



**ENHANCING MARKETING STUDENT'S INTERNSHIP PROGRAMS ON
STRENGTHENING THEIR IMPROVISATION CAPACITY: A CASE OF BACHELOR
STUDENTS FROM UNIVERSITY OF OUAGADOUGOU**

BY

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ABSTRACT:

The study assessed how enhancing marketing student's internship programs strengthening their improvisation capacity: a case of bachelor students from University of OUAGADOUGOU. The specific objectives were to analyze the factors of enhancing marketing student's internship programs in University of OUAGADOUGOU; the extent of student's improvisation capacity in University of OUAGADOUGOU; and the relationship between enhancing marketing student's internship programs and improvisation capacity of students in University of OUAGADOUGOU. The study applied cross-sectional survey design. Target population was 201 people, while the stratified and simple random sampling techniques were used to select 67 respondents. Data collected using questionnaires, and documentary reviews. Data analysis methods were descriptive statistical methods and correlation coefficient. Findings revealed that enhancing marketing student's internship programs has a great influence on their improvisation capacity of students as indicated by significant and positive strong correlation of $r = .540^{**}$; p -value of $0.000 < 0.01$; this showed that out of other factors influencing improvisation capacity of students in University of OUAGADOUGOU, only enhancing marketing student's internship programs has a massive and really strong impact of 54.0% on the improvisation capacity of students in University of OUAGADOUGOU. The findings also stated that students themselves play the most important role to improve their problem solving, critical thinking and creativity skills. Critical thinking disposition and knowledge from students are positively associated to their individual improvisation. Although other parties can contribute to help students, to improve their skills, students' critical disposition has great role on individual improvisation capacity. This implied student needs to have positive critical thinking disposition in order to learn and improve their soft skills during internship period or even after graduate to meet the current employment expectations.

Key Words: *enhancing accounting; student; internship programs; improvisation capacity*

1. Introduction:

Internships play a pivotal role in preparing students for the business world. It is generally agreed that practical experiential activities are necessary to give students first hand skill development and knowledge which they cannot get within the confines of the classroom. The classroom environment can and will never be able to provide students with the complexities, problem analysis and solving involved in the real world (D'Abate *et al.*, 2009).

In the United States of America internships were seen as militating against their new found democracy and also that they could not provide requisite knowledge and thinking skills that were required in the modern industry. The 20th century saw a refocus on internships in which students paired classroom learning with workplace application to increase student learning and performance (Walker II, 2011).

From the employer's perspective students on internship are often an inexpensive help, a vibrant source for new ideas and potential future employees (Lam and Ching, 2006). Universities and colleges also benefit from the interface with industry, and use the feedback to continually strive to produce students who are „fit for the market. Thus, internships offer win-win opportunities for all those involved (Divine *et al.*, 2007).

The committee was given the mandate to assist in identifying and providing capacity reinforcement to graduates through the integration of theory and practice, professional development, successful work competencies, and the development of employability skills. The study was designed to see if the internship program met its primary goal of providing participants with the essential practical knowledge and soft skills to improve their employability. Unemployment among young people is also rising. The youth unemployment rate in University of

2. Problem Statement:

Governments are convinced in investing human capital to improve individuals' employability, which is why it is frequently portrayed as a solution to the issues of knowledge-based economies, such as growing unemployment and economic competitiveness. There is a push to

OUAGADOUGOU increased to 30.90% in the second quarter of 2021 from 21.7% in the first quarter of 2021, approximately twice higher than the national unemployment rate of 16.7% (National Institute of Statistics of Rwanda, August 2021).

The Government has launched several initiatives trying to identify and provide the graduates with capacity reinforcement by linking the theory to practice professional development, effective work capabilities and employability skills creation.

Internships are reasonably short-term in nature with the main focus on acquiring some on-the-job training and taking what is learned in the classroom and applying it to the real world. Interns normally have a supervisor who assigns particular tasks and assesses the interns' overall work.

In Burkina Faso, the primary sector contracted by 6.4% in 2021, after 6.5% growth in 2020, due to poor rainfall and crop areas reduced by the security situation. On the demand side, growth was driven by final consumption and net exports. Inflation was 3.9% in 2021, reflecting increased food prices. With a public debt ratio of 51.4% of GDP in 2021, Burkina Faso faces moderate risk of debt distress. The current account, which is usually in deficit, was in surplus at 3.8% of GDP in 2020 and 5.2% in 2021, owing to the increased value of gold and cotton exports.

