Outcome-Based Internship in Malaysia's Public Higher Education Institutions

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Abstract: *Immersed inglobalized world with keen competition and conflicting demands, many countries are confronting the thornyissues of graduate unemployment. Thus, the institutions of higher education faced with tremendous demands from the policy makers, the industry and the parents to produce qualified and suitable candidates that can be match with the requirements of the industry. In Malaysia, the recent past had witnessed score of newspaper reports on the alarming rate of unemployment of local graduates; citing the incongruences between graduates attributes and the employers' expectation. In 2011, the Arts and Social Sciences field has the most noteworthy number of unemployment, and mostly bachelor degree holders from public universities below the age of 24. Surprisingly, the anecdotal evidence suggested that 88% of the Malaysia employers stated that they are maintaining or increasing hiring for the past 5 years.The above statistics have prompted the Malaysia's government to take multi-prong strategy to addres this urgent issue and one of them is to place more emphasis on the quality of internship. Outcome-based internship through tripartite relationship (intern, university through the academic supervisor, and the employer) can further enhance career skill and career focus of the undergraduates which are the main focus of this research report. The main research question is what are the determinants of outcome-based internship, that is, what assure a successful internshipfor the business undergraduate in Malaysia.*

Keywords: *outcome-based internship model, career focus, career skills, supervisory support, job challenge, positive attitude, self-initiative, task role clarity, public higher institutions, Malaysia*

1. INTRODUCTION

Internship program could be of assistance to the university undergraduates by enhancing aptitudes for their employments that may not be acquired in the academic settings. Despite the fact that undergraduates excelled in their academic courses, there are other significant non-academic requirements once they venture out into their future career. For instance, the industry opined that internfall short of the vital competencies such as the understanding of business-world, job experience, and skills of communication and negotiation (Kelley and Gaedeke, 1990; Kelly and Bridges, 2005). Thus, the attributes mentioned need to be instilled in business undergraduates through many types work-based learning such as structured internship and 92 percent of university's provides myriad format of internship structure to their undergraduates(Coco,2000). To be certain, those undergraduates that had gone through the structure internship experience, research shown that they had higher probability to secure permanent job once they graduate, than those who have no such internship experience (Taylor, 1988).

Notwithstanding the importance of internship to the future career of the undergraduates, the perennial issue in the internship is the effectiveness or the outcome of the internship. The question is whether the undergraduates can achieve the stipulated experiential learning from the internship (Elkins, 2002). Academician should give advices throughout the internship journey to help the undergraduates to shape their interpersonal skills and assist them to understand the importance of relational abilities, reliability, and activity (Raymond et al., 1993). The above narration point to one significance topic: "Do Malaysia's universities offer internship program that are configured to assist undergraduates to obtain the positive outcome of internship experience and later on help the graduate to secure their first job in this highly competitive job market?"

2. PROBLEM STATEMENT

Immersed inglobalized world with keen competition and conflicting demands, many countries are confronting the thorny issues of unemployment of graduate (Adesina, 2013). Thus, the tertiary institutions faced with tremendous demands from the policy makers, the industry and the parents to produce qualified and suitable candidates that can be match with the requirements of the industry (Teichler, 2007). Hypothetically, today's higher education learning pedagogy should produce the graduates with attributes like pragmatism, flexibility, lifelong learning, and agility to adapt to the real working world in the shortest possible time (Bezuidenhout, 2011).

No doubt, there is an urgent global agenda to tacklethe issue of graduate employability, nonetheless, the means and the approaches on how best this perennial issue to be solved remains vague (Harvey, and Morey, 2002). The rationale for this issue on graduate employability stemmed from the fact that government, industry and civil society are strongly opined that higher education institutions as a spring well of industry recruitment and for the workers' continuous self-development (Keech, 2006).

In Malaysia's graduate employability context, worrying concern has been emerged on the incong-ruency between the attributes of graduates and employers'demands. Many graduates fall short of attributes required by the industry, thus, heightened the statistics of graduate unemployability in Malaysia. In 2011,the Liberal Arts and Social Sciences displine has the most noteworthy number of unemployment, constituting 44.5% or 19,784 from the aggregate number of unemployed graduates (44,485 undergraduates) and mostly bachelor degree holders from public unviersities below the age of 24 (MOE, 2012).

