

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Internship Program Effectiveness: A Job Opportunity

Taahir Ahmad Bocus

Research Assistant, Department of Business & Information Science (FoBIS),
UCSI University, Kuala Lumpur, Malaysia

Ng Yong Sheng

Research Assistant, Department of Business & Information Science (FoBIS),
UCSI University, Kuala Lumpur, Malaysia

Mohd Remie Mohd Johan

Lecturer, Department of Business & Information Science (FoBIS),
UCSI University, Kuala Lumpur, Malaysia

Abstract:

Internship is increasingly become an essential component of undergraduate program in higher education. It provides students with many benefits such as enhancing valuable working experience, increasing job performance, strengthening their interpersonal skills as well as establishing a professional network in order to assist them to have a higher chance in getting job upon graduation. This main purpose of this study was conducted to examine the relationship between internship factors with university graduates' job opportunity. In order to answer the research questions, a quantitative research method was chosen and online survey has been carried out. Person Product Moment Correlation has been conducted to explain the relationship between dependent and independent variables in this research. The results of this study imply that the four factors; working experience, performance, interpersonal skills and social network has a significant relationship with job opportunity. This indicates that students who emphasized and equipped with this four variables could increase their chances of getting job after complete their education.

Keywords: Internship, job opportunity, working experience, performance, interpersonal skills, social network

1. Research Background and Problem

Internship represents a method of on-job training for students. From the perspective of students, they might get an overview of the working environment after they start their working career. On the other hand, from the perspective of companies, they may see this as an opportunity to look for talents which may help in growing their companies. According to National Association of Colleges and Employers Survey, there are 63.1% of college graduates with paid internship, 37% of college graduates with unpaid internship, while 35.2% of college graduates with no internship experience have received their job offers (Rebecca, 2013). This shows that college graduates with internship experience would have more opportunity to get a job offer compared to those with no internship experience. Most of the universities are now encouraging students to have internship in a company before graduate and some of the universities set it as a part of their studies before the students complete their programs. According to Lisa Katz (2014), there are some benefits to work internship in a company. For example, when company assign the interns with real work assignments, the interns may learn from practically instead of theory from book. Moreover, the best significant benefit from internship would likely be offering a "full-time-job-access" from the company as they already have an insight on the intern's ability. So, the company may save cost to prevent a failed hire of employee (Aimee, 2016). The internship program can helps students make connections between theories and practices that will provide them with new insights in education. However, there are some problems such as short internship period, low allowance and internship less valuable may exist and might be the obstacles for interns.

1.1. Short Internship Period

Most of the companies require a minimum three months of internship period. In the study conducted by Muhamad, Yahya, Shahimi and Mahzan (2009), they reported that the internship duration of ten to twelve weeks were insufficient for interns to learn and gain the required knowledge. Most of the interns preferred to have six to nine months of internship period instead of three months (Mihail, 2006). This indicated that majority of interns believe that they can gain more working experience and knowledge in a longer internship period. A case study by Prof. Anand Narasimha (2013), reported that longer duration internship enhance employability, by creating industries readiness and are more meaningful for both interns and companies. Besides, intern's skill development process can be accelerated and employers will have more time to evaluate the interns as prospective employees (Mihail, 2006). A longer internship period can assist interns to build up relationship with the employees.

1.2. Low Allowance

In year 2014, there is a growing number of interns looking to sue companies for an unpaid internship. In fact, unpaid internships are unlawful in Europe countries including the UK and the US (Tucker, 2014). However, there is no legislation stated that unpaid internships to be unlawful in Malaysia (Chai, 2014). Recent year, most of the universities offer a comprehensive paid internship program in variety of fields, but the range of intern salaries paid by those companies are insufficient for subsistence (Chai, 2014). Based on 210 survey reports submitted to Glassdoor from intern employees in Kuala Lumpur areas, the average intern salaries in Kuala Lumpur, Petaling Jaya, Damansara, and Cyberjaya were around RM800 – RM1,000 while average intern wages in Shah Alam, Seri Kembangan and Bandar Baru Sri Petaling were only around RM300 – RM600 (Glassdoor, 2016). Most of the well-known companies are located in the business centre of Kuala Lumpur, even in most conservative estimate, it is not surprising that the monthly cost of living would exceed RM 800 – RM 1000 (Chai, 2014). Moreover, in a survey conducted by the European Youth Forum, they have found that only 25% of all interns were able to maintain their living with the compensation they get, and a staggering 65% of the interns still relied on the financial support from parents to survive throughout the internship (Chai, 2014).

