1. Demographics Profile of Students

As shown in figure 1, the students who responded to the survey consisted of 42% male students and 58% female students. Further, shown in figure 2, 51% of the students did their work placement in Ministries, 39.2% in Private firms, 8.8% in Parastatal bodies and the remaining 1% in NGOs.

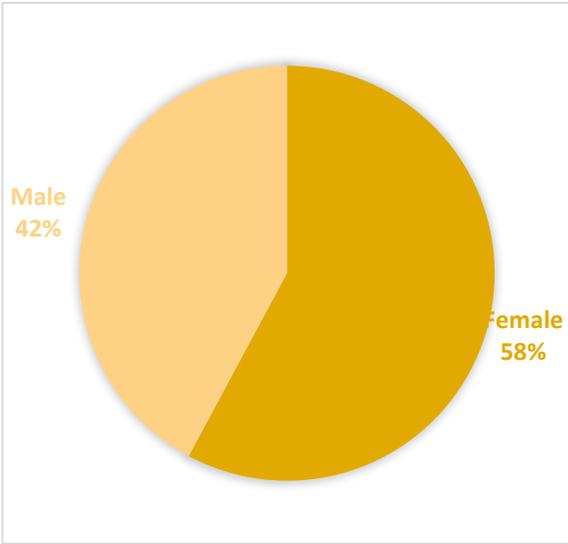


Figure 1: Gender
(Source: Self)

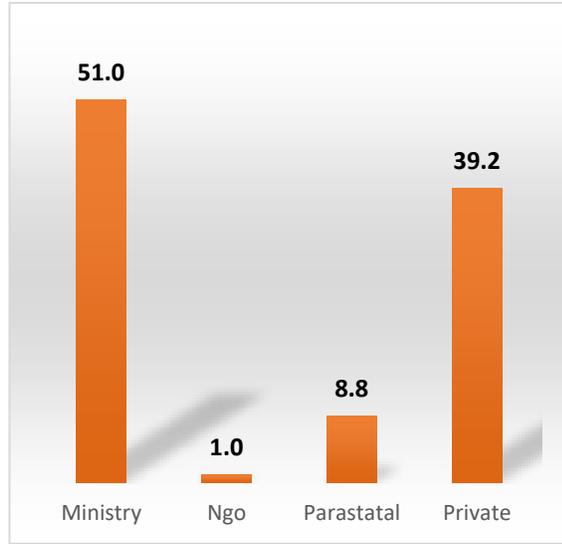


Figure 2: Type of organization
(Source: Self)

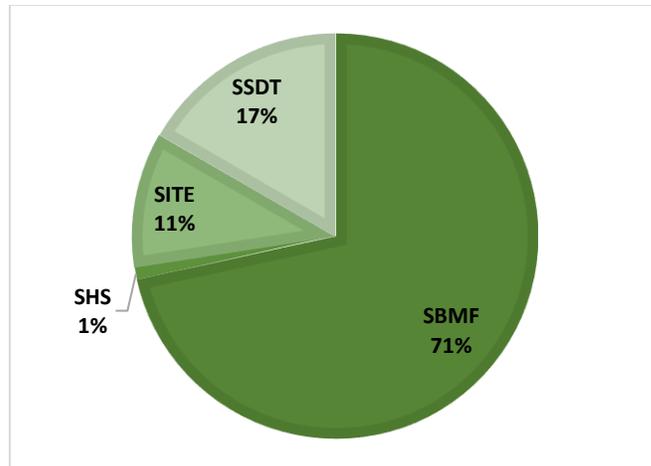


Figure 3: Schools
(Source: Self)

Figure 3 depicts that the majority of the students belonged to SBMF (71%), followed by SSDT (17%), SITE (11%) and SHS (1%). The students who responded to the survey were mostly from year 2 semester 2 and their field of study in the schools SBMF, SSDT, SITE and SHS are illustrated in figures 4-7 respectively.

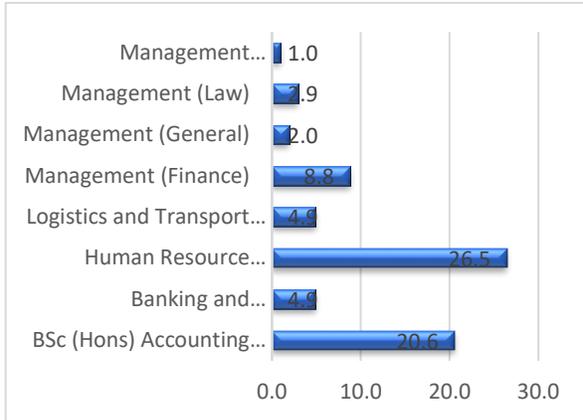


Figure 4: SBMF
 (Source: Self)

