

A Study on Gen Z's Attitude towards Remote Internships and Virtual Work Opportunities in Jamnagar City

Rudra Gosai¹, Dr. Jignesh Vidani²

^{1,2}L.J. Institute of Management Studies, LJ University, Ahmedabad, Gujarat, India

ABSTRACT

With a focus on participants from Jamnagar, the study investigates people's attitudes, perceptions, and experiences regarding remote internships and virtual work. Data from 164 respondents was gathered using a structured questionnaire in order to investigate the ways in which digital literacy, motivation, and demographic characteristics affect the efficacy of virtual internships. According to the analysis, the majority of respondents (70.8%) exhibited strong technological adaptability, especially among younger participants between the ages of 18 and 25. The scale's high internal consistency was indicated by the reliability test's Cronbach's Alpha value of 0.907. The findings also showed that while there are still issues like decreased motivation from the lack of in-person interaction, remote internships have a positive impact on skill development, time management, and self-discipline. Additionally, there was a noticeable preference for hybrid work models, indicating that a combination of online and offline experiences could maximize engagement and learning. Age and confidence in digital tools had a moderately negative correlation, according to correlation analysis, underscoring the disparities in technological adaptability between generations. Overall, the results highlight how, with the right design, remote internships can be powerful venues for inclusiveness, experiential learning, and improving employability. In the digital age, the study promotes inclusive and sustainable models of virtual work and learning, with important theoretical, practical, and policy implications for organizations, educational institutions, and future researchers.

KEYWORDS

Remote Internships, Virtual Work, Digital Literacy, Employability Skills, Hybrid Work Model

I. INTRODUCTION

The global world of work has experienced a remarkable transformation in recent years, largely driven by technological advancements and accelerated by the COVID-19 pandemic (Vidani, 2015). The pandemic disrupted traditional work structures and compelled organizations across the world to rapidly adapt to remote and virtual modes of operation (Vidani, 2015). While remote work had been steadily gaining traction prior to this global crisis, the pandemic acted as a catalyst, making digital collaboration and virtual engagement integral components of professional life (Vidani & Solanki, 2015). One of the most significant developments emerging from this shift is the widespread acceptance of remote internships and virtual work opportunities (Vidani, 2015). These have become especially relevant for the youngest cohort entering the workforce—Generation Z—whose professional journeys are being shaped by digital connectivity and evolving workplace

dynamics (Vidani, 2015). Generation Z, typically defined as individuals born between the mid-1990s and early 2010s, represents a generation deeply immersed in technology (Solanki & Vidani, 2016). Having grown up in an era dominated by the internet, social media, and mobile communication, Gen Z individuals are often described as “digital natives.” They possess a natural fluency with digital tools and online platforms, which sets them apart from previous generations (Vidani, 2016). As they begin to enter the workforce, many of them encounter environments that are already undergoing digital transformation, emphasizing flexibility, autonomy, and technological integration (Bhatt, Patel, & Vidani, 2017). Consequently, their values, expectations, and attitudes toward work differ from those of their predecessors (Niyati & Vidani, 2016). Their perception of remote work and virtual internships is therefore a topic of growing interest, carrying significant implications for educators, employers, and policymakers who seek to engage this new generation effectively (Pradhan, Tshogay, & Vidani, 2016).

In this context, examining how Generation Z in Jamnagar, a prominent industrial city in Gujarat, perceives remote internships is particularly important (Modi, Harkani, Radadiya, & Vidani, 2016). Jamnagar, historically known for its strong industrial base—especially in oil refining, manufacturing, and trade—has traditionally emphasized on-site employment (Vidani, 2016). However, as remote work opportunities expand globally, students and young professionals in such regions are beginning to access new avenues for skill development, employment, and global exposure (Sukhanandi, Tank, & Vidani, 2018). The shift toward digital and remote work thus represents both a challenge and an opportunity for cities like Jamnagar, where the workforce is transitioning from traditional industrial practices to more flexible, technology-driven engagement models (Singh, Vidani, & Nagoria, 2016). The significance of this study lies in understanding how remote internships can serve as viable alternatives or complements to conventional in-person work experiences (Mala, Vidani, & Solanki, 2016). For Generation Z, virtual work offers convenience, flexibility, and the potential to connect with employers across geographical boundaries (Dhere, Vidani, & Solanki, 2016).