1.3. Internship less Valuable

Normally, interns hope to receive monetary rewards and be treated as a regular employee. However, employers are not willing to treat interns as regular employees and thus usually assign duties that are more suitable for college students (Hall et al., 1995). Since intern is the bottom level of employee totem pole, some interns may only doing menial tasks all day long such as making photocopies, answering phone calls and perhaps preparing coffee (Guerrero, 2013). Thus, interns felt they were only low-cost workers and distorted their work values (Chenet et al., 2011). Sometimes, interns do not appreciate the value of internship program because their work are not appreciated by the company. The short internship period, low allowance and internship less valuable that we described in the text could affect the intern working experience, performance, interpersonal skills and social network while they are seeking job opportunity once they are graduated from university. Thus, in this study, we would like to investigate the relationship between all these factors with job opportunity and hopefully can provide a new insight into the current internship scheme to better improve the interns' internship experience, while in the same time, bring a maximum benefit to the company that offer the internship programme to the interns.

1.4. Research Objectives

- To investigate the relationship between intern working experience and job opportunity.
- To identify the relationship between intern performance and job opportunity.
- To determine the relationship between intern interpersonal skills and job opportunity.
- To explore the relationship between intern social network and job opportunity.

1.5. Significance of Study

The main purpose of this research is to provide a better understanding on the factors such as individual working experience, performance, interpersonal skills and social network during internship programs on graduates' future job opportunity. Besides, this research is also helpful to all the students towards exploring the benefits of internship program, where it is not only serve as an education enhancement but also may increase their job opportunity when they finished their undergraduate program. Internship program provide a good platform for students to have a real life working experience. Moreover, it also serve as a platform for students to gain working experience, skills and knowledge during the internship. Through this research, we hope it may change the attitudes or perspective of students toward internship program.

2. Literature Review

2.1. Job Opportunity

Job opportunity can be interpreted as a chance for employment or promotion or simply said as a chance to get a job. In most of the countries, students will try to search for summer jobs during the long summer vacation while students who enrolled in higher education would try to apply for internships (Forrest Recruitment, 2016). In the study of Bratberg and Nilsen (1998, pp.1-29), they found that doing internships seems to shorten the period of job searching after graduation as compare to person at the same educational level who have not undergone the internship. This indicated students who doing internship have a greater opportunity in getting a job upon graduation. Nevertheless, unemployment among the fresh graduates has become an issue in the society. According to The Department of Statistic Malaysia published in 2016, the average unemployment rate in Malaysia was 3.25 percent from 1998 until 2015, whereas the highest rate has reached 4.50 percent in March 1999 and the recorded lowest rate was 2.70 percent in August 2012. However, the unemployment rate in recent year has slightly decrease from 3.3 percent in 2014 to 3.1 percent in 2015. Although the rate only show a small reduction, the unemployment issue is still an issue in the society and it will still cause some anxieties in the fresh graduates when looking for job after their graduation.

2.2. Internship

According to Lam and Ching (2007), internship is a bridge between academic learning process and the reality of working environment. According to Beggs, Ross, and Goodwin (2008), internship program provide learning opportunities

for students to experience the professional practice and activities in the real working environment. Moreover, it serves as a platform for student to associate their academic knowledge into real life job application. Most public and private universities in Malaysia required undergraduates to participate in internship program in order to help them obtain practical working experiences, to apply the theoretical knowledge they have learned in university and prepare for their future careers. Generally, most of the universities and colleges has a fix certain amount of credit hours for internship in student's study progression (Michael, 2002).

2.3. Interns Working Experience

Working experience can be defined as the experience that a person obtains while working in a particular type of job. Lerner (1988) stated that internship can assist students to obtain working experience in a particular areas of career and eventually increase their potential to have a successful career in the future. Collin and Tynjala (2003) noted that working experience that gained through the internship program will give a credible means for softening the reality shock of transitioning from the world of academics to the working world. On the other hand, a bad internship experience could cause students to change their work value and ultimately the career path (Fox, 2001 as cited in Chen et al., 2011). In addition, the study of Rigsby, Addy, Herring, and Polledo (2013) on the usefulness of internship experience to job opportunities among 96 interns in three of the Big 4 accounting firms has concluded that internship experience is useful for students in getting job offers because employing firms highly value internship experiences, which enhance the job opportunities among students with internship as compare to non-interns. This indicated that internship experience is crucial for students in securing future career opportunities. A longer period of internship enables students to gain more working experience. However, only good and valuable internship experiences are beneficial to students and assist them to be successful in their careers.

- H1: There is a significant relationship between intern working experience and job opportunity.