Annually, Malaysia's public higher education produced about 200,000 graduates. Through the tracer study conducted by the respective universities, the results shown that 25% of newly mintdegree holders responded that after six months, they are still in the process to secure their first job (MOE, 2012). Meaning which, 35.3% of those who are graduated six month later, still unemployed, a litmus test of graduate lacked of requisite capability to secure permanent job. According to Job Street Malaysia's Employer survey, the 5 top reasons about our higher education institutions fresh graduates (especially social science's student – business graduates inclusive) are:

Table1.1. *Reasons of Fresh Graduate Unemployement in Malaysia*

No	Reasons of Graduate Unemployability in Malaysia
1	60% of them demonstrate poor communication skills
2	59% of them showing poor attitude/characters
3	64% of them have a poor command in English
4	Majority of graduates also lack of adaptability skills
5	Majority of graduates also lack of multitasking skills
6	Majority of graduates also lack of decision making skills
7	Majority of graduates also lack of problem-solving skills

Surprisingly, the anecdotal evidence suggested that 88% of the Malaysia employers stated that they are maintaining or increasing hiring for the past 5 years (www.jobstreet.com, 2016). Therefore, the sole reason of graduate unemploybility in Malaysia is the graduate quality that does not commensurate with the demand of the industry.

The above statistics have prompted the Malaysia's government to take multi-prong strategy to addres this urgent issue and one of them is to place more emphasis on the quality (outcome- based/ effectiveness) of the university undergraduates' internship (Renganathan, Abdul Karim & Chong, 2012). Can an outcome-based internship that involve undergraduates, their university supervisor and the industry mentor (tripartite stakeholders) come together to address the urgents issue of graduate unemployability? This is the main purpose of this research report because most of the reasons listed for the graduate unemployability are due to lack of transferable skills. And transferable skills such aslack of English proficiency, poor communication, lack of adaptability, poor decision making and problem solving can be enhanced through outcome-based internship (effective). Outcome-based internship through tripartite relationship (intern, university through the academic supervisor, and the employer) can further enhance career skill and career focus of the undergraduates which are the main focus of this research.

The present internship program in university may only a minor augmentation of acknowledge securing as a feature of the prerequisite to acquire a degree without really enhancing the business

undergraduates in their future career. The suggestion is the high rate of unemployment among business undergrad in Malaysia. This "another credit procurement to get a degree" worldview needs to change in perspective of the current aggressive occupation advertise, and higher demand of industry. Knouse, Tanner and Harris (1999) concluded that those undergraduatesposessed prior work-based learning experience through structure internship were able to secure full-time jobquicker due to the much sought after attributes likethe self-confidence, greater problem solving skills and good communication and negotiation skills.

Internship program have turned into a standard component in Malaysia universities. However its structure and execution has been called to the question in the wake of high new graduate unemployment. The Organization to Advance Collegiate Schools of Business (AACSB) has suggested that university's academic coursework's incorporated more realistic business world element and the internship program is one of the main component for achieving this objective. Be that as it may, there is critical variety in the courses in which internship are executed (Coco, 2000).

In an attempt to meet the objectives of the study, the general research question is: "Do Malaysia's universities offer internship program that are designed to assist undergraduates to obtain the positive outcome of internship experience and therefore increase graduate employability?" And the specific research questions that need to be addressed are identified as follows:

1. What are the business undergraduate' perspectives and experiences on their current university's internships?

2. What constitutes an quality and industry-oriented university's internship program that can be turn into an new model of internship for business undergraduate ?

3. What are the determinants of outcome based internship, that is, what produce a successful interns in Malaysia's public higher education?