For internships credit, generally, a faculty sponsor work alongside the site supervisor to ensure that the essential learning is taking place. Interns can be high school or college students or even adults interested in exploring a new career. The study assessed on how enhancing marketing student's internship programs strengthening their improvisation capacity especially for those bachelor students from University of OUAGADOUGOU.

rethink the learning-work interaction to strengthen tertiary education-industry collaboration. Despite the efforts made, there are still gap in employment capacity, so to integrate student internship programs was seen as solution on the existing issue but, there is a scarcity of

studies that can talk about enhancing marketing student's internship programs strengthening their improvisation capacity from universities. For University of OUAGADOUGOU, there is also insufficient published research on developing a framework for improving internship programs for

3. Objectives of the Study

The study evaluates how enhancing marketing student's internship programs increase their improvisation capacity in University of OUAGADOUGOU. While specific objectives were:

1. To analyze the factors of enhancing marketing student's internship programs in University of OUAGADOUGOU;

4. Research Hypothesis

- (1) **Ho1:** Enhancing marketing student's internship programs have no any impact on their improvisation capacity in University of OUAGADOUGOU;

5. Conceptual Review

Internship

Internships are sometimes known as practical internships, work placement internships, or industry training internships. Internships allow students to apply classroom information to a real-world, professional employment situation in the short term (Szadvari, 2008). Internship programs provide a win-win situation for students, host

Student's Internship programs

The internships allow students to work for companies in their field to gain work experience or satisfy requirements for a college course or program. For example, many accounting programs require students to complete an internship at an approved organization.

Improvisation Capacity

Structured Improvisation enables actors to create solid, coherent stories in real time which please not only the audience, but the actors as well. To improvise well, we must have a feeling for the overall structure of what we are trying to create.

marketing students. It is therefore, the study was undertaken for assessing how the enhancing marketing student's internship programs can influence their improvisation capacity at University of OUAGADOUGOU.

2. To find out the extent of student's improvisation capacity in University of OUAGADOUGOU;
3. To establish the relationship between enhancing marketing student's internship programs and their improvisation capacity in University of OUAGADOUGOU.

- (2) **Ha1:** Enhancing marketing student's internship programs have an impact on their improvisation capacity in University of OUAGADOUGOU

companies, and educational institutions. Internships allow students to not only build the skills and competencies necessary to become employable but also to apply theoretical knowledge learned in the classroom to the practical application of knowledge needed to complete a task (Maertz, 2014).

Internships connect academic coursework to practical examples, helping students gain valuable experience and more easily transition into the workforce. Some programs also require learners to complete assignments during their internship, reinforcing these newly learned skills (Szadvari, 2008).

Improvisation Capability (IC) is a higher-order factor created from measures of creativity (CE) and spontaneity (SO). It was measured with items developed by Vera and Crossan (2005), items for spontaneity and for creativity (Maertz Jr., 2014).

6. Theoretical Review

Internship Models

Various internship models are discussed in this section. The goal is to gain a complete understanding of the development and conceptual knowledge that underpins the internship program's effectiveness. The Co-op/Intern

Co-op/intern relationship model

The correct infrastructure, selection process, onboarding, work phase, supervise-coach, mentor-continuum, separation, migration within

a. The right infrastructure

There are four critical elements to focus on in infrastructure to support internship program effectiveness which are organization support, overlapping placement, process documentation and community liaison.

b. Selection Process

According to this concept, the organization should concentrate on how to move interns into higher-level positions. As a result, depending on the level of academic accomplishment, the individual, and local labor conditions or union agreements, the corporation should pay the interns 60% to 90% of an entry-level position. This assists the organization in attracting top people and empower the employer to set higher delivery expectations and demands.

c. Onboarding

According to the Co-op/intern relationship model, the current junior should prepare to onboard the new interns and move into the junior role. Most of the basic procedures such as the ordering of computer, working space assignment, review of documents etc. are done by the junior interns with the instructions to make the next onboarding experience better and smoother than their own.