It also enhances access to diverse learning experiences, fosters adaptability, and supports better work-life balance—attributes that align closely with Gen Z’s professional aspirations (Singh & Vidani, 2016). Previous research highlights that this generation values independence, meaningful work, and a sense of purpose, seeking roles that align personal values with organizational goals (Vidani & Plaha, 2016). By exploring Gen Z’s attitudes toward remote internships in Jamnagar, this study can provide insights beneficial to multiple stakeholders (Solanki & Vidani, 2016). Educational institutions can use these findings to design more relevant career programs; employers can tailor recruitment and engagement strategies to attract young talent; policymakers can craft initiatives to strengthen employability in semi-urban areas; and students can gain greater awareness of their own preferences and skills (Vidani, 2016). Overall, this research contributes not only to academic understanding but also to practical strategies that bridge the gap between emerging workforce expectations and the evolving realities of the modern world of work (Vidani, Chack, & Rathod, 2017).

II. RESEARCH OBJECTIVES

1. To evaluate the confidence and digital readiness of Gen Z in Jamnagar for participating in remote internships and virtual work environments.
2. To examine the perception of Gen Z regarding the impact of remote internships on personal development, including time management, self-discipline, and responsibility.
3. To analyse the views of Gen Z on how remote work influences work-life balance, stress levels, and motivation in comparison to traditional in-person opportunities.
4. To explore Gen Z's preferences toward different work models, including remote, hybrid, and in-person formats, and their accessibility to wider career opportunities beyond Jamnagar.
5. To assess the perception of Gen Z regarding the role of remote internships in enhancing employability skills, inclusivity, and equal opportunities for professional growth.

III. LITERATURE REVIEW

A. *Introduction to Generation Z and the Changing World of Work*

Generation Z, generally defined as those born between the mid-1990s and the early 2010s, has started to enter the workforce in large numbers. Unlike previous generations, Gen Z grew up in a highly digital world shaped by smartphones, social media, and online technologies. Scholars often call them "digital natives," emphasizing their comfort with technology and online communication (Chomałowska, Janiak-Rejno & Żarczyńska-Dobiesz, 2022). Their entry into the job market coincides with significant disruptions, especially due to the COVID-19 pandemic, which accelerated the shift towards remote work and virtual internships (Vidani, 2018). Remote work is now viewed as more than just a temporary solution; it is becoming a permanent part of company structures and employee expectations. Generation Z's views on remote work are crucial because they represent the future workforce. Their attitudes will influence the success and sustainability of virtual work practices (Albrychiewicz-Słocińska, 2023) (Biharani & Vidani, 2018). This literature review looks at existing research on Gen Z's experiences, skills, and opinions about remote work and virtual internships. It focuses on six main themes from current studies: key skills for remote work, employee well-being, work-life balance, motivation, virtual internships as a new approach, and inclusivity in online environments. The review also places these findings within the context of India and semi-urban areas, particularly in cities like Jamnagar, where traditional industries meet new digital opportunities (Vidani, 2018).

B. *Essential Skills for Gen Z Remote Workers*

A common theme in the literature is the need for Generation Z employees to develop skills that fit remote and hybrid work models. Chomałowska, Janiak-Rejno, and Żarczyńska-Dobiesz (2022) conducted a survey with 310 Gen Z respondents who had worked remotely during the pandemic. Their findings highlighted the importance of skills like tech literacy, time management, independent problem-solving, and self-motivation. These skills are not just technical; they also require personal effectiveness in addition to digital skills (Odedra,

Rabadiya, & Vidani, 2018). The focus on digital literacy shows Gen Z's ease with technology. However, researchers warn against assuming that being familiar with social media means someone is professionally skilled with digital tools. Studies indicate that while Gen Z quickly adopts communication platforms, they may still need training on collaborative tools like project management software, data analysis platforms, or professional messaging systems (Robak, 2023) (Vasveliyya & Vidani, 2019). Additionally, time management and self-motivation can be significant challenges. Remote work often means less supervision, putting the onus on employees to manage their productivity and avoid distractions. In collectivist cultures like India, where family responsibilities often overlap with work, time management may be even more challenging (Gupta & Pathak, 2021). So for Gen Z workers in Jamnagar, the necessary skills must go beyond tech knowledge to include resilience, adaptability, and self-regulation in unique work environments (Sachaniya, Vora, & Vidani, 2019).

