

**THE DETERMINANTS OF INTERNSHIP EFFECTIVENESS
A PERCEPTION OF UNIVERSITY GRADUATES
JOB SEEKERS IN BHUTAN**



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entitled
**THE DETERMINANTS OF INTERNSHIP EFFECTIVENESS
A PERCEPTION OF UNIVERSITY GRADUATES
JOB SEEKERS IN BHUTAN**

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THE DETERMINANTS OF INTERNSHIP EFFECTIVENESS- A PERCEPTION OF
UNIVERSITY GRADUATES JOB SEEKERS IN BHUTAN

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ABSTRACT

This paper attempts to study the effectiveness of PAS on employee motivation in Druk Green Power Corporation Ltd, Bhutan. The research study examines the rationale of implementing performance appraisal system, how the system is linked with reward and recognition, promotion, employee training and development, performance feedback and its motivational impact. A qualitative method was used to collect data through semi-structured interview of five employees from different departments.

The study found that the company is using PAS to motivate people to deploy their full potential by directly linking the system with reward & recognition, annual target setting, performance feedback. However, it was examined that the evaluation result was moderately used for training and development. Accordingly, the recommendation is provided to integrate PAS results with employee training and development

KEY WORDS: INTERNSHIP EFFECTIVENESS/UNIVERSITY GRADUATES/
SEVEN DETERMINANTS

41 pages

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CHAPTER I

INTRODUCTION

1.1 Unemployment and Importance of Internship

Bhutan is facing very unique challenge of unemployment problems. Many studies pointed out that one of the main causes of the youth unemployment is not due to the lack of jobs in the country, but the mismatch of academic qualification, skills and available jobs. Besides, economic factors like low wages, poor working conditions, labour relation etc also added to unemployment problems. The first national symptom of unemployment started in early 2000 and since then it was rising and today it has become one of the pressing economic and social issues. In the event of such rising unemployment, Ministry of Labour and Human Resources was mandated to facilitate gainful and productive employment to the youth of the nation and also guide the nation through relevant policies and strategies intervention in addressing unemployment issues.

The Royal Government of Bhutan has been dealing seriously on to ease the youth unemployment which remain largely unresolved. The issues had been deliberated, debated and discussed at length on various platforms. In its effort to address the rising youth unemployment, various school to work transition support program)STWP(services to enhance employment. Apprenticeship Training Program)ATP(, Direct Employment Scheme)DES(, Skill for Employment and Entrepreneur Development)SEED(, Youth Employment Skills)YES(and Internship Program called Pre-Employment Engagement Program)PEEP(and University Graduate Internship Program)UGIP()4th National HRD Advisory Series, 2017(. These STWP programs are mainly provided for the new entrants of those in transition through short term skills training so that job seekers are able to get necessary skills needed by the industry, or gain needed experiences at work, thereby meeting the requirement of the labour market.

Generally, internship programs are held as part of formal structure of educational process that is within the scope of their field of study, which translate into better job opportunities or guarantee jobs in some cases. It is mostly associated with the academic institution and industry, where the institution, students, instructors, and industries work cooperatively as important stakeholders. In Bhutan internship is offered in two forms. The first one is internship that is offered by educational institutions. They follow the structured programs where they have the arrangement with industries, agencies and institutions to do the internship. The interns are placed on job training or attachment which receives the grades after internship period. The training also involve combination of both theoretical and practical learning experiences and soft skills directly in the field.

The other internship type is offered as school to work transition program particularly for the job seekers who are new in the labour market and have no any sort of job experiences. UGIP and PEEP are one such short-term internship support provided for any interested jobseekers. The main objective of the program is to productively engage young jobseekers in the world of work by providing them with necessary work experiences. A minimal monthly stipend of 3,750 ngultrum is provide for a maximum duration of 3 months with possible extension to 6 months)4th National HRD Advisory Series, 2017(. While PEEP support is provided for middle/higher secondary education graduates, UGIP support is intended for tertiary education graduates.

Internship is a school to work transition program and offered as means to acquire general skills and work experiences. Any industries or employers big or small, that intend to provide any kind of general job experiences or skills can avail the internship program. There is no any strong formal process for any internship administration. It is flexible that if the interns find a job before completing the internship duration time, can leave with no any administrative procedure and obligations

1.2 Problem Statement

Geographically, Bhutan lies in Eastern Himalayas bordering India to the South, East and China to the North with a population of about 735,553 recorded in the recent National Housing and Population census of Bhutan)2017(. Gross National Happiness)GNH(philosophy is a guiding principle of Bhutan's socio-economic development. The National Employment Policy)2013(, states that "Happiness is not possible if people are not gainfully engaged and are unable to provide suitable and sustainable livelihood for themselves and their families". As such, ensuring full employment opportunities and raising the living standard is always prime goal of socio-economic development plans.

Bhutan's youth demography is more than 50.3 percent of Bhutan population having below the age of 24 years in 2013, and is expected to remain around 46 percent in 2020)Raptan,2014(. According to the ILO)2012(, a person between 15 and 24 years of age is called youth and globally, about 75 million youth are unemployed accounting to 12.6% world population in 2011. The ever-growing youth unemployment has posed serious challenges to both the developed and developing countries)ILO, 2006(. Therefore, providing decent employment is more than a necessity to establish independent livelihood. It ensures good process of psychological and moral endurance and wellbeing and in turn contribute towards consolidating the national unity and social entities.

Generally, unemployment is global phenomena of any independent nations around the world including Bhutan which is even more, deserving serious attention. According to the World Bank Report June)2018(, youth unemployment rate in Bhutan is increasing annually. Although the national unemployment rate decreased from 2.9 percent in 2013 to 2.1 percent in 2016, the youth unemployment rate has increased marginally from 10.7 percent in 2015 to 13.2 percent in 2016. Even more, the unemployment rate with a bachelor's degree has reached alarming rate of 67 percent followed by youth with a middle and higher education degree at 21 percent. Further, there is higher unemployment of youth in urban areas)23.3%(than rural areas)4%()Labour Force Survey Report, 2016(. From the recent labour force survey report)LFS 2017(, shows that major contributing factors for youth unemployment is due to increasing job seekers with higher qualification. The entry of university degree job

seekers in the labour market increased from 2855 in 2013 to 3694 in 2014. Since beginning from 2015, the school's colleges and universities supply over 4000 students annually in the labour market. Out of these, 34.7% are university graduates which is highest amongst the qualification category)Labour force survey report, 2015(. As per the 12th five-year HRD Master Plan)2018-2023(, an estimate of 66,000 job seekers will enter into labour market. About 12000 job seekers will enter into the labour market seeking for jobs annually

Currently, the young Bhutanese job seekers are facing uncertain future. This uncertainty may prove damaging effects on the individual themselves, their families, communities, economy, and society at large. When the youth are either unemployed or underemployed, increases the social and economic burden to the state. Their participation to national development remains very minimal and misses the opportunities to exercise their right on many fronts. As a citizen, they have very limited resources to either spend or invest as saver, and often their voices and vulnerability remain unheard in the society.