2.4. Interns Performance

Performance can be defined as the act of completing a task given by the employer with standards of accuracy, completeness and speed (Web Finance Inc, 2016). However, interns' performance could be important factors as good performance may lead to high productivity which helps to increase the reputation of the organization (Wu, 2014). According Steve Cohen's research, students who participate in internship could have earned experience with professional written communication such as abstract, paper and also proposal. Moreover, internship could enhance student's presentation skills by learning and experience presentation during conference at workplace (Steve, 2014). This could help a lot for students as most of their study specifically on completing assignment and preparing presentation. With better assignment and presentation score, it may help to boost up student's academic grades in order to get a better job opportunity. In addition, good grade of performance appraisal during internship could be an advantage on their interview and even a plus point for their favourite job. Therefore, the performance of interns could affect their job opportunity greatly.

- H2: There is a significant relationship between intern performance and job opportunity.

2.5. Interns Interpersonal Skill

Interpersonal skills can be defined as the ability of a person to communicate cooperatively in groups, either verbal or non-verbal. (Gardner, 1983 as cited in Suhaimi, Marzuki and Mustaffa, 2014). In today's job market, having technical skills is insufficient, thus, employees have to show their abilities and interpersonal skills to fit with the organizational culture. Employers often seek to hire people with strong interpersonal skills because they want employee who can work well in a team and able to communicate effectively with colleagues and customers. Internship is one of the ways that students can develop their interpersonal skills. Internships allow students to build interpersonal skills that are beneficial in the employment interview (Taylor, 1988). In addition, internships can show potential employers how students communicate with co-workers, supervisors and customers. In the study of Beard and Morton (1999) regarding the effects of internship predictors on successful field experience has suggested that interpersonal skill is one of the six important predictors of internship success. As a result, students who valued by employers and being treated fairly during internship would improve their interpersonal skills which eventually lead them toward a subsequent job opportunities and successful in future careers.

- H3: There is a significant relationship between intern interpersonal skills and job opportunity.

2.6. Interns Social Network

Social network could be defined as an action of people with whom they interact on a regular basis which may influence our beliefs, decision and also behaviours(Matthew, 2010). With the opportunity of having internship in some organization, it provides a great prospect for the interns to have a higher chance to obtain the job opportunity in the organization when the interns have good relationship with the colleagues and superior. Social network become a necessary factors in our life, it could help us to go through the obstacles easily. For example, in the workplace, there will be a lot of things that we need to learn and do, with the help of social networking, we could get tutorial lesson from seniors which will lead us to handle the job in an easier way with less chance of error. Internship could be one of the platforms which allow the interns to expand their social network. After they expand their social network, it will greatly improve their job opportunity in their future career path.

- H4: There is a significant relationship between intern social network and job opportunity.

