

Developing skills via practical training: the Algerian Business Students' Experience

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Developing skills via practical training: The Algerian business students' experience

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BY

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I certify that any help received in preparing this thesis and all sources used has been acknowledged in this thesis.

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ABSTRACT

This study aims to evaluate the development of important set of skills during a period of practical training within Algerian business master. It discusses the practical training within higher education with its benefits. A questionnaire-based survey was administrated to business master students at University Farhat Abbas-Setif (UFAS). A comparison between three departments was been done. As a result, the students agreed that they were effective in developing a set of skills.

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DEDICATION

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LIST OF ABREVIATIONS

APRM= African Peer Review Mechanism

CD= Commerce Department

ED= Economic Department

LMD= Licence, Master, Doctora

MD= Management Department

UFAS = Universiti Farhat Abbas –Setif

HEIs= Higher Education Institutions

CHAPTER ONE

INTRODUCTION

Practical training is one of work experience placement that is still be used by many universities and higher education institutions (HEIs). It can be identified as an established academic and business practice observed by students in an organization within a given period (Ellis, 2000). It is also known as "co-operative education" or "internship". The aim of most tertiary institutions is how to make high employable students who are ready for working life and any failure in equipping them with employability skills has far-reaching effects (Bhaerman & Spill, 1988; Central Bank of Sri Lanka, 2003; Cotton, 1993; NSF, n.d.). Most of the institutions organize and promote the placement of students in both private and public sectors in order to develop student's work experience. As a result, the necessary skills will be attained by those students to supplement their theoretical training. Moreover, practical training provides real life experiences based on industry demands and hands-on learning needed to rekindle skills and update their knowledge (Harris & Zhao, 2004). For many reasons, studies on graduates' employability are very important specifically in developing countries where studies of this kind are not sufficient (Wickramasinghe & Perera, 2010). It is contended that demand on employability skills and working patterns that graduates can join, are needed to be identified by the tertiary institutions. For that reason, studies on this area are clearly needed.

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