The continuous vertical expansion of youth unemployment rate will bring lot of negative impact on social development. The prolonged youth unemployment will result into many psychological damages and increase vulnerability to negative activities like drugs, diseases and crime. Youth unemployment will disconnect and ostracize young people. It can expose to exploitation of low wages, recurring periods of unemployment and income disparity. It entails huge economic costs to the society. From the economic point of view, for the small nation like Bhutan with very small size of population, for not being able to utilize this category of most productive economic resource is a big economic loss and would result into increased poverty in the country.

1.3 Objective of the Study

Every year, hundreds of job seekers avail internship program, and there is no any study carried out that, whether internship program is helpful and benefits the job seekers in building the possibilities of getting jobs. Without any evidences, it could not establish any references on internship program. So therefore, the objective of the study is to determine the effectiveness of the internship program provided by MoLHR

in providing the relevant job experiences and skills towards better employment opportunities.

Secondly, there are many factors that determine the internship effectiveness. Many literatures have pointed out that there are at least seven determinants ; Academic Preparedness, Positive Attitude, Self-Initiative, Task Clarity, Challenge to Job, Supervision and Compensation(to internship effectiveness. So, the author intends to find out the impact of those determinants on internship effectiveness. The author also intends to find out whether the internship bring any influences on employability skills; Creativity, Problem Solving, Communication, Leadership, Team work, Leadership and Relationship Building.

This study will also evaluate the degree of benefits and impacts of the internship program. For the purpose of this study, the focus of internship will be on the internship provided by MoLHR as a school to work transition program and the study will cover the aspects on university graduate internship program only.

CHAPTER II

LITERATURE REVIEW

2.1 Theory and Theoretical Framework of Internship

John Dewey)1897(and David Kolb)1894(were the leading, influential and contributing theorist in developing the theory of “experiential learning”. They led the first foundation of “experiential learning theory” and evolution of internship business in the school system. In their constructivism views, collaborative classroom learning and employment experience forms the key drivers to the purpose of learning. The experiential learning demonstrates the applications of theoretical knowledge, facilitating the development of employability skills. One should apply his or her classroom knowledge to increase the scope of employment opportunities. Dewey)1897(connect that skill development is integrated process of community learning that focus on problem solving and critical thinking rather than the rote learning.

Kolb and Kolb)2005(outlines that real purpose of internship should be engaging students to enhance their learning. An educational centre is meant for theoretical learning and that learning are practically apply in the real-life work settings. The knowledge, experiences and skills that are required in the job market can be only becomes meaningful with the powerful combination of education and work experiences. According to Carla Howery)1983(internship should provide the interns with an opportunity to experiment their talents, abilities and attitude to both internal and external development including the possibilities for future employment. Internship is purely one platform that should not miss the opportunities for the interns to apply ideal learning culture to potential career setting in real world. When the students and jobseekers are able to see the vision in experiential learning can easily expand the horizon of their future career opportunities and establish positive working relationship. They must understand that those relationships cannot depend on taking college course only, but they can construct and infuse by integrating the classroom knowledge with practical application in work environment.

2.2 The Concept and Definition of Internship

The concept of internship is as old as medieval Europe (Burke & Carton, 2013; Itin, 1999). The idea was applied with placement of apprentice and constantly supervised by the master craftsman to impart certain skills or trade. The training continues for at least 7 years until the master craftsman get fair amount of return on investment (ROI). During that period the apprentice displays consistent efforts and energy to develop and hone his or her skills, and never to be treated as exploitation of cheap labour. Today with high advancement in the field of education and technology had opened flood gates of internship opportunities. The scope of the work environment has expanded exponentially that internship has myriads of opportunities to apply their academic knowledge in their choice of fields. They can benefit in various form like learning to communicate effectively, work in a team and resolve the problems analytically.

National Association of College and Employer (NACE, 2011) says that internship consist of faculty research, project-based learning, service learning and practical training experiences. With such diversified learning educational environment, students get to apply their skills obtained in the classroom in an external setting. According to Kolb (2005), internship should give a chance for the interns to get work experiences. The skills gained during work experience should then lead to professional competencies. The combination of these two experiences enhance the learner's knowledge. Basically, it is a learning by doing and they are specifically a work-based education experiences that relate to their specific colleges and university. It is expected to demonstrate skills set on the jobs that they have learned in the schools. It is also regarded as a work experiences fulfilled prior to completion of formal education or short duration work experiences from a period of six weeks or less. Internship is a working and training experiences that many businesses, industries in which interns have attached with, in relation to their course of study, under the supervision of outside supervisor for some period.

2.3 Determinant of Internship Effectiveness

According to)Coco, 2000(, the internship effectiveness can be measured and evaluated through seven determinants. Those determinants are called ;)1(academic preparedness,)2(positive attitude,)3(self-initiative,)4(challenge the job,)5(effective supervision,)6(task clarity and)7(compensation. Among them, the determinants 1,2 and 3 are treated as individual factors and 4,5,6& 7 determinants are organizational factors.

2.3.1 Academic Preparedness

According to previous research sources, academic preparedness is very important to internship effectiveness)Basow & Byrne, 1992; Beard, 1992; Campbell & Kovar, 1994; Beard & Morton 1998(. To the Bourland-Davis, Graham and Fulmer)1997(, the interns should possess professional knowledge and key concepts of the subjects to do the internship. The interns should not engage in premature internship)Basow, & Byrne)1993(. The extent to which the interns are able to transfer the knowledge determine internship success. The student's courses in the schools can determine the degree of interest to the internship program. The interns who maintain realistic positive expectation from their internship are more likely to achieve success and high satisfaction.

2.3.2 Positive Attitude

The positive attitude of interns towards the internship can prove to be a detrimental factor to the internship success)Feldman & Weitz, 1990; Beard, 1997; Beard & Morton, 1998(. While interns engage in internship, they should behave like a regular employee and must ensure to exhibit positive attitude to the job they performed in their work places. Beard)1997(puts that the benefits and success rate is high if interns treat and value the internship as a mode of learning opportunities and occupational experiences. In his experiences, interns whose experiences towards internship are positive and realistic tend to find the internship experiences as satisfactory thus leading to positive internship experiences.