2.7. Conceptual Framework

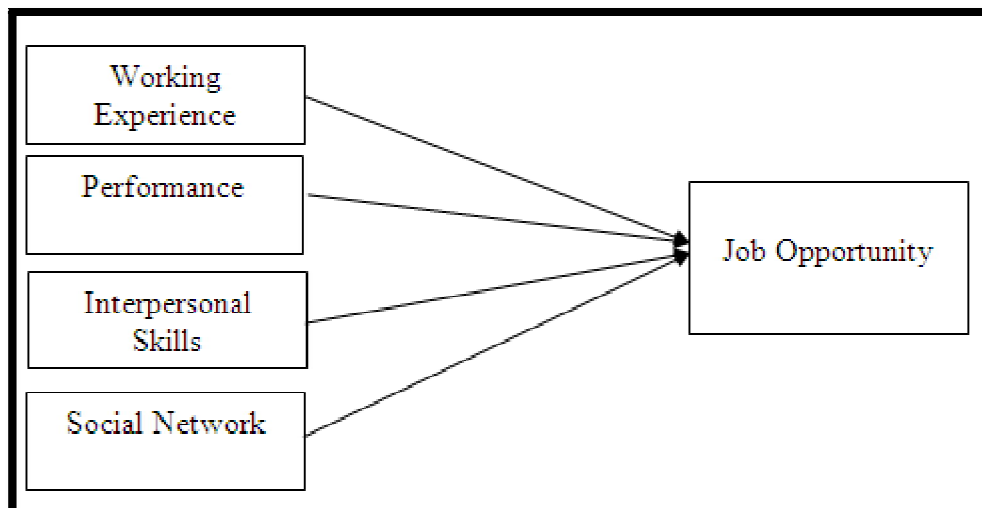


Figure 1: The Conceptual Framework

3. Methodology

This study focuses on the relationship between internship programs (interns' working experience, performance, interpersonal skills and social network) towards fresh graduates' job opportunity. The sampling frame of this study consisted of fresh graduates from both public and private universities in Klang Valley. By referring to the target population, a total of 1000 survey questionnaires was distributed to the population while 276 questionnaires from respondent were received and usable. This research was conducted by using online survey which is a self-administered questionnaire posted on a web site (Sirakaya-Turk, 2011). Google forms were used to develop the questionnaire. Survey through online platform can help to maximize the questionnaire coverage, easily to reach to the target respondents, and increase instant feedback delivery. Respondents can answer the questionnaire at their convenience time and location. A wide geographical area can be achieved through web survey. Furthermore, questionnaire distribution through online is able to validate the research samples have experienced in using internet. This study employed purposive judgmental methodology to conform target respondents to some criteria setting. Hence, a series of screening test will be conducted to the target respondents before online questionnaires were delivered to them. The questionnaire adapted in this study has been divided into Section A and B for statistical analysis. Section A is related to demographic background of respondents such as gender, age, ethnicity, educational level, and duration of internship which is measured by ordinal and nominal scales. Dependent and independent variables which are (I) Job opportunity, (II) Internship program, (III) Working experience, (IV) Performance, (V) Interpersonal skills, and (VI) Social network in Section B will be measured by likert-scales with five-point scale (1-strongly disagree to 5- strongly agree), which designed to examine how strongly subjects agree or disagree with the statements. These questions are asked to fulfil objectives and measurement for each variable. Pilot test is a pre-test for the questionnaire in a smaller number of respondents before the real data to be collected (Creswell, 2009). The purposes of this pilot test are to identify the validity and reliability of the questionnaire and to determine the potential problems incurred. Thus, 50 respondents will be chosen randomly from the target population to carry out the pilot test and the feedbacks regarding to the overall questionnaire design will be collected. Hence, improvement for the questionnaires were made before distributing the questionnaires to the concrete target sample. Data analysis is a process of investigating raw data and draw conclusion of the information to make better decision (Rouse, 2008). In this research, data analysis will be conducted using IBM SPSS version 20. There are several data analysis method will be used in this research included pie chart, descriptive analysis, normality test, reliability analysis, and Pearson correlation coefficient.

4. Data Analysis and Discussion

4.1. Pilot Testing

A total of 50 respondents from target population were selected to participate in this pilot test. The respondents who had involved in the pilot test are excluded from participating in the actual survey conducted after this.

4.2. Descriptive Analysis

In the research, there are only 276 respondents collected for data analysis due to the time constraint. The descriptive analysis encompassed gender, age, ethnicity, educational level, total internship program respondents had gone through with and total internship period.

4.3. Demographic Background of Respondents

Among the 276 respondents, 180 of them were female (65.22%). The number of female is almost double the number of male which is only 96 (65.22%). This indicated most of the respondents in this survey are female more than male. From the aspect of age, there are two separate age groups of respondents, which are 22-23 years old, and 24 years old and above. Most of the respondents in this survey fall in the group of age from 22-23 with an amount of 185 respondents (67.03%), and group of age 24 years old and above with an amount of 91 respondents (32.97%). This shows that most of the fresh graduates' age was between 22-23 years old. The majority number of respondents are Chinese ethnic group which is 213 (77.17%), followed by Malay ethnic group which is 35 (12.68%) and finally the least number of respondents was Indian ethnic group which is only 28 (10.14%). From the aspect of educational level, majority of the respondents are Bachelor's Degree holder with an amount of 250 (90.6%) from the total number of 276 respondents in this survey. There are 23 respondents are diploma holder (8.3%) and only 3 respondents are master holders (1.1%). Moreover, the majority of the respondents which comprises of 124 (44.93%) have gone through with 1 time of internship program whereas 98 respondents (35.51%) had 2 times of internship experiences followed by 54 respondents (19.57%) had gone through with 3 times of internship program. Furthermore, most of the respondents had 2 to 3 months of internship experience which comprises of 166 (60.14%), followed by 75 respondents (27.17%) had 6 months or above internship experience, there are 35 respondents (11.59%) had gone through with 4 to 5 months of internship program and only 3 respondents (1.09%) gone through 1 month or less internship program.

4.4. Normality Test

There are two ways of assessing the normality test which are by assessing numerically and graphically (Testing for Normality using SPSS Statistics, 2013). In this research, descriptive statistics for all independent variables and dependent variable are generated, which concern on the skewness and kurtosis value of the summation scores of each variable. Skewness test is to measure the symmetry and the lack of symmetry (Measures of Skewness and Kurtosis, n.d.). The distribution or data set is symmetric when it looks the same to the left or right from the centre point. Kurtosis test is defined as a parameter that describes the shape of a random variable's probability distribution (Measures of Skewness and Kurtosis, n.d.).