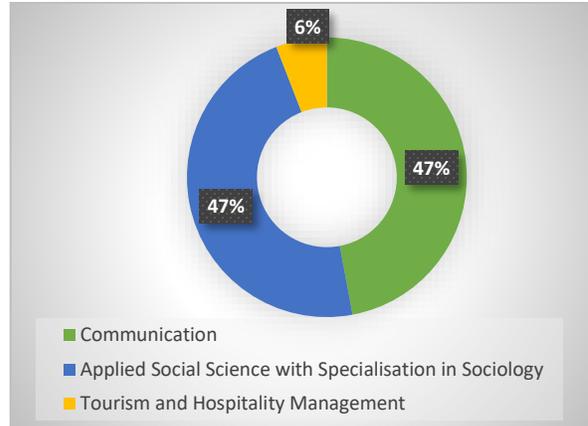


Figure 5: SSDT
 (Source: Self)

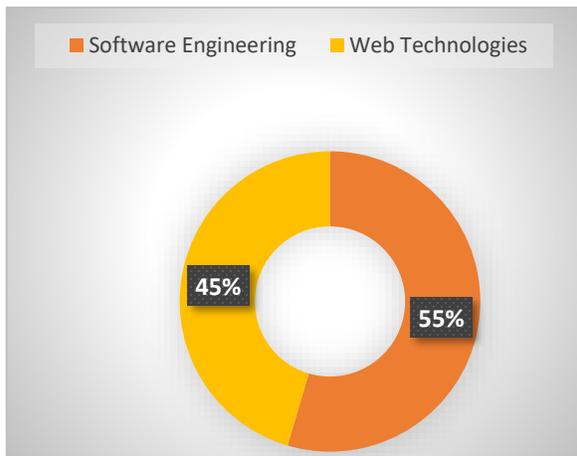


Figure 6: SITE
 (Source: Self)

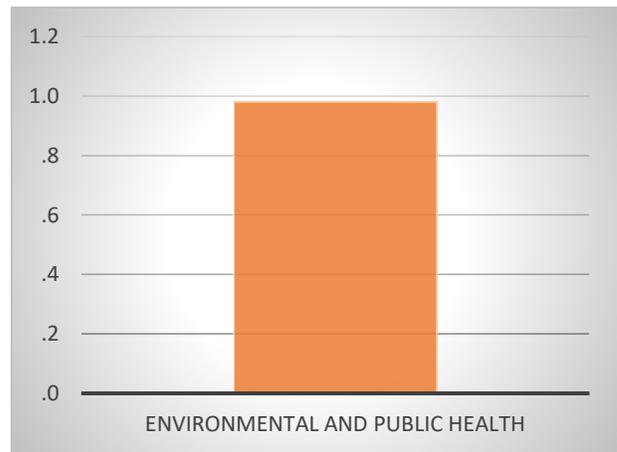


Figure 7: SHS
 (Source: Self)

It was also noted that most of the students who took part in the survey thought the Work Placement was relevant to them. (94%), whereas 6% did not find the Work Placement relevant to them.

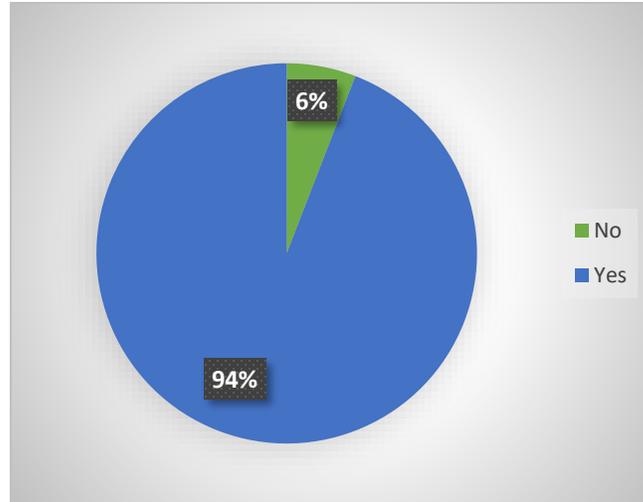


Figure 8: Relevance of Work Placement

(Source: Self)

Figure 9 describes that 91% of students agreed that they got relevant skills and knowledge through the placement and 9% disagreed with the statement. Similarly, 85% of students agreed that the placement help them to decide their future preferred job whereas 15% did not agree with the statement (Figure 10).

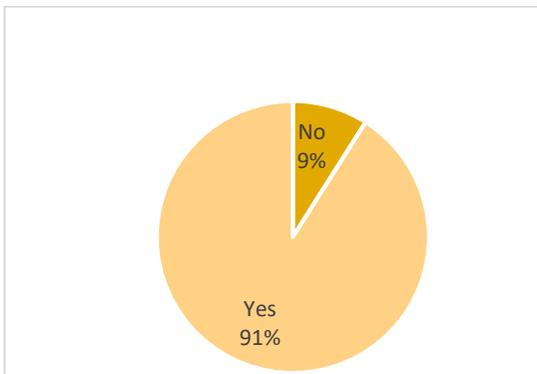


Figure 9: Relevant skills and knowledge

(Source: Self)