2.3.3 Self Initiative

According to the literature sources, interns self-initiative plays significant role in internship success.)Patton & Dial,1998; Basow. & Byrne, 1992; Beard, 1997; Beard & Morton, 1998(. The interns should focus on their self-growth and development and so all the time learn to take initiative by being proactive and prepared to do any kind of jobs. They should let know their wants and needs by their managers, supervisors and co-workers. The intern should not make their commitment and motivation fall behind their learning goals. They must be active learners and have active mind to take their internship opportunity at higher level by asking questions, making suggestions, enhancing interpersonal relationship with other employees)Patton & Dial, 1988(. They must learn from constructive feedbacks and also demonstrate to the organization they work in)Basow & Beard 1992(. Positive attitude and self-initiative contribute to the individual factors which determine the level of internship satisfaction. The internship having more realistic positive expectation from their internship are more likely to attend the high success rate.

2.3.4 Challenge to Job

According to some literature sources, the characteristics of challenge job can be synonymously linked to task variety, autonomy and always has significant influence on employee job satisfaction and performance)Hackman & Oldman, 1980; Taylor, 1998(. Interns who are assigned with challenging job are found to be more satisfied with the experiences.)Gabris & Mitchell,1989(. They argue that challenging job require interns to develop new skills and give them the opportunity to work at least some level of independence)Meyer & Allen, 1988(. Some studies suggest challenging work should be offered to the intern during the program)Coco, 2000(. Internship should expose the students to different learning as same like of full-time employees to increase the professional competence of the interns.

2.3.5 Task Clarity

Sawyer)1992(has differentiated between task outputs and activities. The task clarity should consist of task goals and standard expectation of the interns. The studies have shown that clarity of task can improve internship effectiveness, while

lack of periodic work planning of assignment caused dissatisfaction among interns)Rothman, 2007(. Other literatures recommend having rationale behind work assignment to the interns)Coco; Tackett et al., 2001(, developing job description)Crumbley & Sumners, 1998(. The task clarity must be accompanied by reasonable time frame to establish task and clear understanding of what need to be achieved. The unclear roles result into stress and poor performance of employees. As such clear job descriptions and providing the assignment with clear rationale need to be established for task accomplishment)Rothman, 2007(.

2.3.6 Effectiveness on Supervision

Taylor)1988(describes that internship should be supported strongly by being supportive, demonstrate high work standard and competence. The supervisor should provide regular coaching and feedbacks, and create opportunities for the interns to explore career interest and resolve conflicts. The job placement success and overall job performance are the result and evidence of effective supervision)Gabris & Mitchell, 1989(. A supervisor must express their deep interest to the interns and organization must value their work to build on their commitment)Dixon et al., 2005(.

2.3.7 Compensation

Literature indicates that interns who are compensated are likely to have more successful internship)Madoch 1980(. Compensation is a strong indicator of support to the interns and enhances the internship experiences in best possible manner)Berger, 1992(. Compensation benefits in creating realistic experiences and ensure high work productivity. To the Hamilton)1992(, compensation even if its minimum wages, acts as reminder that interns are in real world where they supposedly think and feel like regular employees. The compensation reports higher level of job performance as compared to those who are unpaid.

2.4 Benefits of Internship

The internship benefits are immense. As Munter)2002(states that with internship, individual become active consumer of information. They become much

aware, active and focus not only their personal development but also the agent of change to others. They engage meaningfully in real issues to create long lasting impacts not only to themselves but to the lives of the others. According to the American College and University)AACU; 2015(, in internship interns remain inseparable from the industry to develop their work knowledge and skills. It facilitates better professional relationship, make them competitive in the job market and sometime even immediate job placement. The educational value of experiential learning is significant because it provides students a hand on experiences to apply their inside learning.

According to Jones)2002(, internship develop the intern's critical thinking, managing problems working on challenging assignments, gaining a perceived edge in the job market, Interns get to learn about work system in the workplace, enhance communication skills, clarify career direction and learn to work in skills. Dean and Clement)2010(reported that employers look for interns who are work ready and have soft skills. Interns who worked had increased confidence, transferable skills such as time management and communications skills)Blake Worsdale, 2009(. To the Santariano, & Roger)1979(, the intern desire internship for building the skills needed for future employment and while the employer treats as big opportunity to identify and retain talented interns seeking full time employment after internship period. Employer also benefits from the energetic youth and their new ideas to the organization.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Qualitative Method

A qualitative research is engaged through the process of induction in which the data is collected for the purpose of study and from this data the researchers construct different interpretation and their meaning to the study)Conray.M, 2010(. The qualitative method was selected to understand specific issues related to internship effectiveness where findings were used for its understanding and purpose of internal validity. The author felt the need to understand the issue in depth to be able to design appropriate actions, thus qualitative method was chosen to understand the determinants of internship effectiveness. The author would like to put forward due to limited time the study focused on small sampling size.

3.2 Data Collection Approach

The author has used both primary and secondary data sources for this study. The primary data was collected by sending a questionnaire created in the google form to the selected respondents. They were expected to read, understand and reply the questionnaires to the author. The questions were sent to their email from February 7, 2019 at 12.07 pm. The candidates were given one-week time to prepare and answers the questions and send to the author. The last deadline was scheduled on 14 February, 2019 before 12 pm mid night. Accordingly, the author received the candidate's response as follows.

The secondary data collection was performed utilizing the publicized and validated source of online articles, publications and documents report produced by our agency.

Table 3.1 Details of Candidates Response to Research Questionnaires

Candidate			Internship	Received Date
Code	Gender	Qualification	Duration	and Time
01	Female	B. Com	3 months	09/02/2019 10:15
02	Male	BBA	2 months	08/02/2019 14:27
03	Female	B.E Electrical Eng.	3 months	10/02/2019 10:10
04	Female	General	3 months	11/02/2019 18:45
05	Male	BBA	3 months	12/02/2019 21:37
06	Male	BSc. Phy. Science	2 months	13/02/2019 17:00
07	Female	General	3 months	14/02/2019 10:10
08	Female	General	3 months	14/02/2019 09:17
09	Male	BBA	3 months	12/02/2019 10:40
10	Female	BBA	3 months	13/02/2019 10:48

3.3 Data Sampling Method

The study population is composed of 10 university graduate job seekers that have availed the internship program. For the study, at least one student from different field were included. Such was considered mainly to get correct picture on the various factors to internship effectiveness. The author sought the help of the relevant agency to identify and find the participants to participate in the survey. After their consent the questionnaires were forwarded to them by email and was given three days to complete and send back directly to my email account.