d. Work Phase

The University of Nevada, Las Vegas (2008) suggested that only 20% of administrative work be given to interns. As a junior intern, this value may be closer to 90% to start declining to nearly 0% in the latter part of their senior rotation with an average of 20%. The work assigned to junior

Relationship Model, the Diaz *et al.*, (2015) Model, and the attitude-Skill-Knowledge (ASK) Model are all discussed. The Co-op/Intern Relationship Model looks at internships from the standpoint of the employer.

the organization, and organization alumni are all stressed in this approach (Organizational Biology & Other Thoughts, 2009).

interns should have pre-existing documentation for the activity.

e. Supervise-Coach

Three options are proposed by the Co-op/intern relationship model to encourage firms to hire the best and most passionate supervisors. They use ordinary labour as a means to an end, aggressively teach delegation, and mentor and coach their employees.

f. Mentor-Continuum

The company's connection with interns should progress from that of a supervisor to that of a coach, and finally to that of a mentor. Active mentoring, according to this paradigm, offers various advantages:

- ◇ Interns who have had a good internship are more likely to take a permanent position
- ◇ Engaged mentors can provide a more accurate appraisal of a person.
- ◇ Interns who have had a pleasant experience are more inclined to tell their institution, families, and friends about it.
- ◇ A happy intern is a productive intern.
- ◇ This model also encourages interns to speak with their supervisor to learn more about how the supervisor came to be in their present position, if they should stay with the organization, and what the supervisor can do to assist interns in achieving their goals.

g. Separation

Interns must perform departure interviews in the same way as permanent employees do to determine what went well with the program and

what needs to be improved. Providing interns with the opportunity to assess the program and make suggestions for modifications and improvements.

h. Migration within the Organization

Attitude-Skill-Knowledge (ASK) model

According to Vinke (2002), are an individual's ability to select and employ the knowledge, skills, and attitudes required for effective behaviors in a certain professional, social, or learning environment. These three components form the conceptual framework for the ASK model and represent the essential parts and components required by professional bodies for accounting students.

Professional attitude; according to Lewis and Bonollo (2002), professional behaviors in design can be divided into five categories:

- (1) Client negotiations, which involve task classification.
- (2) Solving problems
- (3) Accepting responsibility for the outcome: this demonstrates the designer's maturity.
- (4) Interpersonal skill: demonstrates the capacity to collaborate in a group setting.
- (5) Project management entails coordinating tasks to meet deadlines and operate as planned.

Design Student Attitude; according to Cross (2004), design students must develop the following attitudes:

- (1) The ability to gather relevant data in order to solve a design problem.
- (2) The ability to gather experiences, as professional ability is strongly dependent

7. Empirical Studies Review

Many studies have recently focused on improvisation as a critical theoretical lens for examining emergence, creativity, and adaptation (Davis, Eisenhardt & Bingham, 2009). The concept of improvisation was developed in various fields such as jazz and theatre, and the conceptual work converges on improvisation's spontaneous nature (Vera & Crossan, 2004).

According to this model, a conversion rate of 50% is the minimal threshold for accounting and financial experts. Before interns return to school for permanent roles or pre-professional internships, the company should make conditional offers to them.

on the number of experiences students obtain.

- (3) The mindset of exposing students to the great majority of design challenges in order for them to profit the most.
- (4) When dealing with any design problem, the student must take a solution-oriented approach.
- (5) Working with others, such as clients and team members, to reach an agreement.

Skills; according to Lewis and Bonollo (2002), design talents are diverse and can be characterized as follows:

- (1) Task clarifying abilities.
- (2) Concept generation abilities.
- (3) Evaluation and refinement abilities.
- (4) Design detailing abilities.
- (5) Ability to communicate results.
- (6) Overall skill demonstrated in process execution.

Tacit Knowledge; according to Friedman K. (2001), is an important component of any professional knowledge because it is the foundation of professional experiences and personal development. Explicit knowledge, according to Florin A., (2007), is significantly easier to explain and convey, and it is frequently contained in manuals, codes, regulations, and internal textbooks.

Researchers have previously looked at the connection between improvisation and organizational learning, including the transformation of organizational knowledge into beliefs and/or behaviors. Because learning can be accomplished in various ways, such as through alternative learning or trial-and-error activities, studies have established that they are distinct ideas (Moorman & Miner, 1998).