C. *Employee Well-Being in Remote Work Settings*

Employee well-being plays a key role in productivity, engagement, and retention. Robak (2023) explored how Generation Z sees well-being in remote settings. The study found that Gen Z associates remote work with greater comfort, lower stress, more independence, and better work-life balance. Unlike older generations, who may struggle to adjust to remote work, Gen Z often views it as liberating and fitting with their desire for flexibility (Vidani, 2019). Surprisingly, the study found that respondents did not see remote work as a threat to well-being. Instead, they viewed it as a way to balance personal and professional priorities. This aligns with global research that shows younger employees value holistic well-being, putting a higher priority on autonomy and mental health instead of rigid job hierarchies (Nguyen et al., 2022) (Vidani, Jacob, & Patel, 2019). However, some researchers caution against overly positive assumptions. While remote work may lessen commuting stress and increase comfort, it can also lead to feelings of isolation, a lack of peer support, and blurred lines between work and personal life (Wang et al., 2021). For Gen Z in semi-urban areas like Jamnagar, where many live in joint families, these blurred lines may pose additional challenges, with work obligations overlapping with home duties (Vidani J. N., 2016). Thus, while remote work has the potential to enhance well-being, its effects are not always positive and must take into account specific cultural and infrastructure contexts (Vidani & Singh, 2017).

D. *Work-Life Balance and Remote Work Management*

Work-life balance is an essential framework for assessing employee views on remote work. A 2022 study focused on Gen Z in Silesia Province, Poland, found that remote work can help integrate work and personal life. Respondents pointed to benefits like flexible time management, freedom from strict schedules, and reduced stress (Chomątowska et al., 2022) (Vidani & Pathak, 2016). At the same time, the study noted that some Gen Z employees see constant availability and a lack of boundaries as threats to work-life balance. These mixed results suggest that while remote work allows for better time control, it requires strong self-regulation and support from organizations to avoid burnout and overwork (Pathak & Vidani, 2016). In India, work-life relations often reflect collectivist cultural values. Younger employees frequently juggle family expectations with job duties (Kumar & Singh, 2020). For Gen Z in Jamnagar, successfully managing remote work within

multi-generational households could shape how they value it. Unlike in Western societies that emphasize individual choice, Indian workers might see remote work both as a way to bring families together and as a source of household intrusion (Vidani & Plaha, 2017).

This complexity means organizations need to create remote work policies that respect cultural contexts. Approaches like flexible scheduling, clear work boundaries, and mental health resources can help ensure remote work balances and enhances work and personal life (Vidani J. N., 2020).

E. Motivational Aspects of Remote Work

Motivation is essential for employee engagement and performance. Albrychiewicz-Słocińska (2023) studied the motivational factors linked to remote work among Generation Z. The results showed a strong preference for hybrid work models that mix the flexibility of remote work with the social interaction of in-person offices. While remote work boosts motivation through autonomy and convenience, respondents identified downsides such as monotony, lack of quick feedback, and fewer chances for informal networking (Vidani J. N., 2018). The study further noted that Gen Z's experiences with remote learning during the pandemic shaped their views on remote work. For many Gen Z students, switching to online education provided flexibility but also led to fatigue and disengagement, affecting how they now evaluate remote work options (Vidani & Dholakia, 2020). For young people in Jamnagar, motivational factors might be colored by the city's industrial background. Local businesses may not completely embrace hybrid work models, possibly limiting social interaction in work settings. Understanding whether Gen Z in Jamnagar seeks remote roles mainly for convenience or also wants blended models that allow face-to-face engagement is crucial (Rathod, Meghrajani, & Vidani, 2022).

F. Virtual Internships: Broadening Access and Participation

Virtual internships are a significant advancement in professional training and skill development. Reid, Butler, and Comfort (2023) looked at the effectiveness of virtual internships in distance learning settings at The Open University in the UK. They found that virtual internships improved access for underrepresented groups, boosted participation, and supported skill development (Vidani, Meghrajani, & Siddarth, 2023). The study also noted that virtual internships helped build confidence and transferable skills, preparing students for future remote work situations. This aligns with broader discussions on job readiness, where adaptability, communication, and digital collaboration are becoming increasingly important (Jackson, 2021) (Vidani & Das, 2021). For students in Jamnagar, virtual internships could be life-changing. The city's industrial focus often limits exposure to different sectors like media, consulting, or international organizations. Virtual internships could help bridge these gaps, providing access to employers across India and beyond. However, challenges remain in guaranteeing fair access to technology, reliable internet, and mentorship (Vidani J. N., 2022).