3. LITERATURE REVIEW

3.1. Internship and Job Prospect

National Organization of University's and Employers (NACE) (2011) reported more than fifty percent of the interns were offered full time job by their respective employers, a survey answered by the members of NACE. In a similar research in 2010, 66.7% of interns were offered a full time job after succefully completed their internship in one of the firm. These two studies results were the confirmation with previous research that undergraduate that gone through effective internship is more likely to secure full time job employment than those who are not. In 2004, Callanan and Benzing (2004) through their research with 163 business graduates in US concluded that the employability of newly graduated student was highly correlated with the experience of internship.

Many plausibleexplanations on whyundergraduates with experiential learning in the real workplace havehigher chances inacquiringthe firstjob after graduation. One factor was undergraduate's experiential learning in the workplace possessed job attitude that suitably adapted to in the real workplace. The often highlighted aptitudes are higher order thinking, good report writing and presentation skills, and practicality that many firmslook for in young hire (Maskooki et al., 1998; Raymond et al.,1993). Business community regard highly the ability of higher order thinking as prominent featuresin the internship program that one undergraduate can derived from; to enhance their career mobility (Molseed et al., 2003; Raymond et al., 1993). Moreover, many issues of business ethics and business globalization that one experience during the program of internship, is another prominent aspect that undergraduates seldom experienced during their academic tenure in university (Raymond et al., 1993).

Foundation of outcome-based internship is the interning undergraduate'sscholastic achievement, passion, mental set, the supervision support, and the employer's objectives and practices in internship, and rewards (Beard &Morton, 1999). Further study highlighted that to organize a quality internship program demands commitment in terms of sufficient resource, the employer's interest in seeing the learning growth of the interns, redesign of works that match with the interns' learning outcome and capabilities, and a progressive framework of assessment (Cutting &Hall, 2008). The reality of the matter is that dealing with a internship requires a concentrated exertion of a teacher incorporating building organizations with group business, coordinating an interns needs with suitable work, reaching the business to check the assistant's advance, assessing progress reports (diaries) frequently

and remarking on them, and deciding the course review. Due to the hefty amount of workload, interns' supervisor, oftenmember of the faculty, often find no time in properly guide and supervise their respective interns.

Undergraduates can experience positive learning outcome of internship if they are to prepare sufficiently. To participate in internship, undergraduates, depend on universities requirement, ought toobtain a CGPA of 3 pointers (Cutting& Hall, 2008). The interns need to prepares to know what is require at the beginning the internship, as it is critical because it render the interns and the employers actual goals and aspirations of the internship. The industry supervisor need to carefully delineate the boundary of cooperation and secure the "must have aptitude" andtactfully synchronize the intern's abilities with firms' prerequisites to produce a win-win situation (Narayanan et al., 2006). Past studies suggested that interns that were required to perform specific tasks are appeared to have higher job satisfaction and more learning take place compared to those interns that have generaltasks (Rothman, 2007).

Various stakeholders (the firm, the intern, and the university) have different objectives and aspirations in their participation in this work-based learning, a learning agreement should be prepare by the university to delineate the objecitves for each party and signed as key apparatus for elucidating such expectation from each party (Henry et al., 2001). This learning agreement should be utilised as the yard stick to measure the performance. The intern's performance evaluation should be a compromise between the principles of academic and real work experience obtained. Then only the evaluation can provide certain objectivity to the intern, his/her employer and the academic supervisor.

The firm's supervisor in the learning contract may allow the educator to assist the intern to accomplish their objectives all the more adequately. Firm mentor can feedback theperformance evaluations of the intern with educators utilizing a telephone, reports, and the utilization of comapny assessment forms (Henry et al., 2001). These days, it's common to utilize email, web, or the social media platform to interact with interns'academic supervisors and industry supervisors.