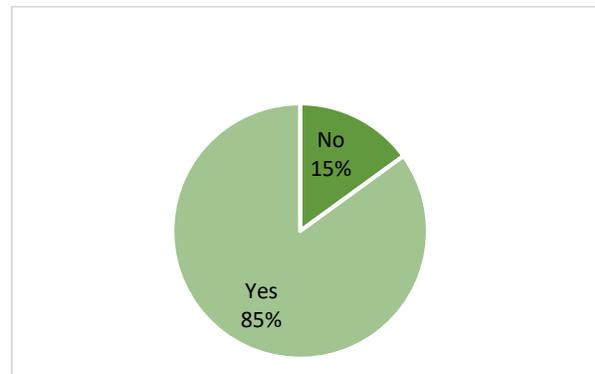


Figure 10: Help to decide their future

(Source: Self)

Figure 11 examines students' clarity regarding academic goals and it is found that the majority of the students disagreed with the statement before their internship. On the other hand, after completing their Work Placement the majority of the students agreed that they had clarity regarding their academic goals. Figure 12 identifies the student's strengths related to academic goals for both pre and post Work Placement. The results reflected that the majority of the students gained personal strengths related to their academic goals after completing their internships.

Table 4.1: Descriptive and inferential statistics pre and post-work placement scores related to their academic goals

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree					
	Frequency (Percentage)									
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Clarity regarding academic goals	4	0	47	4	23	18	16	52	12	28
2. Classification of individual qualities about academic objectives	3	0	38	12	17	16	30	42	14	32

(Source: Self)

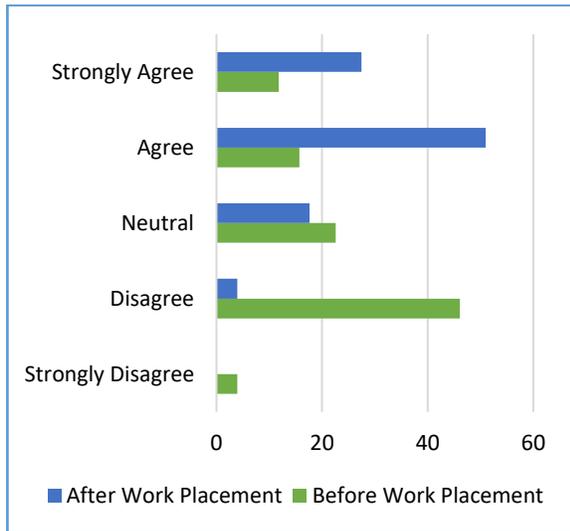


Figure 11: Awareness relating to academic objectives
(Source: Self)

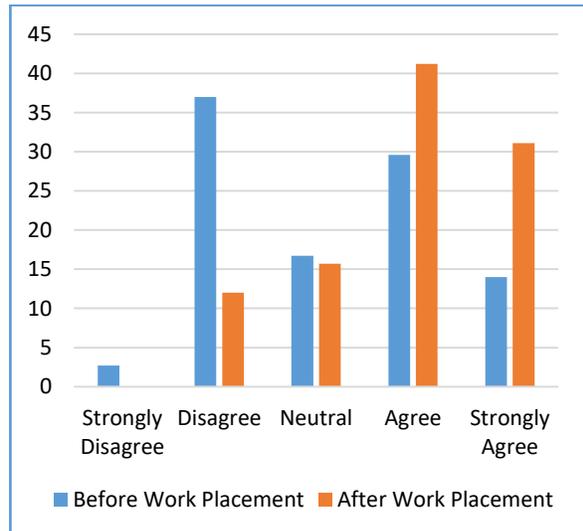


Figure 12: Personality traits about academic objectives
(Source: Self)

Figure 13 shows that the vast majority of learners agreed that they were able to identify their weaknesses related to academic goals after completing their Work Placement.

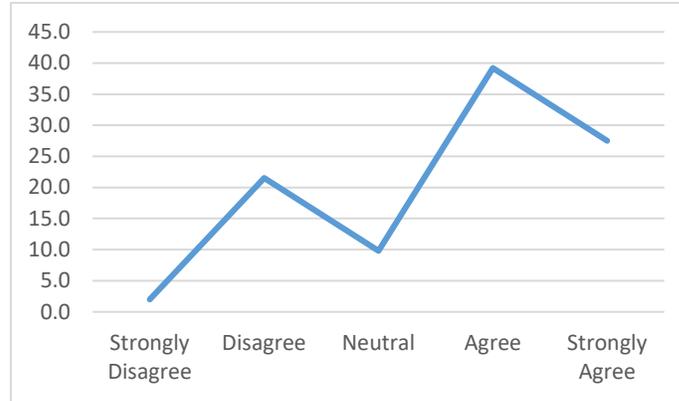


Figure 13: Personal flaws associated with academic goals being characterized.

(Source: Self)

4.1.2. Level of Knowledge and Competencies Pre And Post the Students Complete Their Work Placement.

Five soft skills scales namely Communication skills, Engagement Initiative, Engagement Teamwork, Analytical skills and Leadership skills measure knowledge and abilities of the learners before and after completing their Work Placement. The level of students' skills and abilities was assessed with a 7-item scale anchored on a 5-point rating system (1 = strongly disagree and 5 = strongly agree). It could thus be observed that students overall had a positive attitude toward the acquired skills and abilities through Work Placement. A comparative analysis below shows the skills and abilities of the students before and after the Work Placement.