Items (Summation Score)	Skewness		Kurtosis	
	Statistic	Stand. Error	Statistic	Stand. Error
Working experience	-0.623	0.147	0.216	0.292
Performance	-0.359	0.147	-0.255	0.292
Interpersonal skills	-0.739	0.147	0.439	0.292
Social network	-0.520	0.147	-0.085	0.292
Job opportunity	-0.406	0.147	-0.288	0.292

Table 1: Normality Test Results

Table 1 showed the results of Skewness and Kurtosis's statistic and standard error on variables. For independent variables, the summation score of working experience has a skewness value of -0.623 and kurtosis value of 0.216. For summation score of performance, shows that the skewness value of -0.359 and kurtosis value -0.255. The summation score of interpersonal skills has a skewness value of -0.739 and kurtosis value of 0.439. The skewness and kurtosis value for the summation score of social network is -0.520 and -0.085 respectively. For dependent variable, the summation score of job opportunity which has the skewness values of -0.406 and kurtosis value of -0.288. All the variables have the standard error of 0.147 for Skewness and 0.292 for Kurtosis. Both skewness and kurtosis values are used to test the normality of data distributed. The data is considered as close to normal if its skewness and kurtosis have values within the range of -2 and +2 cut-off point set by George and Mallery (2010). Since both values obtained in all the independent and dependent variables are within the range of -2 and +2, therefore the distribution of the mean is regarded as normally distributed.

4.5. Reliability Test

Reliability test was carried out to measure the internal consistency of a set of items by using Cronbach's Alpha. Internal consistency represented how closely related a set of items are in a survey instrument whereas Cronbach's Alpha is a reliability coefficient that signified how well a set of items are positively correlated to each other. The closer the value of Cronbach's Alpha is to 1.0, the higher the reliability of internal consistency (Sekaran & Bougie, 2013).

Variables	Cronbach's Alpha (α)	No. of Items	Mean	Variance	Standard Deviation
Working experience	0.880	6	4.094	0.382	0.618
Performance	0.887	6	4.007	0.401	0.633
Interpersonal skills	0.897	6	4.042	0.425	0.652
Social network	0.915	6	3.796	0.506	0.711
Job opportunity	0.758	4	3.438	0.620	0.787

Table 2: Reliability Scale Statistic for Four Independent Variables and a Dependent Variable

Table 2 showed the results of Cronbach's Alpha of each independent and dependent variable tested from the actual sample. For independent variables, working experience obtained Cronbach's Alpha of 0.880, performance obtained Cronbach's Alpha of 0.887, interpersonal skills obtained Cronbach's Alpha of 0.897 and social network obtained Cronbach's Alpha of 0.915. For dependent variable, job opportunity obtained Cronbach's Alpha of 0.758. The results showed that all the variables used in the questionnaire recorded a Cronbach's Alpha value greater than 0.70 ($\alpha > 0.70$), represented the questionnaire had internal consistency. Hence, the reliability test supported the appropriateness of the instrument used in this research.

4.6. Pearson Product Moment Correlation

Pearson Product Moment Correlation was used to determine the relationships between independent variables and dependent variables (Sekaran & Bougie, 2013). The relationship between working experience (WE), performance (P), interpersonal skills (IS) social network (SN) and job opportunity (JO) was investigated by using Pearson product-moment correlation coefficients. Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity. In Table 3 showed the result of correlation analysis.

Variables	WE	P	IS	SN	JO
WE		0.837**	0.712**	0.558**	0.502**
P			0.837**	0.557**	0.425**
IS				0.522**	0.350**
SN					0.438**
JO					

Table 3: Correlation Coefficient between Selected Independent Variables and Job Opportunity

** Correlation Is Significant at the 0.01 Level (2-Tailed)

* Correlation Is Significant at the 0.05 Level (2-Tailed)

- H01: There is no significant relationship between intern working experience and job opportunity.
- Ha1: There is a significant relationship between intern working experience and job opportunity.

As depicted in Table 3, there is a significant relationship between working experience and job opportunity ($r = 0.502$, $p < 0.05$). Therefore, null hypothesis (Ho1) is rejected and alternative hypothesis (Ha1) is accepted. The strength of the relationship is positive and moderate. The positive correlation coefficient of 0.502 indicates that working experience increase, the job opportunity also increases. The research support the research's findings of Mihail (2006), Martin and Wilkerson (2006) and Rigsby, Addy, Herring, and Polledo (2013) who concluded that working experience impacts university graduates' job opportunity.