As an complimentary to structure internship, many universities require intern to submit learning log consistently. Learning log that incorporate high order thinking and some critical incidents in internship can provide a shade of knowledge and indepth reflection on the professions (Clark, 2003). By writing learning log, interns can providemuch needed data on the experiential reflection, and learning logact as an important conduit between the interns, the firm's supervisor and the academic supervisor (Alm, 1996). Writing learning log help interns reflect work practices that has been done correctly or wrongly and offer space to ponder about tentative arrangements for work. Interning undergraduate who write learning log have shown the capability to apply suitable theoretical knowledge to working environment since they see college educational modules more important to authoritative settings (Eyler, 1993). In addition, meetings between the mentor and the intern (Englander et al.,2000) that enable internsto get constructive feedback and distil valuable experiences. To undertake all these meetings, interns academic mentors are supposed to engage with the firm's supervisor (Ellis, 2000).

Despite the fact that they are immersed in the workplace situation, interns require encouragement, and support. At the end of the day, mentoring/supervisory support is one essential link of outcome-based internship. Callanan and Benzing (2004) concluded that the undergraduate should guided carefully in workplace for the benefits to be realized (Tovey, 2001). Mentors can give training, watchful observing, and adequate thought in regards to proficient advancement to augment interns' learning results (Ellis, 2000). Despite the fact that coaching is a critical part of internship program, the facts may prove that coachingis considered as tough on the firm'smentors and university mentors. Firm's mentorrs usually require the under studies who are able to accomplishthe work with little supervision (Watson, 1992).

3.2. Outcome-Based Internship

A few constructs are utilized as a part of a broad group of research to assess internship effectiveness (outcome-based), inclusive of improvement of career skills, career focus, practical advantages, practical outcome, and illuminationof self-idea in professionalism and work ethics and internship satisfaction(Taylor, 1988; Beard & Morton, 1999; Gault, Redington & Schlage, 2000).Through extant literature, and in order to answer the research questions of this academic undertaking, the author has select career skills and career focus as the dependent variables in this study.

3.2.1. Career Skills

In exceed expectations in one profession, a person need certain abilities in the working environment. Four classifications of career skills are observed to be of importance among recruitment list, they are:

1) Scholastic aptitudes: investigative abilities, computerliteracy, innovative mindset, information search, and higher-order thinking (Kelley & Gaedeke, 1990; Karakaya & Karakaya 1996; Floyd & Gordon, 1998)

2) Correspondence aptitudes: oral fluency, written competency and written report (Kelley & Gaedeke, 1990; Karakaya & Karakaya 1996; Floyd & Gordon, 1998)

3) Interpersonal aptitudes: authority/cooperation and network building (Boatwright and Stamps, 1988; Kelley & Gaedeke, 1990; Karakaya & Karakaya 1996)

4) Job procurement aptitudes: curriculum vitae composing, interviewing, and networking (Gault et al., 2000).

3.2.2. Career Focus

Career focus incorporates affirmation of the individual pride and self-esteem, performance and the continued professional career expected to obtain satisfaction from one career (Taylor, 1992). A few studies illuminate that interns that experienced internship reported a more note worthy awareness of other's expectations and profession continuous improvement (Hursch & Borzak, 1979; Williams, 1990; Eyler, 1992). Additionally, Taylor (1992) recommended that this variable is linked with strong conviction about intern's preference and future career mobility. Likewise, undergraduate who also experience a positive experience in individual and social viability (Bernstein, 1976) and self-adequacy in one career (Braswell & Cobia, 2000).

3.3. Academic Preparedness/Scholastic Readiness

With the mushrooming of public universities in Malaysia, many of the undergraduates are require to participate in internship from their respective universities. Thus, there will be huge influx of them to apply to do their internship either in the private organizations or government agency.

With this marked increase of interns, it would be an over whelming undertaking for the firms' Human Resource to choose the suitable candidate from the big pool of the intern's applicant (Lin & Kleiner, 2004). Much of the time, firm frequently adhered to to students' academic performance such as cumulative grade point average (CGPA) to shortlist the candidates. Several well-entrenched firms in Malaysia limit their enlistment just to students who accomplish 3.00 CGPA or more. Students who obtain lower CGPA are not qualified to apply. CGPA is a framework broadly utilized by the universities as a part of effort to evaluate undergraduates' scholastic accomplishment. The CGPA is established by partitioning the aggregate review focuses (dictated by duplicating the review estimations of subjects brought with the quantity of hours in the semester) with the total attempted hours (i.e. credit hours in which the students acquired a grade) (Alfan &Othman, 2005).