Additionally, research has shown that improvisation is a quick online learning technique for handling unforeseen circumstances that could benefit or hurt the firm (Miner et al., 2001).

Improvisation can be started or stopped, and its consequences can be shaped, through real-time information flow and organizational memory. Improvisation has numerous effects on learning, according to research. In the absence of the company's ability to create improvisation, there may be negative impacts (Miner et al., 2001).

Since improvisation is so crucial to an organization, it is best to identify the smaller-scale behaviors like employee/individual improvisation before concentrating on organizational improvisation. A person's or an employee's capacity for improvisation is an excellent behavioral trait to handle the dynamics' increasing demand (Hmieleski & Corbett, 2006).

8. Conceptual Framework

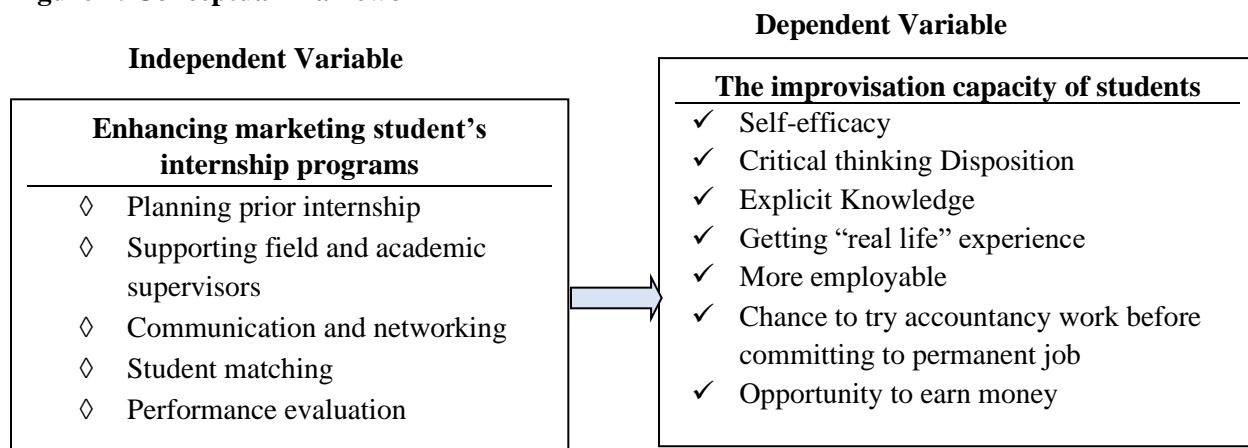
In order to solve the problem, the researcher established the relationship between independent variable in terms of enhancing marketing student's internship programs and the dependent

Employee improvisation paves the way for collective and dynamic processes like organizational improvisation, team improvisation (Vera & Crossan, 2005), innovation (Fisher & Amabile, 2009), product development, technology implementation (Orlikowski, 2002), and organizational learning. As a result, individual/employee improvisation is a critical topic to investigate. Individual/employee improvisation can be defined as the ability of an individual to deal with complex and unexpected situations in a creative, entrepreneurial, contextual, and professional manner can be defined as improvisation at work (Magni, & Proserpio, 2010).

Improvisation is defined by two main qualities. To begin, improvisation is described as a deliberate and spontaneous action in which creativity and performance are inextricably linked. Second, improvisation is defined by bricolage, or making do with whatever materials are available (Koppett, 2002).

variable in terms of the improvisation capacity of students in University of OUAGADOUGOU. The conceptual framework was shown in the figure 1 as follows:

Figure 1: Conceptual Framework



Source: Researcher compilation, (2022)

9. Research Methodology

The study is non-experimental research, and it applied cross-sectional survey design where quantitative and qualitative approaches were adopted. The correlative approach is used to establish the relationship between enhancing marketing student's internship programs and

improvisation capacity of students in University of OUAGADOUGOU.