G. Inclusivity and Mixed-Ability Experiences in Virtual Work

The potential for inclusivity in virtual work environments is another important theme. Mack, Das, and Jain (2023) conducted an auto ethnographic study of Microsoft Research's

first all-virtual internship cohort, which included individuals with mixed abilities. The study found that remote work improved accessibility in some ways, like offering flexible ways to participate, but also introduced challenges related to accessibility tools, such as interpreter services during video calls (Saxena & Vidani, 2023). These findings show that while virtual settings can broaden access, they need to be designed carefully to avoid strengthening existing inequalities. For instance, differences in technology infrastructure, digital skills, and economic status can shape how inclusive virtual opportunities really are (Vidani, Das, Meghrajani, & Singh, 2023). In Jamnagar, inclusivity issues are particularly significant. Students from less advantaged backgrounds might encounter digital barriers, limiting their full participation in virtual internships. Similarly, young professionals with disabilities could face additional obstacles if employers do not implement inclusive technologies and practices. Therefore, while virtual work opportunities promise inclusivity, their real impact depends on addressing structural inequalities (Vidani, Das, Meghrajani, & Chaudasi, 2023).

H. Broader Views on Generation Z and Work Attitudes

Additionally, broader research highlights characteristics unique to Gen Z that shape their attitudes toward work. Studies indicate that Gen Z employees place higher value on purpose, meaningful work, and social responsibility rather than simply monetary rewards (Francis & Hoefel, 2018). They are generally more open to non-traditional career paths, freelancing, and gig jobs, reflecting their comfort with changing roles (Bansal, Pophalkar, & Vidani, 2023). This outlook correlates with findings on remote work, which often provides flexibility and independence. However, researchers also point out that Gen Z deals with anxiety, career uncertainty, and high expectations while navigating dynamic job markets (Twenge, 2020). These psychological factors could affect how they view virtual work, fluctuating between excitement for the flexibility it offers and worries about job security or skill relevance (Chaudhary, Patel, & Vidani, 2023).

I. The Indian and Semi-Urban Context

While a lot of the research comes from Western contexts, applying it to India requires careful thought. Indian studies show that remote work adoption varies, with metro areas better equipped technologically and culturally than semi-urban regions (Sharma & Ahuja, 2022). Semi-urban cities like Jamnagar face infrastructure challenges, such as inconsistent internet access, limited company readiness, and lower awareness of remote work opportunities (Patel, Chaudhary, & Vidani, 2023). At the same time, remote work offers young people in India unique benefits. It gives them access to global companies without needing to move, minimizes relocation costs, and lets them balance family commitments. For Gen Z in Jamnagar, virtual internships may serve as a bridge between industrial work and knowledge-based roles, allowing for upward mobility and more career options (Sharma & Vidani, 2023).

IV. RESEARCH GAP

Numerous studies have examined the impact of remote work and digital learning on job performance and educational outcomes. However, there is limited research specifically focusing on how students and early-career professionals perceive remote internships, especially in smaller cities like Jamnagar. Most existing literature centres on global or metropolitan contexts, where technology access, digital infrastructure, and exposure to virtual work settings are more advanced. As a result, there is a gap in understanding how individuals in semi-urban or developing areas experience and adapt to remote internships. Moreover, previous studies have largely emphasized the technological and organizational aspects of virtual work, often overlooking the psychological, motivational, and social factors that affect interns' learning and engagement. The lack of empirical data on how remote internships influence employability skills, time management, and self-discipline among students highlights another area that needs attention.

Additionally, few studies have explored differences in digital adaptability and preferences for hybrid versus fully remote internship models across generations. The connection between demographic factors like age, gender, or education level and attitudes toward virtual work remains underexplored in India. This study aims to fill these gaps by examining perceptions of remote internships through a local perspective, focusing on the Jamnagar region. It provides a detailed understanding of digital readiness, motivation, inclusivity, and preferences for hybrid models among students and professionals, thus contributing valuable insights to the ongoing conversation about virtual work and experiential learning in emerging economies.