3.4 Data Analysis Method

The author has employed iterative interpretation for the purpose of this study. The iterative interpretation is expected to bring clear picture of the internship effectiveness. There are two set of questions. First part of questions will be used to illustrate the 7 determinants of internship effectiveness. The author has framed at least three questions to test each of the determinants.)detail question in appendix file(. The

second part of questions is on testing different employability skills development's area six predictors that author considered for this study purpose.)Analytical, Creative Thinking, Problem Solving, Communication, Relationship Building and Leadership Skills(. It will be mainly use to support the 7 determinants of internship effectiveness. The author has also designed few questions to find out the benefit of the internship program to determine the benefits and satisfaction of internship program.



CHAPTER IV

RESEARCH FINDINGS

4.1 The Respondents Profile

For the purpose of this study, the demographic data of 10 job seekers were selected as shown in the table below. According to the demographic data all 10 respondents were university graduates. All the respondents' age falls between the age ranges of 25-30 years old. Among the sample, 4 respondents were male and 6 were female. The length of internship in which the respondents participated ranged up to maximum of three months duration. Among 10 respondents, five of them have finance background 2 science background, and 3 general graduates. Five respondents did their internship in the government office, three in education centers and two in the financial institution.

Table 4.1 Respondent Profile

Respondent Code	Gender	Qualification	Field of study	Duration
01	Female	Bachelor Degree	B. Com	3 months
02	Male	Bachelor Degree	BBA	2 months
03	Female	Bachelor Degree	B.E Electrical Eng.	3 months
04	Female	Bachelor Degree	General	3 months
05	Male	Bachelor Degree	BBA	3 months
06	Male	Bachelor Degree	BSc. Ph. Science	2 months
07	Female	Bachelor Degree	General	3 months
08	Female	Bachelor Degree	General	3 months
09	Female	Bachelor Degree	BBA	3 months

4.2 The Preference Determinants to Internship Effectiveness

To understand the significance of each seven determinants, the author designed a question to rank each of the seven determinants to internship effectiveness. The author has kept 7 as the highest scores and 1 as the lowest scores based on total number of determinants. The one that has highest total or average scores is most important determinants to internship effectiveness and the lowest scores the least important determinants. The table below represents the detail preference ratings and from there since academic preparedness has highest scores, therefore is most important determinants to internship effectiveness, then followed by self-initiative, positive attitude, task clarity, challenge to job, effective supervision and compensation the least.

Table 4.2 Preference determinants scores to Internship Effectiveness

Candidate Code	Academic Preparedness	Positive Attitude	Self-Initiative	Challenge job	Task Clarity	Effective Supervision	Compensation
01	7	6	5	2	4	3	1
02	7	4	6	4	5	3	1
03	6	5	7	3	4	2	1
04	7	6	5	2	3	4	1
05	7	5	6	3	4	1	2
06	7	5	6	4	3	2	1
07	7	5	6	3	4	2	1
08	4	5	7	1	6	2	1
09	7	5	6	3	6	2	1
10	7	5	6	3	4	2	1
Total	66	51	60	28	43	23	11
Average	6.5	5	6	3	4	2	1

While studying these 7 preferences, the result shows that academic preparedness was the most important for internship success and compensation as the least important determinants. Among seven determinants academic success, self-

initiative, positive attitude and task clarity took the position in the order of importance towards the internship success. The result indicates that it is important to consider those order of determinants while planning,

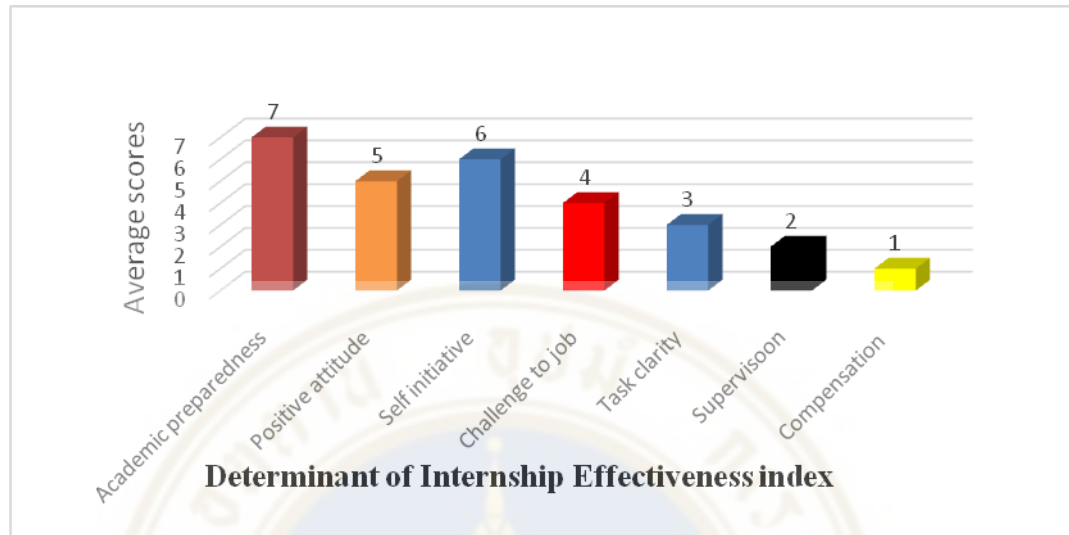


Figure 4.1 The Participants ranking on determinants to Internship Effectiveness

4.2.1 Academic Preparedness and Internship Effectiveness

The author has designed three questions to study the impact and relevance of academic preparedness to the internship success. All the ten graduates did their internship either in government corporate office, educational institution or banks. They all agreed that academic competency is very important and relevant to the internship performance. Participants 01 and 09 who interned in the bank mentioned that they got the opportunity to do internship purely based on their course relevancy and academic competency. The participants 03 and 06 mentioned that they got the opportunity to do internship in the institution based on their good English and Science marks. The participants 02,05 and 10 who did internship in the corporate office mentioned got the best opportunities to interact with policy makers and learn about the corporate governance. They were selected based on their academic success so that they are reserved for employment opportunities based on performance. The interns who worked in corporate office mentioned that corporate office accept the graduates who have good scores only and has the potential to contribute to the organization and can give preference to any employment opportunities later on.

The research finding says that academic preparedness is most important preference in the order of ranking for the internship effectiveness. The author in this regard shares the same feeling that high academic ability should be the most important aspects to internship success. The candidates understand that internship is the gateway to the higher level of opportunities and to maintain the competitive edge in the labour market. It can be guaranteed by strong academic proficiency only.

The academic preparedness is even very important during internship. The intern must understand that during internship it is engaging in real life job experiences and applying the theoretical knowledge into practice. The theory of “experiential learning” describes that internship is one form to apply their learning theories in real-life situations. The academic knowledge should be used to correlate with the practice and then construct their own meaning or interpretation of the subjects. This in turn will develop lot of technical and human skills.