The target population was 201 people comprising 157 staff from private companies received students in Internship and 44 staff from University of OUAGADOUGOU who are day to

day in charge of the follow up the marketing students in internship. The formula of Taro Yamane was elaborated in 1982.

$$\text{Where: } n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{201}{1 + (201 * (0.1)^2)} = 66.7 \approx 67$$

n = Sample Size

9. Data Analysis, and Discussion of Findings

Questionnaires were distributed to 67 respondents, and they were given one week and two days of responding to the research questions. Findings indicated the participation rate of

Profile of Respondents

The findings in this section show social demographic characteristics of respondents in terms of gender; age of respondents; marital

N = Study Total Population **e** = Margin of error
The stratified and simple random sampling techniques were used to select 67 respondents from the target population. Data collected using questionnaires addressed to the selected respondents. Data analysis is performed using SPSS IBM 23.0. Descriptive statistical methods and correlation coefficient were the methods of data analysis.

100.0% of respondents. This helped to continue the study with editing, coding, recording, classifying and tabulation through producing the statistical tables and figures.

status; highest education level; and experience in dealing with students in internship as detailed in table 1.

Table 1: Social Demographic Characteristics of Respondents

	Data	Frequencies	Percentages
Gender of respondents	Male	35	52.2
	Female	32	47.8
	Total	67	100.0
Age of respondents	21 and 30 years	38	56.7
	31 and 40 years	24	35.8
	41 and 50 years	5	7.5
	Total	67	100.0
Marital Status	Single	21	31.3
	Married	41	61.2
	Widows	5	7.5
	Total	67	100.0
Highest education Level	Masters and above	14	20.9
	Bachelor's Degree	27	40.3
	Diploma and others Professionals courses	26	38.8
	Total	67	100.0
Experience in dealing with students in Internship	Less than 1 year	19	28.4
	2-4 years	20	29.9
	4-5 years	23	34.3
	6 years and above	5	7.5
	Total	67	100.0

Source: Primary data from the Field (2022)

Findings in Table 1 present the information related to social demographic characteristics of respondents which show 52.2% of respondents were males, while 47.8% of respondents were females' respondents participated in this survey. Concerning to age of respondents, 56.7% respondents have ages between 21 and 30 years;

35.8% of respondents presented the age between 31 and 40 years; while 7.5% respondents have age between 41 and 50 years. In regarding to marital status of respondents, 31.3% respondents were single, 61.2% respondents were married, while 7.5% respondents were widow(er)s. educational level of respondents indicated by

20.9% respondents who have master's degree and above; 40.3% respondents have bachelor's degree while 38.8% respondents have diploma and other professionals' courses. Referring to experiences of respondents in dealing with

Internship students, 28.4% of respondents have less than 1 year; 29.9% respondents have experience between 2-4 years; majority of 34.3% respondents have between 4-5 years of experience while 7.5% of respondents have > 6 years.

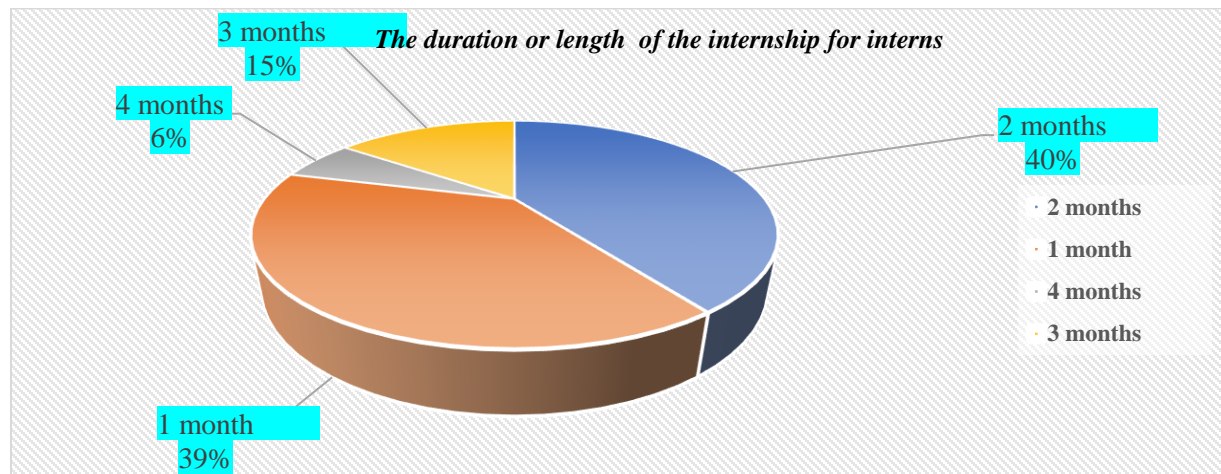


Figure 2: Opinion of respondents on duration or length of internship for interns;
Source: Primary data from the field (2022)