Table 4.2: Skills and abilities before work placement

Communication Skills	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Frequency (Percentage)				
Communicating With The Person In Charge	2.0	21.6	14.7	41.2	20.6
Expressing Ideas And Concepts Clearly	2.9	25.5	19.6	36.3	15.7
Listening Intently	2.9	17.6	13.7	47.1	18.6
Communicating Well Orally	2.9	22.5	11.8	43.1	19.6
Communicating Well In Writing	3.9	17.6	11.8	45.1	21.6
Engagement Initiative	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Frequency (Percentage)				

Adhering With The Deadlines	2.9	19.6	13.7	43.1	20.6
Approaching A Problem Independently	2.9	27.5	9.8	44.1	15.7
Understanding Own Personal Ethics	2.9	19.6	8.8	49.0	19.6
An Interest In Learning More In The Relevant Field	1.0	21.6	15.7	38.2	23.5
Engagement Teamwork	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Frequency (Percentage)				
Make Good Usage Reviews	3.9	19.6	10.8	40.2	25.5
I Help Others To Learn	2.0	18.6	12.7	42.2	24.5
Analytical Skills	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Frequency (Percentage)				
Determining The Capabilities And Expertise Required To Accomplish A Project (E.G. Technology, Communications And Research)	2.9	20.6	12.7	40.2	23.5
Interpreting Information	2.9	20.6	5.9	50.0	20.6
Summarizing What I Have Learned	1.0	21.6	9.8	48.0	19.6
Retaining New Ideas	1.0	21.6	10.8	42.2	24.5
Recommending Solutions	4.9	21.6	11.8	40.2	21.6
Leadership Competencies	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Frequency (Percentage)				
Exerting A High Level Of Effort And Persevering Toward Goal Attainment	2.0	21.6	13.7	48.0	14.7
Believing In My Self-Worth And Maintaining A Positive View Of Myself	2.9	16.7	14.7	47.1	18.6
Choosing Ethical Courses Of Action	2.0	24.5	8.8	43.1	21.6
Persuading And Convincing Others	2.0	25.5	14.7	43.1	14.7

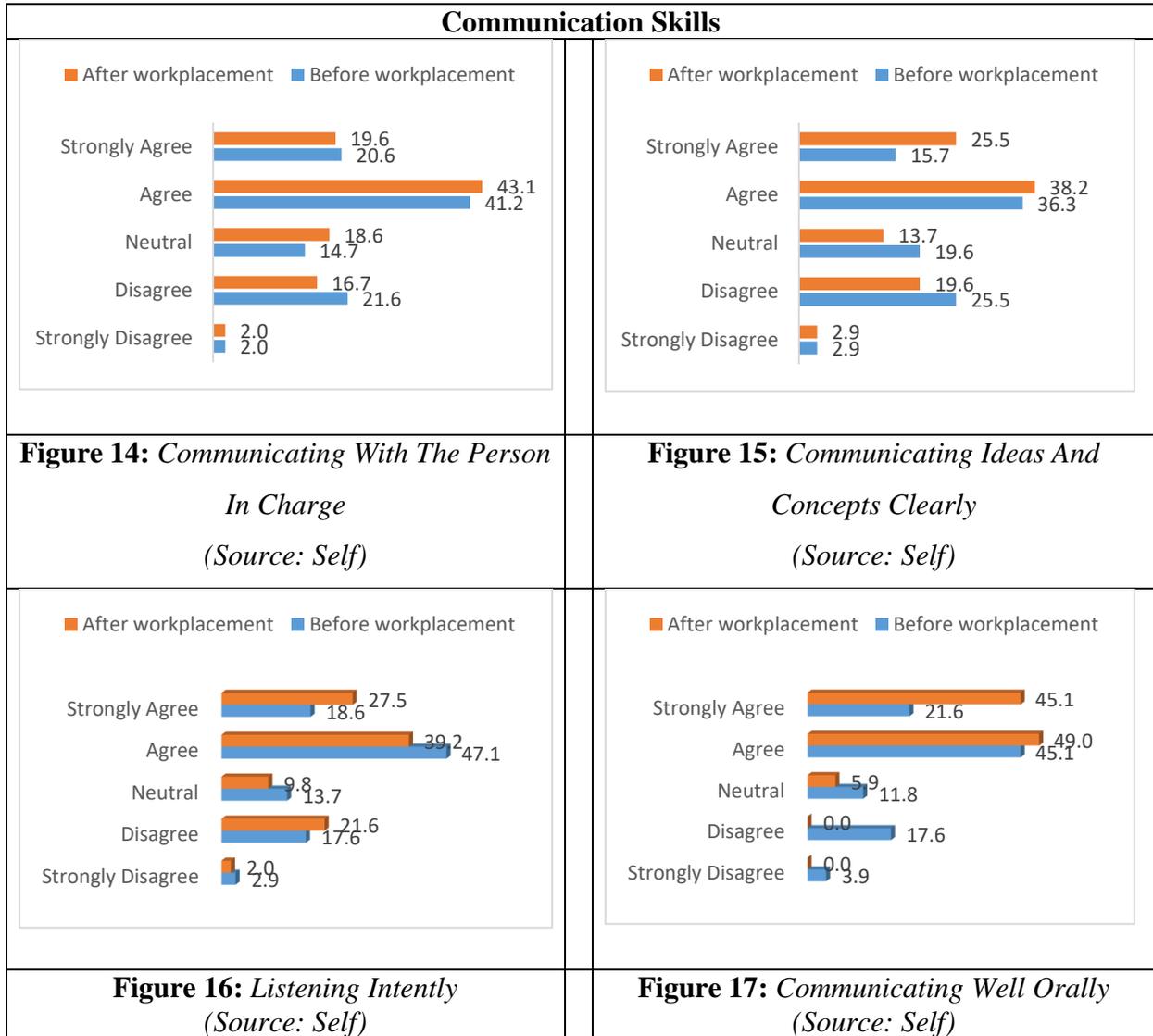
(Source: Self)