Past researches inferred that scholastic readiness is one of the main factor contributing to effectiveness of internship (Basow & Byrne, 1993; Beard, 1997; Campbell & Kovar, 1994; Beard & Morton,1999). Undergraduate is being advised not to register in this work-based learning prematurely (Basow & Byrne, 1993) and is advisable to obtain well-balanced view on the industry and the career they wish to endeavour in (Bourland-Davis, Graham & Fulmer, 1997). Many universities' internship demand under graduates to complete required credit hours and CGPA's minimum threshold (Clark, 2003). Anecdocal evidence and previous studies found outintern with high CGPAs perform much better in stark comparison those with less desired CGPAs (Knouse, Tanner, & Harris, 1999).

Hypothesis1: Academic preparedness of internsis correlated with effectiveness of internship

3.4. Job Attitude/ Job Involvement

Job attitude of involvment has always been considered the realm of psychology; after Allport (1945) construed job attitude of involvement as employee's state of mind (Reeve & Smith, 2001). The operational definition of job attitude of involveemnt is "*how much a man is perceived engaged mentally with his job, or the importance of work in his mindset*" (Lodahl & Kejner, 1965, p. 24). Thus, job attitude of involvement is about how much an individual is mentally engaged with his or her

present employment (Paullay et al., 1994;). Employees with high levels of job attitude of involvement are mentally occupied with the nature of task they perform in their daily job (Blau, 1986).

High job attitude of involvement can significantly enhance performance by directing employees to be more concentrated in their task, and making routine task a much more pleasant and rewarding experience (Brown, 1996). Keller (1997) empirically established that a positive association between job involvement and research and development performance for scientists. Probst (2000) further reported that employees who ranked their daily jobtask as important are more satisfied with their themselves and demonstrated high commitment to their organizations.

Tornow and Wiley (1991) highlighted that thejob attitudeof involvement of the employee and the work fulfillment impacted how clients perceived their level of service. Empirical research has demonstrated that worker's perceived support at work, for instance, that from peer, supervisor and top management has an impact on employee work dispositions; especially through the process of reciporcity (Thompson et al., 2004). Adsit et al. (1996) discovered that there is a significant positive association between worker demeanors and performance. Various studies have likewise proposed that worker states of mind (employment fulfillment and duty) make positive commitments to firm performance (Fletcher and Williams, 1996).

Employees with a positive job mentality towards the internship will probably accomplish internship effectively and efficiently (Feldman & Weitz, 1990; Beard, 1997; Beard & Morton, 1999). When the intern begin the work-based learning, internsare expected to behave like new, full-time staff. What's more, the internship will be more advantageous in the event that they see it as a potential learning opportunity and view the internship as as pleasant and hugely rewarding (Beard, 1997).

Hypothesis2: The positive attitude of intern is significanly related tothe effectiveness of the internship

3.5. Self-initiative

Literatures empirically established that interns' own initiative has critical influence in the achievement of the intern (Patton & Dial, 1988; Basow & Byrne, 1993; Beard, 1997; Beard &Morton, 1999). Intern is supposed to be reliant to them to take initiative, such as by ask questions, make suggestions, establish networks with otheremployees, tolerating and profiting from criticism, and showing enthusiasmin establishing the relationship (Patton & Dial, 1988). Basow & Byrne (1993) suggested intern to voluntarily involve in job task, explicitly made known the aspiration and constraints faced in the workplace. Beard (1997) found that the employers and the interns harbor the presumption that the intern ought to demonstrate proactivity by forcefully "searching task". At the same time, supervisors normally respond favorably to intern's self-initiative.