The aspects of enhancing marketing student's internship programs in University of OUAGADOUGOU;

Internships are a great way to connect classroom knowledge to real-world experience. Learning is one thing, but taking those skills into the workforce and applying them is a great way to explore different career paths and specializations

that suit individual interests. Table 2 presents the findings on the opinions of respondents related to the factors of enhancing marketing student's internship programs in University of OUAGADOUGOU.

Table 2: Opinions of respondents on the aspects of enhancing marketing student's internship programs;

The factors of enhancing marketing student's internship programs	Frequencies	Percent
(1) Planning before internship starts for both sides (University and company) by setting goals and manage expectations;	12	18
(2) Communication and networking;	8	12
(3) Supporting the field supervisors of interns to help students in internship;	14	21
(4) Student matching their skills and readiness;	11	16
(5) Innovative behaviors in the workplace;	5	7
(6) Performance evaluation for students;	17	25
Total	67	100

Source: Primary data from the Field (2022)

Findings established that the aspects of enhancing marketing student's internship programs in University of OUAGADOUGOU were the planning before internship starts by setting goals and manage expectations as stated on rate of 18%; communication and networking were confirmed on rate of 12%; supporting to field

supervisors of interns to help students in internship stated on rate of 21%; student matching their skills and readiness as confirmed on rate of 16%; innovative behaviour in the workplace as stated by 7%, and performance evaluation for students have been confirmed on rate of more than 25%. The findings showed that

internships or placements have increasingly been regarded as an essential component of education programs in University of OUAGADOUGOU. The study demonstrates that giving more attention to socio-material conditions in which practices are set, could contribute to enrich

experiences and learning of students on placements; to potentially enhance education; and to assist hosting organizations with addressing staffing issues associated with retention and turnover.

Table 3: Opinions of respondents on whether there are policy or guidelines are given to the supervisors regarding interns;

Are the policy or guidelines given to supervisors related to interns	Frequency	Percent
No, there is no policy or guideline to supervisors;	3	4
Yes, there are guidelines given to the supervisors;	58	87
No, but have a training; all existing managers or going to be promoted as existing manager will go through a managerial workshop.	6	9
Total	67	100

Source: Primary data from the Field (2022)

Findings in Table 3 revealed that the perceptions of respondents on whether the company policy or guidelines are given to supervisors, so that the supervisors know what to do with interns contributing to accounting student's improvisation capacity in University of OUAGADOUGOU. The 87% respondents

confirmed that there are guidelines given to the supervisors in the company; only 9.0% of respondents as stated "No", but they have a training; all existing managers or going to be promoted as existing manager go through a managerial workshop.

Table 4: Opinions of respondents on whether there is a training or workshop given to the supervisors on developing of right skills to train the interns as normal employees;

A training or workshop give to the supervisor on developing of right skill to train the interns	Frequency	Percent
Yes, supervisors have enough training to coach and to take care of interns;	36	53.8
No, there is no training for supervisors;	10	14.9
Everybody has to mentor somebody as long as they have time of being a mentor, and they need to do appraisals.	21	31.3
Total	67	100

Source: Primary data from the Field (2022)

Findings in Table 4 show the opinions of respondents on whether there is a training or workshop given to the supervisors in developing of right skills to train the interns or you normally treat the interns as normal employees. The results indicated the 53.8% respondents who said "Yes", that supervisors have enough training to coach and to take care of interns and also 31.3% said that everybody has to mentor somebody as long as they have time of being a mentor, and they need to do appraisals. Student matching in

University of OUAGADOUGOU, the internship provides students with career awareness, the chance to evaluate, reflect upon and try a career field before they graduate. For host-companies, they enjoyed the benefits from internship programs because the pay rate for interns is normally lower than for a permanent employee. Besides, host-companies are able to evaluate the intern/s work ethics, technical competence and attitudes of interns and to identify possible future employees who suit the company.