Table 4.3: Skills and abilities after a work placement

Communication Skills	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Frequency (Percentage)				
Communicating With The Person In Charge	2.0	16.7	18.6	43.1	19.6
Expressing Ideas And Concepts Clearly	2.9	19.6	13.7	38.2	25.5
Listening Intently	2.0	21.6	9.8	39.2	27.5
Communicating Well Orally	0.0	0.0	5.9	49.0	45.1
Communicating Well In Writing	0.0	0.0	11.8	49.0	39.2
Engagement Initiative	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Frequency (Percentage)				
Adhering With The Deadlines	0.0	0.0	14.7	40.2	45.1
Approaching A Problem Independently	0.0	0.0	10.8	52.9	36.3
Understanding Own Personal Ethics	0.0	0.0	10.5	50.0	39.2
An Interest In Learning More In The Relevant Field	0.0	1.0	11.8	40.2	47.1
Engagement Teamwork	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Frequency (Percentage)				
Make Good Usage Reviews	0.0	0.0	11.8	50.0	38.2
I Help Others To Learn	0.0	1.0	11.8	51.0	36.3
Analytical Skills	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Frequency (Percentage)				
Determining The Capabilities And Expertise Required To Accomplish A Project (E.G. Technology, Communications And Research)	0.0	1.0	19.6	47.1	32.4
Interpreting Information	0.0	0.0	15.7	55.9	28.4
Summarizing What I Have Learned	0.0	0.0	16.7	51.0	32.4
Retaining New Ideas	1.0	0.0	13.7	52.0	33.3
Recommending Solutions	0.0	2.0	13.7	50.0	34.3
Leadership Competencies	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Frequency (Percentage)				
Exerting A High Level Of Effort And Persevering Toward Goal Attainment	0.0	0.0	9.8	52.0	38.2

Believing In My Self-Worth And Maintaining A Positive View Of Myself	0.0	0.0	8.8	47.1	44.1
Choosing Ethical Courses Of Action	0.0	0.0	7.8	53.9	38.2
Persuading And Convincing Others	0.0	2.0	8.8	52.0	37.3

(Source: Self)



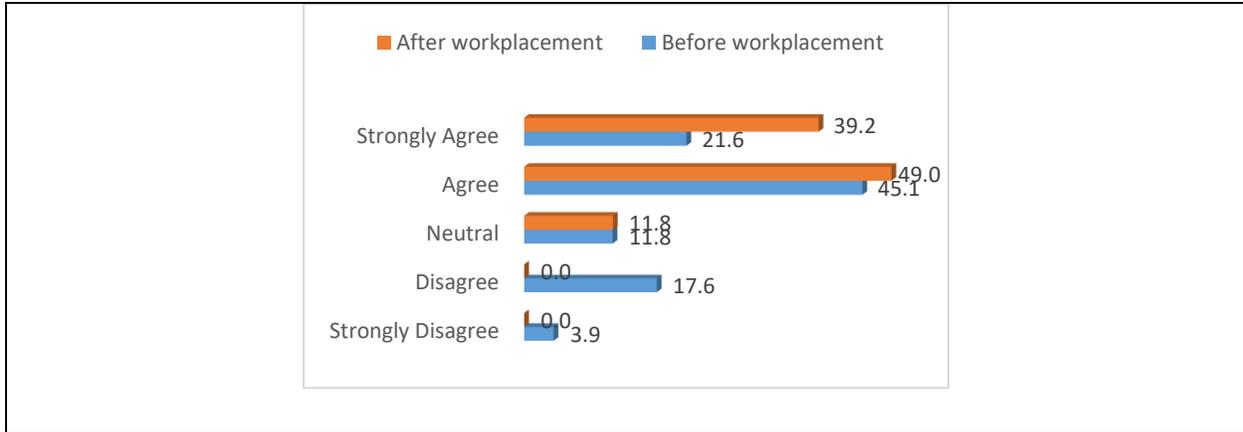


Figure 18: Communicating Well In Writing
(Source: Self)