A. Hypothesis

1. There is a significant association between age and confidence in using digital tools and platforms required for remote internships or virtual work.
2. There is a significant association between age and the belief that remote internships/virtual work help improve time management and self-discipline.
3. There is a significant association between age and the belief that remote internships allow effective balance of academic, personal, and professional responsibilities.
4. There is a significant association between age and the perception that working virtually reduces stress compared to traditional in-person opportunities.
5. There is a significant association between age and the feeling that remote internships/virtual work make one feel more independent and responsible.
6. There is a significant association between age and the belief that lack of face-to-face interaction reduces motivation during remote internships.
7. There is a significant association between age and preference for a hybrid mode (a mix of remote and in-person) for internships and work opportunities.
8. There is a significant association between age and the belief that virtual internships provide opportunities not available locally in Jamnagar.

- 9. H9 There is a significant association between age and the belief that remote internships/virtual work enhance employability skills (e.g., communication, problem-solving, adaptability).
- 10. H10 There is a significant association between age and the belief that remote internships are inclusive and provide equal opportunities for students from different backgrounds.
- 11. H11 There is a significant association between age and interest in participating in more virtual internships or remote work opportunities in the future.

Table 1: Validation of Questionnaire

I feel confident in using digital tools and platforms required for remote internships or virtual work.
Remote internships/virtual work help me improve my time management and self-discipline.
I believe remote internships allow me to balance my academic, personal, and professional responsibilities effectively.
Working virtually reduces my stress compared to traditional in-person opportunities.
Remote internships/virtual work make me feel more independent and responsible.
Lack of face-to-face interaction reduces my motivation during remote internships.
I prefer a hybrid mode (a mix of remote and in-person) for internships and work opportunities.
Virtual internships provide me with opportunities that I may not have access to locally in Jamnagar.
I believe remote internships/virtual work enhance my employability skills (e.g., communication, problem-solving, adaptability).
I feel that remote internships are inclusive and provide equal opportunities for students from different backgrounds.
I am interested in participating in more virtual internships or remote work opportunities in the future.

B. Research Methodology.

Table 2: Research Methodology

Research Design	Descriptive
Sample Method	Non-Probability - Convenient Sampling method
Data Collection Method	Primary method
Data Collection Method	Structured Questionnaire

Type of Questions	Close ended
Data Collection mode	Online through Google Form
Data Analysis methods	Tables
Data Analysis Tools	SPSS and Excel
Sampling Size	No. of responses in Google form
Survey Area	164
Sampling Unit	Jamnagar

C. Demographic Summary

The demographic profile of the respondents (N=164) shows that the majority were male (64.6%), while females accounted for 35.4%. Most participants were young adults aged 18–25 years (55.5%), followed by those aged 26–32 years (23.2%) and 33–40 years (21.3%). In terms of occupation, over half were students (56.1%), with others engaged in jobs (23.8%), business (9.1%), professional fields such as CA or doctor (8.5%), and a small portion being housewives (2.4%). Regarding educational qualifications, most respondents held postgraduate (31.1%) or doctorate degrees (32.3%), while 28.7% were graduates and 7.9% had completed higher secondary education. Concerning monthly income, half of the respondents earned below ₹10,000 (50%), with smaller proportions earning ₹10,001–25,000 (12.8%), ₹25,001–50,000 (15.2%), ₹50,001–75,000 (15.9%), and above ₹75,000 (6.1%).

D. Cronbach Alpha

Cronbach's Alpha is a statistical measure used to assess the internal consistency or reliability of a set of items in a survey, test, or scale. A value of 0.907, as shown in your example, indicates a very high level of reliability, meaning that the items in the scale are highly correlated with one another. The scale in question consists of 11 items, which suggests that the questionnaire or survey has a strong internal consistency. Typically, a Cronbach's Alpha value above 0.7 is considered acceptable, with values closer to 1.0 representing even stronger reliability. This makes it a useful tool for researchers aiming to ensure that their instruments are consistently measuring the intended construct.