To this end, the interns who are equipped with sound academic knowledge and skills are likely to perform and achieve better internship result. As the author understand from the research findings, at least 8 candidates were offered the internship by the organization based on their academic proficiency. This clearly suggests that organization and companies select the interns with confidence about their academic competence, that facilitated their learning experiences and development during the internship period, and yet at the same time, the employers were benefitted by their productive contribution.

On the other hand, what it also suggests is that since students or job seekers avail internship with hope to utilize their classroom knowledge and skills or gain some relevant job experiences, therefore the internship should provide genuine platform to fully exploit the use of theoretical and classroom knowledge. As the internship applies theoretical knowledge, therefore enhances their learning experiences and increase the level of both hard and soft skills that will prepare for better employment opportunities in the future

4.2.2 Positive Attitude and Internship Effectiveness

The author has prepared three questions to determine how the positive attitude impact or influences the internship effectiveness. According to the findings, positive attitude is the third most important factor in the order of ranking that has significant impact to the internship effectiveness. What most candidates mentioned that positive attitude has to do with positive thinking and active mind. It is only through positive thinking that internship will see productive engagement. The research also suggests that to succeed in their internship, the interns should treat the job as real job and perform the job responsibilities as like of regular employee. Then only the learning opportunities will prove to see better result. As pointed out in the literature review, if the interns treat the job as a real job and perform the job responsibilities, the learning opportunities will prove to perform better.

The result also suggest that interns should be encouraged to establish a positive mentality for their internship, learn and behave as if they are working in real job. As the candidates responded like of interest, hard work, passion, respect and so on, my studies also intend to meet those expectation. Although they have not use same language, but their ideas have ultimately been revolving around to the theory of experiential learning and constructivism. As theory suggest, the positive attitude is believing in productivity, fostering creativity and having constructive thinking in their mind. The positive attitude should always maintain the air of optimism and motivation to do the things differently.

The author also like to mention that of what candidates think that, one of the main purposes of studying positive attitude for internship effectiveness is to understand those maximum benefits that can be derived out of internship. The positive attitude in the internship will benefit in developing their critical thinking, draws inspiration from work place, believe in success and failures in jobs and learn to find solutions than dwelling on problems. The positive attitude should recognize opportunities and creates the positive working relationship and environment to boost their self-confidence and self-esteem and strong relationship with different people. These all should ultimately then translate into accumulating the positive values, outlook and behaviour, as they continue to look for the jobs in the labour market.

They agreed that positive attitude is one important factor during internship. They need to work hard, show the interest to learn as much as possible and gain the experiences. They should learn to cooperate with our supervisor, co-worker and respect the job assigned. They should not be selective and treat the jobs differently. Most participants mentioned that being positive during internship means always preparing to acquire the necessary job experiences without any reservation so that they can sell better and perform in the job interview. They also said only if we have positive attitude, we can develop passion and interest, show respect and treat the job as like permanent job only. As such there is no any interns who thinks that attitude is not necessary and relevant to the internship. While seeking responses on attitude lesson and their preparation to become better job seekers, they mostly expressed that internship help to love and respect our jobs, value hard work

4.2.3 Self-Initiative and Internship Effectiveness

The author has designed three questions to study this determinant in relation to the internship effectiveness. From the findings, the candidates considered that self-initiative is the second most important determinants that will lead to internship effectiveness. They mentioned that self-initiative means being proactive and engage in exploratory learning process. To keep personal growth and development is to move forward and continue learning. Growth and development take place only if one works through the process of self-initiative. The theory of experiential learning also says that one need to continuously keep evolving and make new discoveries in their pursuit of learning. The theoretical classroom knowledge should be able to connect into reality thereby bringing in tangible result. The research studies also suggested that seeking knowledge need strong commitment and motivation. One should be inquisitive and possess the ability to develop positive expectation and give constructive feedbacks and suggestion to the organization where they do their internship. All of them thinks that self-initiative can be practiced by being proactive learners. They agree that self-initiative can really unlock the potential. They mentioned that now a days getting job is not easy and job do not come easily to them. It is only the self-initiative that can make themselves prepared and competitive in the job markets. Majority of the candidates said that they can show self-initiative by seeking

regular feed backs from their supervisors, build network and relationship among other, engage to the new project and volunteer themselves to various

Most of the responses of the candidates can be co-related to the research literature. The author feels that the candidates provided more of implicit response. The purpose of studying self-initiative for internship effectiveness is to find out that self-initiative should include the following important aspects. The self-initiative should develop their planning and organizational work process. With proper planning during internship, they should learn about paying attention to details, producing high quality work, always set a challenging job to themselves and complete the any task on time. The internship should provide them to develop priorities, engage in problem solving, team work, and learn to be resourceful. They should be able to schedule task and expect possible positive outcomes.

Another very important aspect of self-initiative was to learn about the skills of self-management. Through the self-management skills, they should be able to practice the art of dependability and reliability. They should continuously volunteer to the tasks, seek suggestions and constructive feed backs and enhance personal relationship in the work place. They should build rapport with supervisors, other co-workers and seek continuous feedback to be independent and confident of the future. At the end, self-initiative should contribute to their individual factors determining high benefit and satisfaction level jobs to acquire both technical and human skills required for the jobs.

4.2.4 Challenge Job and Internship Effectiveness

The author has set three questions to test the factor of challenge job to the internship success. In terms of challenging job during internship, majority of the interns agree that challenging job should be assigned during internship. As per the findings, the candidates have placed challenge to job in the fifth most important determinants in ranking order to the internship effectiveness. Most agreed that challenge to job is important to prepare themselves to develop their employability capabilities and overarching learning goals. The challenging work foster their critical thinking and analytical skills. It opens the window of opportunities. However, the opposite of challenge to job is repetitive and routine job, two interns mentioned that

their job was firstly not related to their courses and the job they performed were mostly administrative responsibilities. The candidates mentioned that challenge job should be accompanied by allocating adequate resources and enough support. It should prepare them to develop their employability capabilities in the job market. As the challenge the job is one of the main predictors for effective internship, then it means that either the internship job was not challenging to some interns or the interns interpreted the meaning of challenge to job differently. The researches have pointed out that challenging to job will have significant influence on employee satisfaction and performance. It can increase the level of autonomy and independence. It can enhance the learning curiosity and accept diversity of learning problems. The challenge to job has strong connection to the experiential learning and constructivism. It will provide an opportunity for the learners to experiment and construct the theories of reasoning and analytics. It can really connect the theory to the world of work and consider their relationship to both personal and organizational improvement.