Engagement – Initiative

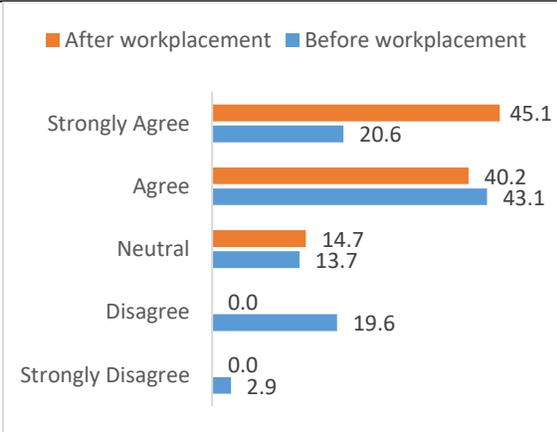


Figure 19: Adhering To Deadlines
(Source: Self)

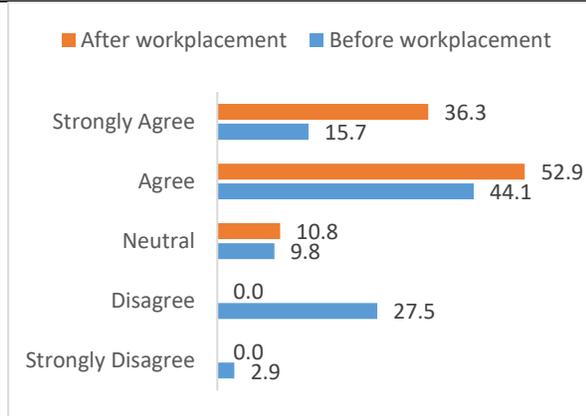


Figure 20: Approaching A Problem Independently
(Source: Self)