Table 3: Results of Hypothesis Testing

Sr. No	Alternate Hypothesis	Result p =	> / < 0.05	Accept/Reject Null Hypothesis	R value	Relationship
1	There is a significant association between age and confidence in using digital tools and platforms required	0.000	< 0.05	Reject Null Hypothesis	- 0.377	Moderate Negative

	for remote internships or virtual work.					
2	There is a significant association between age and the belief that remote internships/virtual work help improve time management and self-discipline.	0.469	> 0.05	Accept Null Hypothesis	- 0.026	Very Weak Negative
3	There is a significant association between age and the belief that remote internships allow effective balance of academic, personal, and professional responsibilities.	0.957	> 0.05	Accept Null Hypothesis	- 0.017	Very Weak Negative
4	There is a significant association between age and the perception that working virtually reduces stress compared to traditional in-person opportunities.	0.757	> 0.05	Accept Null Hypothesis	0.058	Very Weak Positive
5	There is a significant association between age and the feeling that remote internships/virtual work make one feel more independent and responsible.	0.672	> 0.05	Accept Null Hypothesis	0.020	Very Weak Positive
6	There is a significant association between age and the belief that lack of face-to-face interaction reduces motivation during remote internships.	0.369	> 0.05	Accept Null Hypothesis	- 0.020	Very Weak Negative
7	There is a significant association between age and preference for a hybrid mode (a mix of remote and in-person) for internships and work opportunities.	0.047	< 0.05	Reject Null Hypothesis	0.005	Very Weak Positive
8	There is a significant association between age and the belief that virtual internships provide opportunities not available locally in Jamnagar.	0.470	> 0.05	Accept Null Hypothesis	0.047	Very Weak Positive
9	There is a significant association between age and the belief that remote internships/virtual work enhance employability skills (e.g., communication, problem-solving, adaptability).	0.142	> 0.05	Accept Null Hypothesis	0.029	Very Weak Positive

10	There is a significant association between age and the belief that remote internships are inclusive and provide equal opportunities for students from different backgrounds.	0.142	> 0.05	Accept Null Hypothesis	- 0.023	Very Weak Negative
11	There is a significant association between age and interest in participating in more virtual internships or remote work opportunities in the future.	0.745	> 0.05	Accept Null Hypothesis	0.128	Weak Positive

V. DISCUSSION

The results of this study provide important insights into the changing nature of remote internships and virtual work, particularly in relation to digital learning, employability skills, and organizational behaviour. The findings add to the growing research on virtual work settings, highlighting the connections between technology acceptances, self-motivation, and improved employability for students and young professionals. First, the strong confidence shown by participants in using digital tools supports the Technology Acceptance Model (TAM) proposed by Davis in 1989. This model focuses on perceived ease of use and perceived usefulness as key factors in adopting technology. Most respondents felt comfortable using digital platforms, indicating high levels of technology acceptance. This suggests that digital fluency is now an essential skill for students and those at the beginning of their careers. The moderate negative relationship between age and digital confidence reinforces TAM's point that younger individuals are generally more open to new technologies, while older groups may need extra help or training to reach the same level of skill.

Second, the results relate to Self-Determination Theory (SDT) by Deci and Ryan from 1985. This theory highlights that autonomy, competence, and connection with others drive intrinsic motivation. Participants noted that they felt more independent and responsible in remote internships, which shows how autonomy can boost motivation. However, the recognition that a lack of face-to-face interaction can lower motivation also points to a shortcoming of virtual environments in meeting the need for connection. This finding extends SDT into digital work settings. It suggests that while autonomy may increase in virtual environments, the need for social interaction remains unmet. Hence, this study recommends a balanced approach to remote internship design that maintains motivation through virtual collaboration and mentoring. The findings also support Experiential Learning Theory (ELT) developed by Kolb in 1984, which emphasizes learning through experience and reflection. Remote internships allow students to apply theoretical knowledge in real-world contexts, even without physical workplaces. Respondents agreed that virtual internships improve employability skills like communication, adaptability, and problem-solving. This shows that experiential learning can happen effectively in digital settings. It enhances the understanding that virtual experiences can be as valuable as traditional internships if they are structured well and supported by reflective learning methods. From a human capital perspective, the positive views on developing

employability skills and fostering inclusivity suggest that remote internships can open up access to learning and professional growth. This backs Human Capital Theory by Becker from 1964, which states that investing in education and skill development leads to better productivity and employability. Virtual internships lower geographical and financial barriers, expanding this theory into a modern digital context and allowing for broader participation in professional development.