- H02: There is no significant relationship between intern performance and job opportunity.
- Ha2: There is a significant relationship between intern performance and job opportunity.

As depicted in Table 3, there is a significant relationship between working experience and job opportunity ($r = 0.425$, $p < 0.05$). Therefore, null hypothesis (Ho2) is rejected and alternative hypothesis (Ha2) is accepted. The strength of the relationship is positive and moderate. The positive correlation coefficient of 0.425 indicates that performance increase, the job opportunity also increases. The research support the research's findings of Steve (2014) who concluded that performance impacts university graduates' job opportunity.

- H03: There is no significant relationship between intern interpersonal skills and job opportunity.
- Ha3: There is a significant relationship between intern interpersonal skills and job opportunity.

As depicted in Table 3, there is a significant relationship between working experience and job opportunity ($r = 0.350$, $p < 0.05$). Therefore, null hypothesis (Ho3) is rejected and alternative hypothesis (Ha3) is accepted. The strength of the relationship is positive and weak. The positive correlation coefficient of 0.350 indicates that interpersonal skills increase, the job opportunity also increases. The research support the research's findings of Taylor (1988) who concluded that interpersonal skills impact university graduates' job opportunity.

- H04: There is no significant relationship between intern social network and job opportunity.
- Ha4: There is a significant relationship between intern social network and job opportunity.

As depicted in Table 3, there is a significant relationship between working experience and job opportunity ($r = 0.438$, $p < 0.05$). Therefore, null hypothesis (Ho4) is rejected and alternative hypothesis (Ha4) is accepted. The strength of the relationship is positive and moderate. The positive correlation coefficient of 0.438 indicates that social network increase, the job opportunity also increases. The research support the research's findings of Andrew (2016) who concluded that social network impacts university graduates' job opportunity.

4.7. Conclusion

In brief, an overview results has been illustrated in this chapter. The further discussion will be explain details in the following chapter, includes the discussion on the result findings, highlights the implication of the study, justify the limitation of study and suggest recommendation for future research.

5. Conclusion, Limitation and Recommendations

The research study is concluded to examine the internship program effectiveness which provide an advantage for university graduates future job opportunity. From the literature review, previous studies revealed that independent variables such as internship experience, CGPA, personality, interpersonal skills, performance affect the job opportunity. In this study, intern working experience, performance, interpersonal skills and social network had been chosen to focus on. This study was designed to examine the fresh graduates from both public and private universities in Klang Valley. There are a total of four hypotheses that had been developed to examine their significant relationships. In justifying the relationship between all the independent variables and dependent variable, Pearson Product Moment Correlation showed that all the independent variables have significant relationships with the dependent variable. Hence, it can be concluded that working experience, performance, interpersonal skills and social network affect the job opportunity among the graduates.

7. Implication of Study

This research paper has conducted a study on the internship factors that will affect university graduates' job opportunity. These factors are intern's working experience, performance, interpersonal skills and social network. All this four factors have been proven that it would affect university graduates' job opportunity. Almost all of the respondents recognize that there is a positive relationship between internship factor and job opportunity. Based on the result, it shows that internship may influence or benefit university graduates' job opportunity. Hence, the findings from this research paper provide implications for all the university students who are doing their internship program. Internship program not only affect the student academic result, it also influence the students' job opportunity after graduate from university. By identifying the most important factors that influence university graduates' job opportunity, this research paper will serve as a guideline to help the students in improving their performance during internship in order to get job opportunities after they graduate effectively. In conclusion, this research paper studied on the relationship of intern's working experience, performance, interpersonal skills and social network towards university graduates' job opportunity. Through this research, the students can clearly identify the internship factors to improve their performance during internship in order to achieve success in their future career.

8. Limitation of Study

The first limitation is the target population and sample size. In this study, the sample size of 276 respondents might not reflect all the interns in Klang Valley. However, the sample size of the respondents may affect the accuracy of the research. This study only focuses on students who have internship experience where minorities of them are able to complete the survey and others who don't have internship experience will ignored the survey. The second limitation is possible existence of other variables. This study only examined the relationship between intern working experience, performance, interpersonal skills, social network and job opportunity. There is also a possibility that there are other factors affecting university graduates' job opportunity that were not measured in this study. The following limitation is respondents are restricted from giving their own views. This study is designed using quantitative research. Therefore, respondents can only provide feedback by answering the questions range from strongly disagree to strongly agree (1-5). This has restricted respondent from giving their own answers and feedback regarding the question asked in the questionnaire.