As intended by the candidates, the purpose of including challenge to job to internship effectiveness is that first thing is to make understand the meaning of challenging work environment and how their job was challenging that brought maximum satisfaction and benefits to themselves. They are aware that the challenge to job is engaging in new projects, job enlargement and participates in the job rotation process. They learn skills of negotiation, problem solving and so on to develop their abilities and re-discover their self-worth and unique potentials. In turn, it benefits to increase their intrinsic motivation and intrinsic value, acquire as much as technical and employability skills, increases their job performances and able to handle the daily life problems. At the end the challenge to job should increase their resume profile for better employment opportunities.

4.2.5 Task Clarity and Internship Effectiveness

The author had three questions for understanding about task clarity to the internship effectiveness. The result indicated that the task clarity as fourth determinants in the order of the ranking to determine the internship effectiveness. All the interns mentioned that task clarity is important to internship success. The task clarity will help to measure their performance and the ability level in a logical way.

This will also provide them to channel their reorganizing their efforts toward the job and task assigned to them. They feel that they should be treated like regular employee and provided with proper job descriptions. While carrying out the internship, they need to assign with proper job responsibilities. The organization should have proper planning of the task to them and set the goal and expectation to them and having clear task will engage them productively, thereby preparing themselves to become better job seekers.

The candidates feel that clear job descriptions and responsibilities will set standard expectation of the goals, without the task clarity it would lead into poor performance of the job and bring frustration and work stress. However, on the other hand, the clear task brings job satisfaction and good learning experiences. The researches also pointed out that task clarity should include the clear job descriptions and job responsibilities. The task clarity should bear the clear expectation of goals with proper scheduling of the task and activities. It is recognized that only the task clarity will bring the successful accomplishment of the task or if not increases frustration, resulting into poor performance on the job. As what literature review intend and the candidates aspires, the author also intent that incorporating task clarity is to enhance internship effectiveness. The interns can cultivate a sense of belongingness and identity, thereby expanding the rapid growth in their learning and development. The organization should attach high importance to the task clarity during the internship. It should be considered as one form of systematic training approaches rather than simply ad hoc assignment.

4.2.6 Effective Supervision and Internship Effectiveness

The author has designed two questions to study the impacts of supervision to the internship effectiveness. The research finding says that effective supervision is also one of the strong predictors to the internship effectiveness. All the interns strongly agree that supervision is a must activity during internship program and that their jobs are supervised carefully and meaningfully. They feel that effective supervision is most useful if the management or the personnel involved in supervision takes the supervisory role very professionally. It is one strong way to provide the feed backs and render any professional relationship. The supervision should serve good

communication tools to address the issues facing during the internship problems. While seeking on the benefits of the internship, they say that they were able to discuss the problems and receive the feedback on the problems. It will remain helpful if the supervisor is resourceful with rich experiences to tackle their issues.

The researches also suggest that supervision is one form of coaching that benefits to resolve internship conflicts, increases the commitment and job performance. As what the study intends, the author would like to share that supervision is very important factors for internship effectiveness, and without clear supportive supervisions may not benefits in learning. The author considers supervision as “human maintenance” and so it is like a process of repairing and giving constructive feedbacks to the clients for further improvement. The supervisory role is linked to development of professional and knowledge relationship. It is better form of increasing the motivation and intrinsic value to the stake of job responsibilities. The supervision should improve the professional communication, establish certain standard and increases reflections in the work places. By doing effective supervision during internship, will benefit in having proper engagement, balance the emotional and mental support and stimulate the competence and job performance level. Therefore, it is important for the supervisor to consider the interest and goals of the interns. Any task, assignment or small project should be subjected to good opportunities, constructive feedback and guidance to improve the work performance of the interns.

4.2.7 Compensation and Internship Effectiveness

The author has set only two questions to study its impact on the internship effectiveness. According to the finding, the candidates feel that compensation is also one of the important factors for internship effectiveness. They are also aware that their compensation is not like of regular employee during internship program and the real purpose of internship is for self-development through better learning experiences and engagement. However, all candidates agree that compensation is very important during internship because they feel that they need to be compensated in a little way to meet basic daily needs. They also clarified that compensation will feel they are provided support and encouragement. They wanted to be treated as like regular employees.

Although the theory of experiential learning does not say much on the subject of compensation, however, the research suggest that compensation is a sign of strong support to the interns and brings positive impact on the internship experiences. The compensation helps to keep interest and productivity intact, thereby increasing the satisfaction level. On the other hand, internship without compensation would decrease their motivation and interest to the internship. The author's main intent was to find out that compensation is very important but should not be considered as the main priority to do the internship. If they consider in that way then, the whole purpose of the internship will be lost. The internship should be treated as an opportunity to learn as much as possible so that it makes them good and if not best competitors in the job market. They must realize that currently the main problems faced by the job seekers in getting jobs were lack of experiences and internship enhances their scope of getting job in the job market.

4.3 Internship Effectiveness and Employee Skill Development

The author also designed a question to find out the impact of internship on the employability skills development and employability skills. The figure 4.3 below shows the result of internship towards employability skills development. The result present that internship developed their analytical, creative thinking, problem solving, communications and relationship building skills. However, internship has not helped in the development of leadership skills. The result of on the employability skills development suggest that internship provided a student with positive and authentic experiences in developing their analytical, problem solving, communication, creativity, leadership and relation building skills. The result of the study can be much linked to what the literature have pointed on the theory of experiential learning.