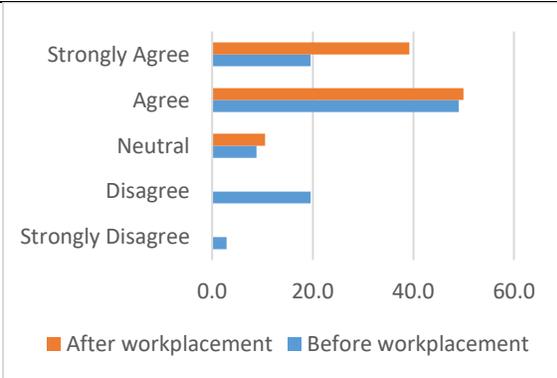


Figure 21: Understanding Own Personal Ethics

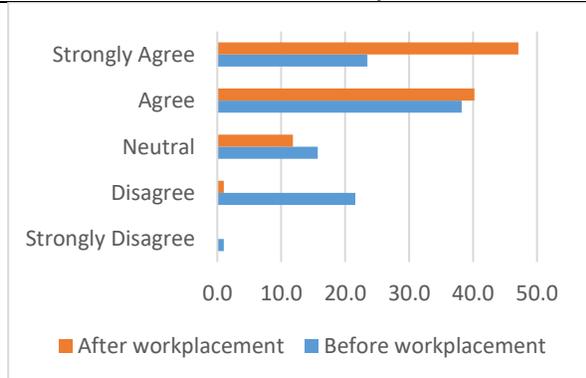


Figure 22: Interest In Learning More In The Relevant Field

<i>(Source: Self)</i>	<i>(Source: Self)</i>																																				
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<table border="1"> <caption>Data for Figure 23: Making Positive Use Of Feedback</caption> <thead> <tr> <th>Response</th> <th>Before workplacement (%)</th> <th>After workplacement (%)</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>25</td> <td>38</td> </tr> <tr> <td>Agree</td> <td>40</td> <td>50</td> </tr> <tr> <td>Neutral</td> <td>12</td> <td>15</td> </tr> <tr> <td>Disagree</td> <td>20</td> <td>2</td> </tr> <tr> <td>Strongly Disagree</td> <td>5</td> <td>0</td> </tr> </tbody> </table>	Response	Before workplacement (%)	After workplacement (%)	Strongly Agree	25	38	Agree	40	50	Neutral	12	15	Disagree	20	2	Strongly Disagree	5	0	<table border="1"> <caption>Data for Figure 24: I Help Others To Learn</caption> <thead> <tr> <th>Response</th> <th>Before workplacement (%)</th> <th>After workplacement (%)</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>18</td> <td>2</td> </tr> <tr> <td>Neutral</td> <td>12</td> <td>12</td> </tr> <tr> <td>Agree</td> <td>42</td> <td>50</td> </tr> <tr> <td>Strongly Agree</td> <td>25</td> <td>35</td> </tr> </tbody> </table>	Response	Before workplacement (%)	After workplacement (%)	Strongly Disagree	2	0	Disagree	18	2	Neutral	12	12	Agree	42	50	Strongly Agree	25	35
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<table border="1"> <caption>Data for Figure 25: Skills And Resources Necessary</caption> <thead> <tr> <th>Response</th> <th>Before workplacement (%)</th> <th>After workplacement (%)</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>25</td> <td>32</td> </tr> <tr> <td>Agree</td> <td>40</td> <td>48</td> </tr> <tr> <td>Neutral</td> <td>12</td> <td>22</td> </tr> <tr> <td>Disagree</td> <td>20</td> <td>2</td> </tr> <tr> <td>Strongly Disagree</td> <td>5</td> <td>0</td> </tr> </tbody> </table>	Response	Before workplacement (%)	After workplacement (%)	Strongly Agree	25	32	Agree	40	48	Neutral	12	22	Disagree	20	2	Strongly Disagree	5	0	<table border="1"> <caption>Data for Figure 26: Interpreting Information</caption> <thead> <tr> <th>Response</th> <th>Before workplacement (%)</th> <th>After workplacement (%)</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>20</td> <td>0</td> </tr> <tr> <td>Neutral</td> <td>5</td> <td>15</td> </tr> <tr> <td>Agree</td> <td>50</td> <td>55</td> </tr> <tr> <td>Strongly Agree</td> <td>20</td> <td>28</td> </tr> </tbody> </table>	Response	Before workplacement (%)	After workplacement (%)	Strongly Disagree	2	0	Disagree	20	0	Neutral	5	15	Agree	50	55	Strongly Agree	20	28
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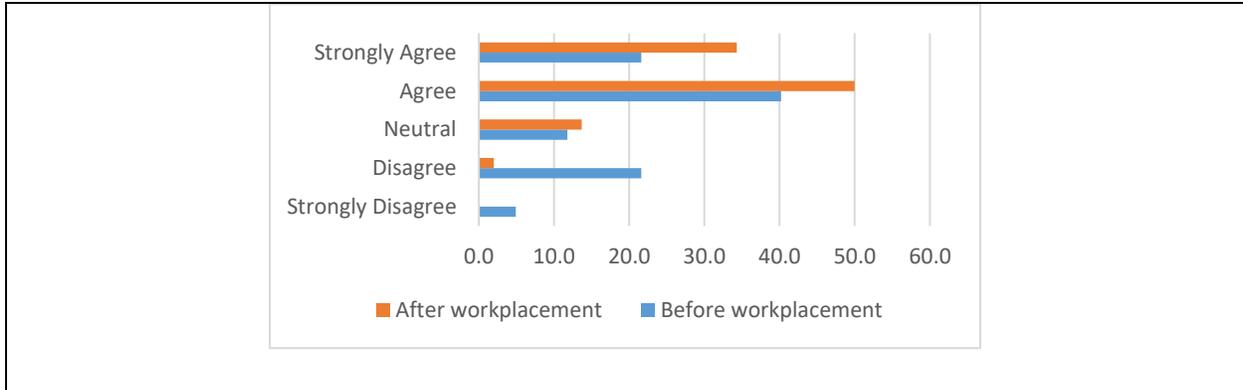


Figure 29: Recommending Solutions
 (Source: Self)

Leadership Skills

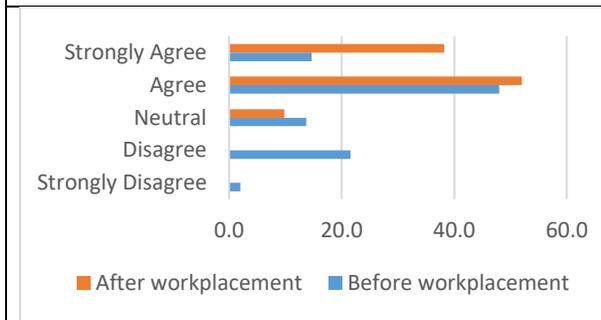


Figure 30: Exerting A High Level Of Effort And Persevering Toward Goal Attainment
 (Source: Self)

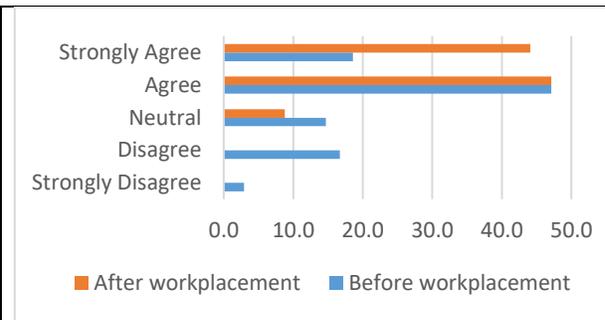


Figure 31: Believing In My Self-Worth And Maintaining A Positive View Of Myself
 (Source: Self)

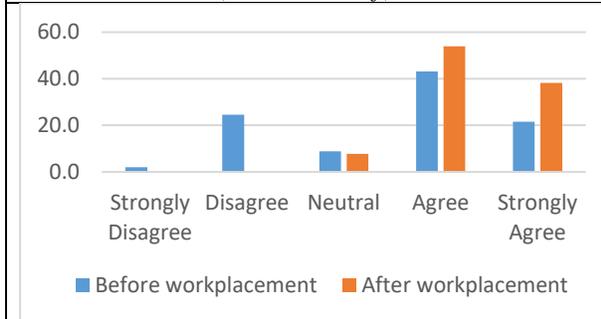


Figure 32: Choosing Ethical Courses Of Action
 (Source: Self)