Lastly, the preference for a hybrid work model presents a new link between traditional and virtual internship models. It suggests the development of a Blended Work Environment Theory. This emerging view highlights that the best performance and satisfaction might come from mixing digital independence with in-person collaboration. In summary, this study enhances existing theories by showing how digital change alters learning, motivation, and skill building. It confirms that technology-driven internships can meet key motivational and educational needs while also encouraging future theoretical updates that combine digital independence with social connection in the workplace.

A. *Theoretical Implications*

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B. Practical Implications

The findings of this study offer practical insights for educators, employers, policymakers, and students to understand and improve the effectiveness of remote internships and virtual work environments. As organizations and schools increasingly move to digital platforms, the outcomes of this study provide useful information for shaping strategies that boost engagement, skill development, and overall satisfaction among participants in remote internship programs. From an educational perspective, the study emphasizes the need to include digital skills training in academic programs. Many respondents felt confident in using digital tools. Schools can enhance this strength by offering structured courses that improve digital, communication, and collaboration skills. These include learning how to use virtual platforms, project management software, and online collaboration tools. Colleges and universities can also work with organizations that offer virtual internships to give students hands-on learning experiences that support their theoretical studies. Adding such programs to academic plans will help students gain real-world experience while developing important employability skills.

For employers and organizations, the findings highlight the need to create well-structured virtual internship programs that provide both autonomy and guidance. Many respondents acknowledged that remote internships improve time management, independence, and responsibility. However, the realization that less face-to-face interaction can lower motivation indicates that companies need to adopt new engagement strategies. Employers should conduct regular virtual check-ins, mentorship sessions, and team-building activities to encourage interaction and sustain motivation. Adding feedback methods, goal-setting strategies, and recognition systems can also improve accountability and performance in virtual work settings. The study also reveals that many participants prefer a hybrid

internship model that combines remote and in-person elements. This preference offers practical advice for organizations and schools to redesign internship structures that provide flexibility without sacrificing personal collaboration. For example, hybrid models can include occasional in-person workshops, networking events, or on-site project reviews. This approach gives students both digital flexibility and real-world engagement, improving learning outcomes and satisfaction while reducing the isolation often linked to fully remote experiences. From a policy perspective, the results suggest that government and institutional policymakers should view remote internships as a valid and important part of skill development and employability. Policymakers can support programs that provide funding, digital resources, and regulatory support to encourage both public and private organizations to offer virtual internship opportunities. Promoting digital inclusion by ensuring access to affordable internet and technology can help close the digital gap, especially for students from disadvantaged or rural areas.

For students and young professionals, the findings stress the importance of self-discipline and adaptability as key skills in today's workforce. Remote work settings require strong discipline, effective communication, and technological skills. Therefore, students should actively participate in online learning, virtual networking, and continuous skill development to stay competitive in a rapidly changing job market. In conclusion, the study provides clear insights into optimizing remote internships for everyone involved. Educational institutions should incorporate digital learning and industry partnerships, employers should emphasize engagement and mentorship, and policymakers need to promote inclusivity and infrastructure support. Implementing these ideas will not only improve the effectiveness of virtual internships but also prepare a workforce ready to excel in hybrid and digital environments. By considering these practical suggestions, all stakeholders can turn remote internships from a temporary solution into a sustainable and inclusive model for experiential learning and professional growth.

VI. CONCLUSION

The present study examined how individuals perceive, feel about, and experience remote internships and virtual work opportunities, focusing on respondents from Jamnagar. The results provided a clear understanding of how demographic traits, digital confidence, and attitudes influence views on virtual work environments. The findings have important implications for educators, employers, and policymakers as they design and implement effective remote internship programs that fit the changing landscape of work and learning in a digital economy. The demographic analysis showed that most participants were young adults aged 18 to 25, with many being students in higher education. This group exhibited strong technological skills and flexibility, both essential for virtual work settings. The data revealed that 70.8% of respondents either agreed or strongly agreed they feel confident using the digital tools and platforms necessary for remote internships or virtual work. This suggests that digital literacy is now a basic skill for young people rather than a unique advantage. The strong internal consistency in the reliability analysis (Cronbach's Alpha = 0.907) further backs the validity of these results and the measurement scale used in this study.