Hypothesis3: Self-initiative of intern is significantly related tothe effectiveness of internship

3.6. Challenging Job

Albeit numerous elements may impact individual career achievement, research suggested that the degree to which people has challenging experiences in their occupation is a standout amongst the most imperative determinants of workers' improvement (Davies and Easterby-Smith, 1984; London, 2002; McCall et al., 1988) and professional achievement (Berlew and Hall, 1966; Bray et al., 1974; Lyness and Thompson, 2000). Job challenge furnish people with the chance to learn (McCauley et al., 1994), which may bring about the advancement of an extensive variety of aptitudes, capacities, experiences, and values that expansion people's ability for successful working in their organization (London, 2002; McCauley et al., 1994). Also, people's effective achievement of job challenge decidedly influences their self-esteem (Hall and Chandler, 2005) and self-efficacy convictions (Maurer and Tarulli, 1994), which thus may urge them to search out extra job challenge (Davies and Easterby-Smith, 1984), and may help their desire for higher employment positions (Van Vianen, 1999). At last, job challenge may serve as cues for people's potential for professional success.

Job challenge has been operationalized as "*having to fulfillhigh performance expectation*" (Berlew and Hall, 1966, p. 209), as "*high threshold of complexities and creativity*" (Taylor, 1981, p. 255), and as "*complex and dynamic problem solving and entail high probability of failure and risk in decision making*" (McCauley et al., 1999, p. 4). In the nutshell, people perceived challenging job if the tasks entail demanding, novel, and creative perspectives in completing the task. McCauley and colleagues (McCauley et al., 1999; McCauley et al., 1994) have identified five classifications of job components that represent challenging aspects of work:

(1) Transitions of job, with employee being tasks with new activities and unique circumstances in which the "old" methods and practices are insufficient;

(2) Change management, with employee having an obvious reason to change a situation, but being given "freedom"and "opportunity" to decide the tactics on how to achieve the objective;

(3) Working at huge amounts of obligation, portrayed by high transparency, the chance to have a impactful decisions, managing more extensive and more perplexing issues, and higher accountability;

(4) Overseeing boundary spanning role, where employees need to work with individuals over whom they have no immediate power and need to create techniques for influencing them and securing their participation; and

(5) Managing intrinsic and contextual differences, which challengeemployees to internalize and comprehend internal and external business issues from different points of view.

Hypothesis4: Challenging job is significantly related to theeffectiveness of internship.

3.7. Supervisory Support

Supervisory support is about employee's perception on the extent their supervisors as voluntarily rendering guidance, motivation and constructive feedback to their subordinate.The supervisor's role support is significant to another worker. Firstly, supervisor manages the level of hierarchy power, uncertainty, and challenge in the work itself. Secondly, supervisor renders official complaints to their worker in regards to their work output and quality as well as work behavior. Finally, the supervisor manages the compensation and benefits that are crucial to the workers welfare and career (Krackhardt et al., 1981). Thus, in the context of internship, the above mentioned supervisory supports will assist the interns to acclimate with complex hierarchical, norms and organizational culture (Van Maanen, 1975). New employees encounter numerous vagueness and uncertainty with respect to the employment obligations, colleagues, and immediate supervisor.

Jamrog (2002) opined that the supervisor was the maininfluential figure in deciding whetherthe novice workers remained in the organization. Supervisor support is fundamental since they can increase work satisfaction and support the journey for one's future profession mobility (Knight et al., 2006). Lack of proper supervisory support can resulted in apoorly trained, poorly motivated workforce and is a source of highabsenteeism, low confidence, poor customer service and high rate of employee turnover (Knight and Crutsinger, 2003). On the other hand, a workplace with immense supervisory support decidedly can increase performance of work, heightened work satisfaction, and diminish rate of turnover (Babin and Boles, 1996).

The supervisors play a huge part in determining the effectiveness of internship training. Gabris & Mitchell (1989) established the view of supervisory support is altogether commensurate with occupation position achievement and general employment performance. Effective supervision amid temporary job, with qualities, for example, "being strong, exhibits high performance and ability, give constructiveopinionand developintern through mentoring", gives opportunity to worker to appreciate the humane side of work and resolve conflict (Taylor, 1988). Other research concluded that the support render by supervisor can significantly signify an unwavering trustof the organization to the intern (Mowday, 1998).