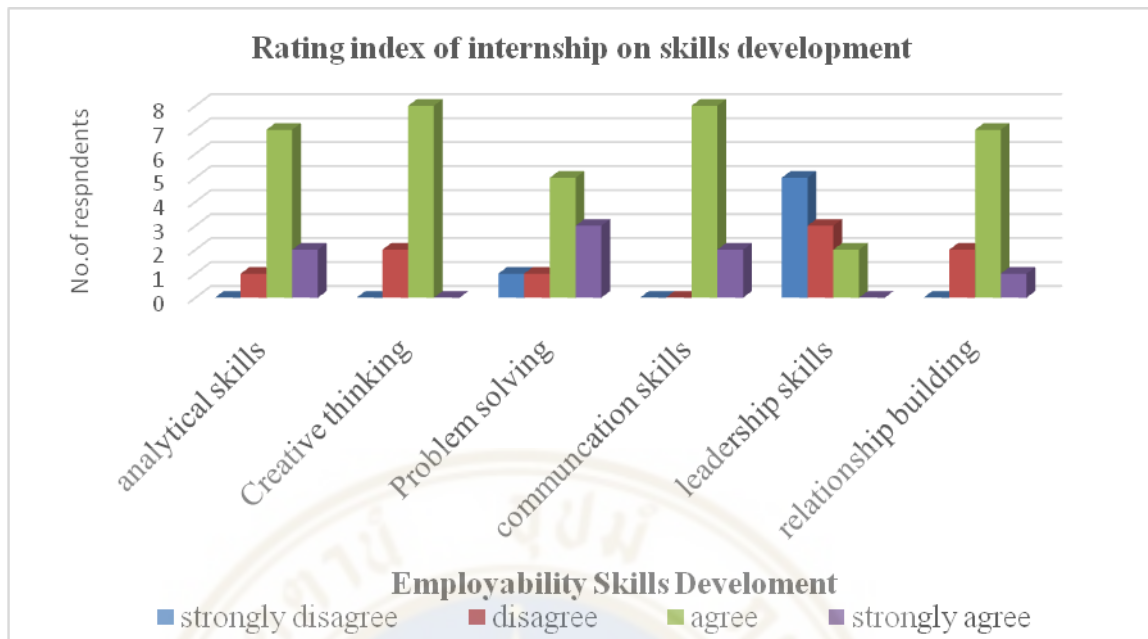


Figure 4.2 Participants rating on Employee Skills Development

The literature of experiential learning suggest that internship is to connect the classroom knowledge through practical learning experiences than mere rote learning. Such learning foster creativity, problem solving, working in collaboration, building professional network and refine their academic knowledge and skills. The result very much supports the role of internship to intern's employability skills development. It indicates that interns were able to communicate their ideas, concepts and assert opinion during internship. They are provided an opportunity to communicate their ideas well both orally and written form. The internship has increased their responsibilities, the way to approach the problem more in logical and systematic way. Quite many of the candidates mentioned that they got the opportunity to engage in important project related activities like writing project reports, documentation and appraisal. They learned the data recording and analysis, auditing, journal entry, banking activity and both written and oral communication, organizing events and exhibitions.

They learned to voice their opinion constructively, interpret the information, and identify critical issues and then possibly recommending the solutions. The research suggest that organization should offer a safe environment for the interns to practice communication, self – initiative, work in a team and manage issues and

problems with high degree of precision. The candidates agree that internship help to learn on time management, build communication skills, working on team, develop IT skills and so on. So, it indicates that internship helped the job seekers with the hope to get real work experiences that prepares for better job opportunities.

4.4 Benefits Level of Internship Program

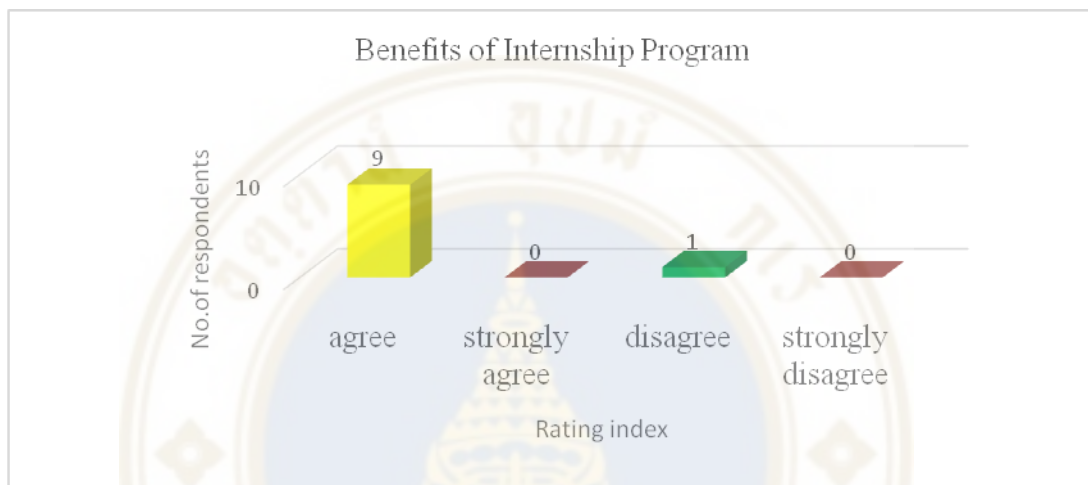


Figure 4.3 Participants rating on the benefits of Internship Program

The figure 4.3 above represents the views of the university job seekers on the benefits of the job internship program. According to the result, the interns agree that internship has benefitted them immensely. Some of the notable benefits of the internship program were that they provided real job experiences, new skills and productively engaged. It fostered their continuous learning and exposure to the real work life. It also helped to decide their career decision. On the soft skills aspect they feel that they learned on social skills; interpersonal relationship, team work, shaping attitude, communication and time use. So, from this, the author feel that as stated in the benefit of internship derived from the theory of experiential learning that it is benefitting job experiences and employability skills development.

The benefit also can be witnessed in the achievement of determinants of the internship effectiveness. The candidates agree that internship offered better platform to gain good learning experiences. Most of the conditions pointed out by the interns can be directly linked to the determinant of internship effectiveness; work

environment, challenge to job, self-initiative, positive attitude, supervision and compensation. So, it means those determinants are most important for internship effectiveness. Most agree that the organization where they did internship were supportive and friendly, enjoyed good work atmosphere and positive work environment. The organization were cooperative and they provided good learning tools during internship. The staff and supervisors were friendly, supportive, helpful and foster social interaction with them.

However, the candidates also of view that the organization should work collaboratively on assigning interns, carry out the organizational assessment for internship and increases the scope of employment after internship. A critical awareness be created in the schools and also intern's tracer study be carried out. The author feels that the issues raised by the respondents were valid and has impact on the internship success as stated in various literature review.

4.5 Satisfaction Level on Internship Program

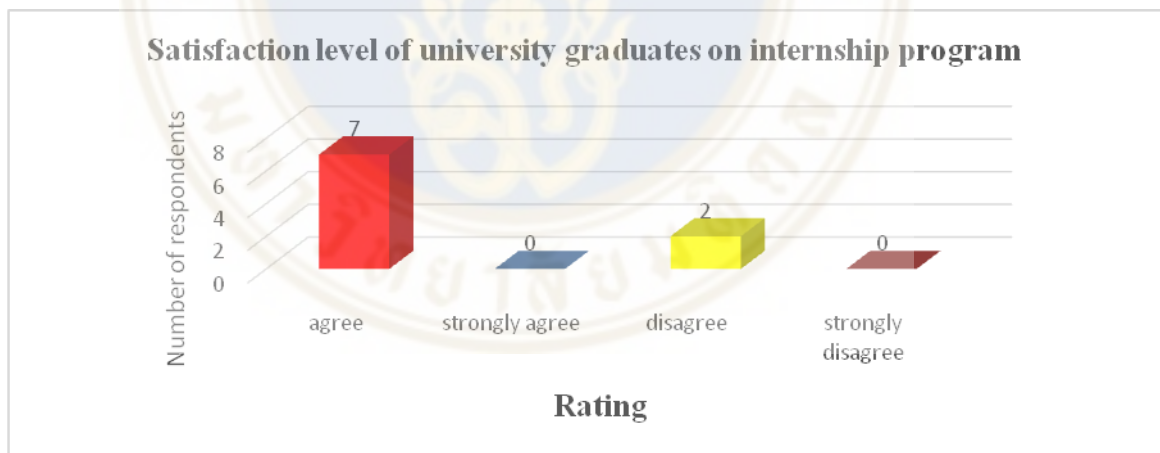


Figure 4.4 Participants rating on Internship Satisfaction

To validate the effectiveness of the Internship, the author also tested the satisfaction level of the internship offered by the MoLHR. The result indicates that satisfaction level is high as compared to non-satisfaction level on the internship program offered by the agency. It means satisfaction level is high on the internship support program.