9. Recommendation for Future Research

In this research, there are only 276 respondents where most of the interns did not respond to the online survey. Future researcher may increase the sample size by involving more respondents in the wider geographic area such as distributing questionnaire outside Klang Valley. In facts, increase of sample size in the future study could determine the internship factors affecting university graduates' job opportunity and generate more efficient and accurate data. Further more, this study has a limitation of examining only the relationship between intern working experience, performance, interpersonal skills, social network and job opportunity. Therefore, future study should involve other internship factors to understand more about the benefits of internship that might affect university graduate's job opportunity. Lastly, this study is designed using quantitative research which restricts respondents from giving their own views towards internship and job opportunity. Hence, a qualitative research can be conducted in the future research in order to allow the respondents to provide their own views, opinions and feedback towards the study.

10. Conclusion

In conclusion, this research study provide a better understanding about an internship program effectiveness which provide an advantage for university graduates job opportunity. The research shows that the four independent variables which are working experience, performance, interpersonal skills and social network play a crucial role in affecting the job opportunity. As such, students who have not gone through internship before or required to go through internship in their current educational level such as diploma, degree or master level need to be emphasized and equipped with this four variables; to enhance their working experience, improve their job performance, strengthen their interpersonal skills and develop a professional network during their internship so that it can be an advantage for them to increase their job opportunity after they complete their education as well as benefit them throughout their career in the future. If students do not conscious of the importance and valuable of internship, they would not emphasize on this four variables, thus, they may have a lower chance to get a full-time job offer after graduate as compare to students who have a

better understanding on the importance of internship program. Apart from this, researchers wish that this research study will offer a useful in sights for further studies on internship program effectiveness and job opportunity. Nevertheless, the future studies are still important and necessary in order to verify and assess the applicability of the findings across different geographical areas in Malaysia such Terengganu, Pahang, Sabah and Sarawak and different nations.

11. References

- i. Aimee, W. (2016). Experience Inc by Simplicity. Retrieved from Interns For Hire: The Best Benefit Can Be A Permanent Job: https://www.experience.com/alumnus/article?channel_id=internships&source_page=additional_articles&article_id=article_1126286322633#
- ii. Andrew, C. (2016). Why Employee Referrals Matter More Than You Think. Talent Management.
- iii. Beard, F., & Morton, L. (1999). Effects of Internship Predictors on Successful Field Experience. *Journalism & Mass Communication Educator*, 53(4), 42-53.
- iv. Beggs, B., Ross, C. M., & Goodwin, B. (2008). A Comparison of Student and Practitioner Perspectives of the Travel and Tourism Internship. *Journal of Hospitality, Leisure, Sport, and Tourism Education*, 7(1), 31-39.
- v. Bratberg, E., & Nilsen, O. A. (1998). The Transition from School to Work: Search Time and Job Duration. *IZA, DP(27)*, 1-25.
- vi. Chai, J. (2014, August 21). theantdaily. Retrieved from Interns shouldn't have to work for free: <http://www.theantdaily.com/Main/Interns-shouldn-t-have-to-work-for-free>
- vii. Chen, C.-T., Hu, J.-L., Wang, C.-C., & Chen, C.-F. (2011). A Study of the Effects of Internship Experiences on the Behavioural Intentions of College Students Majoring in Leisure Management in Taiwan. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 10(2), 62-73.
- viii. Collin, K., & Tynjala, P. (2003). Integrating theory and practice? Employees' and students' experiences of learning at work. *Journal of Workplace Learning*, 15(7/8), 338-344.
- ix. Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition*. SAGE Publications, Inc.
- x. Department of Statistics Malaysia. (2015, March 25). Retrieved from Labour Market in Malaysia, January 2015: https://www.statistics.gov.my/index.php?r=column/cthemByCat&cat=124&bul_id=OUxuTVc0SWFUUGkvSmU5NGJzVZVndz09&menu_id=U3VPMldoYUxzVzFaYmNkWXZteGduZz09
- xi. Dizik, A. (2007, June 19). Networking for Interns. Retrieved from bloomberg: <http://www.bloomberg.com/news/articles/2007-06-18/networking-for-internsbusinessweek-business-news-stock-market-and-financial-advice>
- xii. Forrest Recruitment. (2016). Retrieved February 29, 2016, from Do you have a job that the average person doesn't even know exists?: <http://www.forrest-recruitment.co.uk/do-you-have-a-job-that-the-average-person-doesnt-even-know-exists/>
- xiii. Fox, T. (2001). A Sense of Place. *Caterer & Hotelkeeper*, 189(4160), 30.
- xiv. Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.
- xv. George, D., & Mallery, P. (2010). *SPSS for Windows Step by Step: A Simple Study Guide and Reference*, 17.0 Update (10 ed.). Allyn & Bacon, Inc.
- xvi. Glassdoor. (2016, January 10). Retrieved from Intern Salaries in Kuala Lumpur, Malaysia: https://www.glassdoor.com/Salaries/kuala-lumpur-intern-salary-SRCH_IL0,12_IM1100_KO13,19_IP3.htm
- xvii. Guerrero, A. (2013, September 11). 4 Signs Your Fall Internship is a Waste of Time. Retrieved from US.News: <http://money.usnews.com/money/careers/articles/2013/09/11/4-signs-your-fall-internship-is-a-waste-of-time>
- xviii. Hall, M., Stiles, G., Kuzma, J., & Elliott, K. (1995). A Comparison of Student and Employer Expectations with Regard to Business Internships. *Marketing Education Review*, 5(3).
- xix. Lam, T., & Ching, L. (2007, June). An Exploratory Study of an Internship Program: The Case of Hong Kong Students. *International Journal of Hospitality Management*, 26(2), 336-351.
- xx. Lerner, M. (1988). Commentary: Internship assist college programs. *Community College Journalist*, 16, 21.
- xxi. Martin, D. R., & Wilkerson, J. E. (2006). An Examination of the Impact of Accounting Internships on Student Attitudes and Perceptions. *THE ACCOUNTING EDUCATORS' JOURNAL*, 129-138.
- xxii. Matthew. (2010). An Overview of Social Networks and Economic. Stanford Education.
- xxiii. Measures of Skewness and Kurtosis. (n.d.). Retrieved from NIST Sematech: <http://www.itl.nist.gov/div898/handbook/eda/section3/eda35b.htm>
- xxiv. Michael, T. (2002). Starting and Maintaining A Quality Internship Program. Technology Council of Central Pennsylvania.
- xxv. Mihail, D. M. (2006). Internships at Greek universities: an exploratory study. *Journal of Workplace Learning*, 18, 28-41.
- xxvi. Muhamad, R., Yahya, Y., Shahimi, S., & Mahzan, N. (2009). Undergraduate Internship Attachment in Accounting: The Interns Perspective. *International Education Studies*, 2(4), 49-55.
- xxvii. Narasimha, P. A. (2013). IFIM's Industry Internship Program (IIP): Creating a Unique Industry Internship Model in Management Education. *IFIM Business*, 1-17.
- xxviii. Rebecca, G. (2013, June 19). The Wire. Retrieved from The Uselessness of Unpaid Internships: <http://www.thewire.com/business/2013/06/uselessness-unpaid-internships/66390/>