Table 5: Opinion of respondents on whether they consider communications among team members as part of the team behavioral integration;

They consider communications among team members	Frequency	Percent
Yes, communication is important within a team so that there is no misunderstanding as well;	47	70
No, because there are many factors that can affect the business when group members do not respect each other's point of view;	15	22
N/A	5	7
Total	67	100

Source: Primary data from the Field (2022)

Table 5 present opinion of respondents on whether they consider communications among team members as part of the team behavioral integration. The 70% of respondents said "Yes", communication is important within a team so that there is no misunderstanding as well; while 22% said "No" because there are many factors that can

affect the business when group members do not respect each other's point of view. However, most of them would have good communication between the business and the students. They hold the initial session with the supervisor and the interns together during their visit to collect their input.

Table 6: Opinion of respondents on whether they consider team members frequently sharing of their experience and expertise;

They consider team members frequently sharing of their experience and expertise	Frequency	Percent
Yes, it is encouraged to share experience and expertise because it helps others to grow;	44	65.7
No, I think it is not necessary or mandatory to share your experience since it may not apply to our context;	16	23.9
N/A.	7	10.4
Total	67	100

Source: Primary data from the field (2022)

Findings in Table 6 showed the opinion of respondents on whether they consider team members frequently sharing of their experience and expertise, where 65.7% respondents said "Yes" that it is encouraged to share experience

and expertise because it helps others to grow; and the 23.9% said "No" that they think it is not necessary or mandatory to share your experience since it may not apply to our context.

The indicators of student's improvisation capacity in the University of OUAGADOUGOU;

The process of improvisation gives student's knowledge of creativity, manipulative skills, and critical thinking; improvisation helps in saving cost of looking for readymade instructional media

which are more costly; and it encourages self-reliance and a feeling of confidence during instruction delivery.

Table 7: Opinion of respondents on whether students deal with unanticipated events on the spot which is important during their internship;

Students deal with unanticipated events on the spot is important during their internship	Frequency	Percent
Yes, they need to deal with clients who needs immediate response;	25	37.3
No, because interns work under the supervision of their mentor;	33	49.3
N/A	9	13.4
Total	67	100

Source: Primary data from the Field (2022)

Findings in Table 7 show perceptions of respondents on whether the students deal with unanticipated events on the spot is important during their internship where findings indicated 37.3% respondents who said “Yes”, because

students need to deal with clients who needs immediate response; and 49.3% of respondents said “No” because interns work under the supervision of their mentor.

Table 8: The extent of important being a student who try new approaches to problems during internship;

Student who can try new approaches to problems during internship	Frequency	Percent
High	28	41.8
Medium	34	50.7
Lower	5	7.5
Total	67	100

Source: Primary data from the Field (2022)

Table 8 illustrates the perceptions of respondents on the extent of important for a student who try new approaches to problems during internship, where 41.8% respondents stated that the important of a student who try new approaches to problems during internship is high; 50.7% of

respondents stated that the important of a student who try new approaches to problems during internship is medium, and 7.5% respondents who said that important of a student who try new approaches to problems during internship is lower.

Table 9: The important of being students who can be able to identify opportunities for new solutions

Important of being student who are able to identify opportunities	Frequency	Percent
This is very important because it will help students to be creative and help the company move forward;	33	49.3
It is good if the interns can do but it isn't the criteria that we anticipate the assistants to have;	34	50.7
Total	67	100

Source: Primary data from the Field (2022)

Table 9 present the perceptions of respondents about the important of being students who can be able to identify opportunities for new solutions, where 49.3% respondents confirmed highly that being students who can be able to identify opportunities for new solutions is very important because it helps students to be creative and help

the company move forward; while 50.7% of respondents were moderately/medium confirmed that being students who can be able to identify opportunities for new solutions is good if the interns do but it isn't the criteria that we anticipate the assistants to have it.