Hypothesis5: Effectiveness of supervision is significantly relatedto the effectiveness of internship.

3.8. Role/Task Clarity

Shoemaker (1999) described role/task clarity as the degree to which an individual is persuaded in regards to how he/she is expected to carry out work. This level of clarity has likewise been associated with job performance whereby a employee who is clear about his/her role/task will be more easily satisfying in that specific job (Braxton, 2008). As indicated by Mukherjee and Malhotra (2006), role/ task clarity can likewise be described as which anemployeecan confidently predict the outcome of the job to be finished by him/her in certain conditions/circumstances. It further deepens the knowledge of being capable since they understand what they should know, what they are skillful of and by what method will they do it (Wynne & Stringer, 1997; Baron & Armstrong, 1998). In the event that role/ task are not delineated clearly, there is always probability of people will take up obligations that are not in certainty theirs while neglecting what they are required to do. This disparity between what one is relied upon to do and what he/she performs resulted in ambiguity and conflict among workers (Fields, 2002)

As highlighted by Breaugh and Colihan (1994), workers are regularly confused about how to carry out their duties, when certain tasks ought to be performed and the benchmark by which their job performance will be measured. Sometimes, it is essentially hard to furnish a worker with a perfectly clear picture of his or her role task in an organization.Role clarity is defined as "to what extent the requisite job information is given to the worker and how the worker is expected to carry out his or her job task based on that information" (Teas et al., 1979). As such, clarity on the job role implies that employee realize what to do and how to do it. In the event that there is no role clarity, employees are working yet don't accomplish the intended job outcomes since they are not doing the right things in the right manners.

Sawyer (1992) established that the Role Theory had made clear distinction between output from task (for example goals on task and benchmark) and work method (for example what method to use to complete a job). In particular, clarity on output's task. A few studies found that task clarity can enhance effectiveness of internship, simultaneously, the intermittent absence of haphazard planning of work assignments can caused disappointment on interns (Rothman, 2007). Moreover, ambiguity on the task/role add to stress and poor execution of the employee (Kahn et. al., 1964). Other academic writings suggested that the supervisor try to clarify the justifications behind the work assignments to the interns (Tackett et al., 2001), draw up an clear set of job responsibilities (Crumbley & Sumners, 1998), and giving a sensible time span to achieving the tasks (Rothman, 2007).

As per Hackman and Oldham (1975), role clarity implies that employees are having clear comprehension about their roles and duties in the organization. Teas et al., (1979) approach the role clarity from the behavioral perspective and defined it: *'how much required information is given about how the worker is relied upon to play out his or her tasks.'* Lyons (1971) characterizes role clarity as the *'subjective sentiment having to such an extent or not as much role pertinent information as the individual might want to have.'* A fourth conceivable definition is *'the degree to which an individual gets and comprehends information required to carry out the tasks "(*Kelly &Hise, 1980).Assessing all the above these definitions, there are severalsimilarities to be viewed as essential: The role of the worker, the information required, the supervisor giving the job information and the tasks and duties undertaken by the workers. This further supported Kahn's definition (1964) on the role model. In this study, the researcher operationalized that '*to satisfactorily carry out his or her job, an employee must know (a) what the role expectation are (e.g., the rights, obligations, and duties), (b) what activities will satisfy the responsibilities of the job role, and (c) what the outcomes of role performance are to oneself, colleagues, and the firm.'*

Hypothesis6: Task role clarity is significantly related to the effectiveness of internship.

4. CONCLUSION

In order to augment the job readiness of the Malaysia undergraduate's employability, internships are progressively normal, with research demonstrating their potential advantages, in spite of the fact that with some concerns about their conceivably exploitative nature. To expand the advantages to all stakeholders, the internship program ought to give the chance to interns to explore the working world with their university knowledge. This study has proposed that improvement is not generally ideal, and that characteristics of the intern and their supervisor may impact on the learning that takes place.More research is required; nonetheless, potential interns and the companies that provide place to the undergraduates ought to consider the interns' inspirations and desires to ensure that the internship experience is optimally enhanced.

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