They need to have prior job experiences to the development of both hard and soft skills that increases their competitiveness in the job market. The student gets such experiences through internship. It is accepted that job internship can help to enhances job seekers employability.



CHAPTER V

CONCLUSION & RECOMMENDATION

5.1 Conclusion

To conclude, the study reveals that today's graduates seeking jobs must understand that a mere academic certificate does not secure and guarantee the jobs. They need to have prior job experiences to the development of both hard and soft skills that increases their competitiveness in the job market. The student gets such experiences through internship. It is accepted that job internship can help to enhance job seekers employability.

A highlight in the result indicated the 7 determinants which are categorized into two factors; individual factors)academic preparedness, positive attitude and self-initiative(and organizational factors)challenge to job, task clarity, compensation and supervision(has significant relationship with the internship success. The ranking scores indicates self-initiative, academic preparedness and attitude are three important determinants to internship effectiveness. It means these determinants plays the major role for their internship success and therefore adopt them for evaluating the effectiveness of the internship. The seven determinants can be used as a guiding tool for the measurement of internship success and also making any related internship decision.

Like what literature review intent on the internship as an experiential learning, the study revealed that internship can be an important learning tools to introduce the job seekers and students into real life work environment to develop the employability skills and expand the professional networking. Internship can have significant effects on student's ability to secure employment opportunities. The value of the internship is significant because it provides interns to apply knowledge and skills in real life work environment. The study revealed that it is particularly important for the students to engage in learning experiences, prior to seeking jobs in the labour market. The internship can add values to the organization by injecting fresh ideas,

thoughts and perspectives. The literature review also pointed out that how vital the internship experiences is vital for the students to increase their work experiences and career development as well.

The literature mentioned that they have strong impact on the soft skill development. The study revealed enough evidence that internship provided them to acquire and demonstrate the employability skills. This also suggest that internship prepared them the best opportunity in the development of soft skills. The study found that interns had provided best learning environment to practise the skills of creativity, analytical reasoning, communication, team work and so on. So, this clearly indicated that internship is very important for such learning.

5.2 Recommendations

5.2.1 Future Research

The sample size for this paper is limited to 10 respondents and the finding only indicates both positive and puzzling impacts on few instances. To comprehend in-depth and wider impact analysis, the research may be extended by increasing the sampling size. The large sample study also helps in increasing the dimension and scope of the study, providing the bigger and better of internship role to job seekers in Bhutan

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APPENDIX A: INTERVIEW QUESTIONS

(For only if job seekers have availed internship program)

Please read each statement carefully and answer the question truthfully.

Personal	Bio	Data
Name	Gender;	
(optional):.....	Qualification:	
Age (birth of year only):.....	Stream/ field of study (please specify);---	
6. Length of internship (tick appropriate one)		
a. 1-2 months	b. 2-3 months	c. above 3 months
7. Business nature of company in which you took internship (tick appropriate one)		
<ul style="list-style-type: none"> ▪ Government ▪ Business services ▪ Construction ▪ Education/ institutions ▪ Engineer Architecture services ▪ Financial institution 	<ul style="list-style-type: none"> ▪ Hospitality & Tourism services ▪ Manufacturing ▪ Trading ▪ Transport and communications ▪ Others (specify)..... 	
8. Is the job related to your major of study or stream? (tick appropriate one)		
a. Yes, they are related	b. No, they are not related	
9. Stipend or Compensation during internship		
<ul style="list-style-type: none"> ▪ 3750-4000 ▪ 4001-6000 ▪ 6001-8000 	<ul style="list-style-type: none"> ▪ 8001-9000 ▪ Above 9000 	

Part B; Read question carefully and answer truthfully.**1. Academic Preparedness**

Do you agree that academic preparedness is important to perform well in internship? Justify your answer.

2. How did internship provide you an opportunity utilize your academic knowledge and skills?
3. In what way your course stream help to perform the job during internship?

Positive Attitude

1. Based on your internship experiences, briefly tell how positive attitude is relevant or not during internship?
2. Do you think positive attitude was important to prepare you better job seekers in the job markets? Justify your answer.

Self-Initiative

1. Do you agree that self-initiative is important during internship program?
2. Do you feel volunteering is an important self-initiative? How?
3. In what ways self-initiative prepare you to be job seekers?

Challenge to Job

1. How important is challenge to job during internship program?
2. How much do you agree that performing challenging job prepare you better job seekers?

Task Clarity

1. Do you agree that task clarity is important during internship? Justify your answers
2. What task did you perform during internship to be better job seekers? Justify your answers

Effective supervision

1. Do you feel supervision is necessary and useful during internship programs?
Justify your reason.
2. Mention three to five opinion in what ways the supervision benefitted you during internship?

Compensation

1. Should you receive enough compensation during internship period? why?
2. Do you think compensation is important during internship? why?

Benefits and Satisfaction level

1. Why did you take internship?
2. Are you satisfied or not with the internship? Justify your answers.
3. Rate your satisfaction and benefits of internship to you?

Preference determinants ranking

Kindly give your scores in order of your preference to determinants of internship effectiveness. The highest score is 7 and the lowest is 1. Please use the score number only once.

S. N	Determinants	Your scores
1	Academic Preparedness	
2	Positive Attitude	
3	Self-Initiative	
4	Challenge job	
5	Task clarity	
6	Effective Supervision	
7	Compensation	

Part C: EMPLOYABILITY SKILLS DEVELOPMENT

To what extent do you agree or disagree with each of the following statement
(tick appropriate one)

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

My internship prepared me exceptionally well in			
Analytical skills	1	2	3
	4		
Creative thinking	1	2	3
	4		
Computer skills	1	2	3
	4		
Knowledge/information search	1	2	3
	4		
Problem solving	1	2	3
	4		
Communication skills	1	2	3
	4		
Team work	1	2	3
	4		
Leadership skills	1	2	3
	4		
Relationship building	1	2	3
	4		