Table 10: Indicators of student's improvisation capacity in University of OUAGADOUGOU

Student's improvisation capacity	Frequencies	Percent
(1) Students present self-efficacy	13	19.4
(2) It develops one's creativity, mental flexibility and thinking skills	16	23.9
(3) Students have explicit knowledge	9	13.4
(4) Students are getting "real life" experience	8	11.9
(5) Students get high chance of more employable	5	7.5
(6) Chance to try accountancy work before committing to permanent job	4	6.0
(7) Students create an opportunity to earn money in future	12	17.9
Total	67	100

Source: Primary data from the Field (2022)

Findings in Table 10 confirmed the indicators of student's improvisation capacity in University of OUAGADOUGOU included by students present self-efficacy/self-confidence as stated by 19.4% of respondents; it develops one's creativity, mental flexibility and thinking skills confirmed by 23.9% of respondents; Students have explicit knowledge as stated by 13.4%; students are getting "real life" experience, confirmed by 11.9%; students get high chance of more

employable as stated by 7.5%; chance to try accountancy work before committing to permanent job as confirmed by 6.0%; and the students create an opportunity to earn money in future as stated by 17.9%. The improvisation model we propose in this paper for supporting creative assessment design was titled, working with others on ideas and had a three-stage focus (1) putting ideas forward, (2) working the key idea, and 3) the product and its presentation.

The enhancing marketing student's internship programs and their improvisation capacity;

The benefits of internships defined as structured and career-relevant work experiences obtained by students prior to graduation from an academic program, have been widely extolled by academicians, practitioners, and students

themselves. The findings showed the relationship between enhancing marketing student's internship programs and their improvisation capacity in University of OUAGADOUGOU in terms of correlating between two variables.

Table 11: Findings on Correlation Coefficient

		Enhancing marketing student's internship programs	improvisation capacity of students
Enhancing marketing student's internship programs	Pearson Correlation	1	.540**
	Sig. (2-tailed)		.000
	N	67	67
Improvisation capacity of students	Pearson Correlation	.540**	1
	Sig. (2-tailed)	.000	
	N	67	67

***.* Correlation is significant at the 0.01 level (2-tailed).

The findings in table 11 revealed that there is significant and positive strong correlation between Enhancing marketing student's internship programs and improvisation capacity of students in University of OUAGADOUGOU with ($r= i.540^{**}$; p -value of $0.000 < 0.01$); this shows that out of other factors influencing improvisation capacity of students in University

of OUAGADOUGOU, only enhancing marketing student's internship programs has a massive and really strong impact of 54.0% on improvisation capacity of students in University of OUAGADOUGOU. These findings help us to test research hypotheses where null hypothesis (H_0) stated that there is no significant and positive relationship between enhancing

marketing student's internship programs and their improvisation capacity of students, was rejected and we have retained the alternative hypothesis (Ha1) stated that there is significant

Conclusion

The need for graduates with the appropriate skills has increased as the business world grows more competitive. For students to find meaningful employment, additional crucial skills including problem-solving, communication, and lifelong learning are necessary.

Based on the quantitative research findings from this study, students themselves play the most important role to improve their problem solving, critical thinking and creativity skills. Critical thinking disposition and knowledge from students are positively associated to their individual improvisation.

Although other parties can contribute to help students to improve their skills, students' critical

Recommendations

Employers have been recognized as crucial participants in graduate employability and as a useful source of knowledge about the abilities and capabilities of graduates in the workplace. However, the efficiency of the internship may be impacted if interns are not trained by what is anticipated in the future during their internship program. The employer is advised to divide their jobs into those that demand creativity and those that do not, to continue the right growth of training. As a result, graduates can be prepared for the workforce and can meet job expectations.

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and positive relationship between enhancing marketing student's internship programs and improvisation capacity of students in University of OUAGADOUGOU.

disposition has played great role on individual improvisation. This implied student needs to have positive critical thinking disposition in order to learn and improve their soft skills during internship period or even after graduate to meet the current employment expectations. Findings from opinions of students indicated that internship develop personal aspects of students, undergoing internship training is valuable for students, it helps them to apply their skills into practical field, it teaches them how to be productive and recognize their strengths, avoid their weakness and give them the belief in making difference.

Students themselves play the most significant role in helping to improve their problem-solving, critical thinking, and creativity skills, according to the viewpoints of employers and institutions in this study. The ability of students to think critically and their knowledge are favorably correlated with their improvisation. This suggests that to acquire and develop their soft skills throughout the internship period or even after graduation to satisfy the current career requirements, students need to have a positive critical thinking disposition.

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