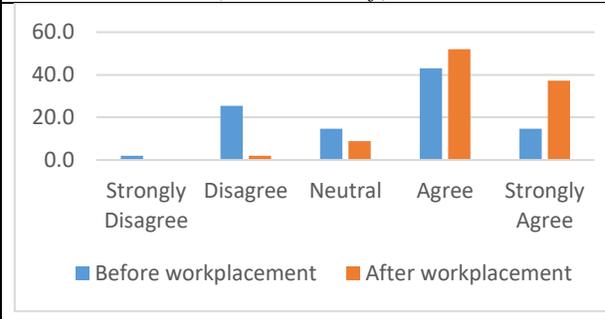


Figure 33: Persuading And Convincing Others
 (Source: Self)

At a macro level of the exploratory data analysis, a mean score for each item represented on the five scales (communication, initiative, teamwork, analytical skills and leadership skills) was

detailed for prior and after Work Placement. When screening for normality, skewness and kurtosis were used to examine the dimension of, the data (see Table 4.4).

Hair *et al.* (2010) and Byrne (2010) asserted that the result is considered normal if the skewness is between -2 and +2, and George and Mallery (2010) argue that kurtosis values between -2 and +2 are acceptable to confirm a normal univariate distribution. As a result, it is founded that the resultant data the normal distribution specifications eventually all the learners' information have been included in research findings.

Table 4.4: *Learners' Survey of Soft-Skill Improvement Statistical Analysis for Prior and After Work Placement Scores*

Scales	Prior Work Placement				After Work Placement			
	Mean	StdDev	Skewness	Kurtosis Stats	Mean	StdDev	Skewness	Kurtosis Stats
Comm	3.54	1.00	-0.52	-0.52	4.33	0.55	-0.62	-0.03
Intia	3.56	1.00	-0.68	-0.60	4.29	0.62	-0.38	-0.74
Twork	3.66	1.07	-0.53	-0.83	4.25	0.64	-0.32	-0.58
Analyst	3.62	1.05	-0.58	-0.72	4.15	0.63	-0.21	-0.70
Leadership	3.54	1.02	-0.59	-0.61	4.30	0.58	-0.37	-0.50

(Source: Self)

Correlations were also performed across all dimensions for student responses before and following the Work Placement. As expected, all five scales are highly correlated. The positive coefficients indicate that a change in one scale Work Placement influences the value of the other scale. (See Tables 4.5 and 4.6).

Table 4.5: *Student Survey before the Work Placement Dimensional Correlation*

	Comm	Intia	Twork	Analyst	Leadership
Comm	-				
Intia	0.662**	-			
Twork	0.616**	0.830**	-		
Analyst	0.668**	0.853**	0.818**	-	
Ldership	0.631**	0.869**	0.796**	0.645**	-

(Source: Self)

Table 4.6: *Student Survey following the Work Placement Dimensional Correlation*

	Comm	Intia	Twork	Analyst	Leadership
Comm	-				
Intia	0.809**	-			
Twork	0.974**	0.894**	-		
Analyst	0.833**	0.884**	0.908**	-	
Ldership	0.836**	0.927**	0.693**	0.928**	-

(Source: Self)

4.2. Discussion

The study's goal was to determine whether students were able to develop, the skills that occurred because of their internship, which included communication, teamwork, initiative, analytical thinking and leadership. The respondent results illustrated that engagement in a traineeship enhanced soft skills on all dimensions observed. Work placement entails practicing skills, facing problems, and seeking to apply them appropriately after reflecting on how the learner handled situations. The study's findings supported the role of apprenticeships as a learning strategy for learner soft-skill improvement.

5. Conclusion

This study backs up the importance of Work Placement in skills development and enhancement, not as a substitute for existing on-campus education, but as a complement to it. Work placement expands on the skills learned in educational settings by increasing learner knowledge and competence in skill usage under the guidance of a place of work supervisor. Students, as in past findings, recognized the advantages of Work Placement as prospects to perform and improve skills in a realistic setting, as well as collaborate with practitioners to develop a deeper understanding of their profession's duties and responsibilities, expectations, and objectives. Students' problems may relate to deficiencies in placement along with course speciality, organization, and strategy. As a result, while this study clearly shows that internships are essential to our country's economic development, it also emphasizes the importance of improving both components of an effective placement and undergraduate courses that produce and guide learners during their traineeship adventure.

The study recommends work placements as a teaching method to develop student soft skills based on survey results. Surveys have been used because there was no quantitative research evidence to back soft-skill improvement through traineeships, however, a descriptive interpretation could provide perspective for learner and supervisor feedback and understanding of the specific observations. The current study was the first to demonstrate the importance of soft skills during internships. One limitation faced by the current research was that the sample was quite small since the study was centred only on the limited number of undergraduate students who are studying at UTM. A bigger sample would have strengthened the validity of the findings.

Further investigation of some of the results of this study will help supervisors and students who have completed their placement to better understand the effectiveness of Work Placement.

Students who have completed their internship can be part of future research studies. In addition, attaching a Theoretical Framework will attempt to strengthen the arguments in the current study.

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