Moreover, the findings show that remote internships positively impact skill development, self-discipline, and independence. Many participants reported that virtual work experiences helped them improve their time management and boost employability skills like communication, adaptability, and problem-solving. This reinforces the idea that remote internships can effectively replace traditional in-person experiences, especially for those with limited access to physical job opportunities due to location or finances. Participants also believed that virtual internships are inclusive and offer equal chances for people from diverse backgrounds, supporting global efforts for fair access to education and employment.

However, the study identified some challenges in remote work environments. A significant number of respondents agreed that the lack of face-to-face interaction lowers motivation, pointing to the social barriers of virtual engagement. This shows the need to integrate personal interaction, mentorship, and peer collaboration into virtual internship programs to keep participants motivated and engaged. Notably, most respondents preferred a hybrid model that mixes remote flexibility with occasional in-person experiences, suggesting that this approach might offer the best balance between independence and teamwork. The correlation analysis offered more insight into the relationship between age and views on remote internships. The results showed a significant moderate negative correlation between age and confidence in using digital tools, indicating that younger individuals generally feel more comfortable and adaptable with technology. Additionally, a weak but significant positive correlation was found between age and preference for hybrid models, implying that older participants might lean towards a mix of digital and physical experiences. These findings suggest that though age-related gaps in digital skills are narrowing, they still affect comfort levels and preferences in virtual work settings. In conclusion, this research highlights the increasing importance and acceptance of remote internships as a transformative way to learn professionally. Virtual experiences not only eliminate geographical barriers but also build digital skills and employability among students and professionals. While challenges related to social interaction and motivation persist, the preference for hybrid models indicates a future where physical and virtual experiences can coexist. Ultimately, the study shows that remote internships are not just a temporary solution but a sustainable and inclusive path for experiential learning and workforce development in the digital age.

RECOMMENDATIONS FOR FUTURE RESEARCH/ FUTURE SCOPE OF THE STUDY

The findings of this study offer valuable insights into how individuals perceive and experience remote internships and virtual work opportunities. However, like any study, there are limitations that suggest areas for further exploration. Future research can build on this study to improve understanding, confirm findings in different settings, and investigate new aspects of digital work and learning in greater detail.

First, future studies should aim for a larger and more diverse group of respondents. The current study included 164 participants primarily from Jamnagar, which is a specific regional context. Conducting similar research in various cities, states, or countries would provide insights into how cultural, economic, and technological factors affect attitudes toward remote internships. A larger and more varied sample would also help identify

trends based on gender, education, occupation, or socioeconomic status, leading to more detailed conclusions.

Second, researchers could use longitudinal designs to track changes in perceptions and skills over time. This study provides a snapshot, capturing responses at one moment. Longitudinal studies could explore how ongoing participation in remote internships impacts skill development, career outcomes, and job readiness in the long run. This approach would yield valuable evidence on whether virtual internships lead to real professional growth and job readiness. Future research can also look into qualitative methods to complement the quantitative findings. While this study relied on structured questionnaires and statistical analysis, conducting in-depth interviews, focus groups, or case studies could reveal participants' lived experiences, emotional reactions, and challenges in virtual settings. This would enhance understanding of how personal differences, work culture, and mentoring affect satisfaction and learning outcomes in remote internships.

Additionally, future studies might analyse how technological infrastructure and organizational support shape virtual internship experiences. Elements like internet connectivity, access to devices, and the quality of organizational support can greatly influence participants' engagement and performance. Investigating these factors could help create more effective digital environments for remote learning and work. Another promising area for future research is the psychological and social aspects of virtual work. This study found that a lack of face-to-face interaction can lower motivation. Further research could explore how social isolation, digital fatigue, and communication challenges affect productivity and well-being. Blending theories from organizational psychology and communication studies would enhance understanding in this field. Moreover, future studies should look into the effectiveness of hybrid internship models, since many participants expressed a preference for such setups. Research that compares hybrid, fully remote, and traditional internships in terms of learning outcomes, satisfaction, and skill acquisition would provide useful evidence for policymakers and organizations to find the most effective methods.

Finally, researchers could examine how virtual internships impact employability by working with employers to track post-internship job placements and performance. This would help bridge the gap between academic learning and real-world application, keeping remote internships relevant in today's changing job market. In conclusion, the future of this research lies in broadening its scope and methods. By including larger samples, longitudinal data, qualitative insights, and analyses across different sectors, future studies can provide a more detailed and practical understanding of how remote internships contribute to education, employment, and personal growth in our increasingly digital economy.

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