- xxix. Rigsby, J. T., Addy, N., Herring, C., & Polledo, D. (2013). An Examination of Internships and Job Opportunities. *The Journal of Applied Business Research*, 29(4), 1131-1144.
- xxx. Rouse, M. (2008, January). Search Data Management. Retrieved from Tech Target: <http://searchdatamanagement.techtarget.com/definition/data-analytics>
- xxxi. Sekaran, U., & Bougie, R. (2013). *Research Methods for Business* (6 ed.). John Wiley & Sons Ltd.
- xxxii. Sirakaya-Turk, E. (2011). *Research Methods for Leisure, Recreation and Tourism*. Wallingford: CABI.
- xxxiii. Steve, C. (2014). Some Thoughts on the Importance of Internships as Part of an Undergraduate Program. American Statistical Association.
- xxxiv. Suhaimi, A. W., Marzuki, N. A., & Mustaffa, C. S. (2014). The Relationship between Emotional Intelligence and Interpersonal Communication Skills in Disaster Management Context: A Proposed Framework. *Procedia - Social and Behavioral Sciences*, 155(6), 110-114.
- xxxv. Taylor, M. S. (1988). Effects of College Internships on Individual Participants. *Journal of Applied Psychology*, 73(3), 393-401.
- xxxvi. Testing for Normality using SPSS Statistics. (2013). Retrieved from Statistics.Laerd.com: <https://statistics.laerd.com/spss-tutorials/testing-for-normality-using-spss-statistics.php>
- xxxvii. Tucker, L. (2014, January 16). topuniversities. Retrieved from Unpaid Internships Still a Problem for Students in 2014: <http://www.topuniversities.com/student-info/university-news/unpaid-internships-still-problem-students-2014>
- xxxviii. Web Finance Inc. (2016). Retrieved from Business Dictionary: <http://www.businessdictionary.com/definition/performance.html>
- xxxix. Wu, D. (2014, February 6). Fast Enterprise Apps Lead to Productivity Improvements. Retrieved from Riverbed Technology: <http://www.riverbed.com/blogs/Fast-Enterprise-Apps-Lead-to-Productivity-Improvements.html>