

# Exploration of Internship Practice Methods for College Students School ——Enterprise Cooperation as an Example

Feng Xin Chen Lunssong<sup>1</sup>

(Anhui University of Traditional Chinese Medicine, Economics and Management college)

---

**Abstract:** College students are an important young labor force in China, and school-enterprise cooperation is of great significance to college students' employment. Based on stakeholder theory and social learning theory, this paper takes a medical university and Beck school-enterprise cooperation as an example to explore the problems existing in college students' internship practice in school-enterprise cooperation. The results of the study show that: the current education sector in China has a single way of assessment for college students' employment, the development of universities is out of touch with the needs of enterprises, the cultivation objectives of universities do not match with the needs of enterprises, the content of enterprise practice is not coordinated with the development of students, and the benefits of students' internships are low. Based on this, this paper proposes that the education department should improve the assessment system of college internship and employment; colleges and universities should set up flexible curriculum arrangements; colleges and universities can develop the advantages of professional talent reserves and establish school-owned enterprises; colleges and universities can establish directed employment channels to improve the enthusiasm of enterprise talent cultivation.

**Key words:** University students, internship practice, school-enterprise cooperation

---

Date of Submission: 08-12-2023

Date of Acceptance: 22-12-2023

---

## I. Introduction

College students are the main component of our youth population, and practical education is an important part of college students' training. According to the Ministry of Education's 2022 National Education Development Statistics Bulletin, there are 3,013 higher education institutions in China, with 1,239 general undergraduate schools. There are 46.55 million students enrolled in various forms of higher education, with 16,793 students enrolled in general undergraduate schools. The Ministry of Education attaches great importance to the practical ability training of college students, and in 2023, the Ministry of Education established a national public internship service platform for college students, which is committed to providing college students with better internship practice services.

Although the education department attaches great importance to college students' internship practice, there are still some problems. The existing internship practice model for college students lacks quality, and it is difficult to improve their practical ability (Li Shihui et al., 2017). Existing literature mostly focuses on how to establish school-enterprise cooperation and neglects the quality of school-enterprise cooperation, especially the enthusiasm of enterprise talent training. The literature also mostly explores the theoretical aspects, while lacking specific empirical verification.

Based on the case of cooperation between a medical university and Beck Enterprises, this paper collects data from universities, enterprises and students through in-depth interviews to explore in depth the problems existing in school-enterprise cooperation as well as the solution ideas.

## II. Theoretical analysis: stakeholder theory and social learning theory

In this paper, the stakeholder theory is used to analyze in depth the points of interest of the education sector, colleges and universities, enterprises and college students and the process of college students' internship practice, so as to provide a theoretical basis for the case study. Freeman (1984) defines the stakeholder theory as the people or groups that influence the achievement of corporate goals or the impact of the achievement of corporate goals from the perspectives of ownership, economic dependence and social benefits.

According to the stakeholder theory, the education sector is the designer of college students' training

---

<sup>1</sup> Feng Xin, M.S., Associate Professor, research interests: college student employment, public health career management; Chen Lunssong, M.D., Assistant Professor, research interests: college student employment.

direction and training program link. The demand of education department for college students' cultivation is to promote the construction of social and political civilization, to meet the demand of social economic and cultural development and to realize students' self-worth. In the specific cultivation program, universities are required to communicate and cooperate with local enterprises to provide students with high-quality internship practice platform. In order to urge the universities to implement the talent training program, certain assessment indicators will be set. The education department takes the number of enterprises cooperating with universities and enterprises and the employment rate of students as important assessment indicators.

According to stakeholder theory, colleges and universities are the implementers of student training programs. In terms of specific talent cultivation needs, the main feedback is: to improve the ranking of the school, to obtain richer educational resources; to meet the assessment requirements of the education department; to meet the students' self-worth realization. Although colleges and universities are the implementers of student training programs, they do not have the ability to provide internship practice activities for students. In order to meet the assessment indicators of the education department and improve the ranking of the school, colleges and universities pay more attention to the number of enterprises they contact and the number of positions they provide in the practical internship arrangements for college students. According to the training program formulated by the Ministry of Education, colleges and universities will also intervene in the process of internship activities to help students strengthen the results of internship practice.

According to the stakeholder theory, enterprises are the suppliers of practical internship activities for students. Enterprises lose a certain amount of labor, capital, time and other costs in the implementation of internship practice activities, but also gain a certain amount of talent reserves. Enterprises provide students with internship practice sites and guidance to obtain a higher income, often to a certain extent, corporate cultural value output, to improve the sense of corporate identity of college students. At the same time, in order to reduce the cost of practice as much as possible to provide lower technical barriers to practice positions and guidance.

According to stakeholder theory, college students are the object of internship practice activities. In the process of internship practice, college students expect to get a relatively high salary and improve their ability to realize their self-worth. University-enterprise cooperation is an important way for students to obtain high-quality internship companies, and it is also an important way for students to gradually integrate into the society. In the process of short-term internship practice, students decide whether to accept the practical guidance of enterprises based on their past experience, personal conditions and subjective judgment. When the internship positions and guidance provided by the enterprises meet the expectations of the students, the results of the internship are more likely to be accepted by the students.

### **III. Experimental design**

For further in-depth analysis, this paper takes the school-enterprise cooperation between a medical university and Anhui Beck Pharmaceutical Co. as a case study, and adopts the field survey and in-depth interview method to carry out the research. The research group sought the consent of the relevant person in charge of the second-level college of this medical university, conducted in-depth interviews and recorded interviews with the college leading teachers, enterprises and college students, and promised to keep the information of the experimental participants confidential.

The medical university selected students with a high degree of professional fit and high motivation to participate in the university-enterprise cooperation. The second-level college of the university selected students majoring in pharmaceutical trade with medical foundation, pharmacy foundation and economic management foundation based on the degree of professional fit to post recruitment information, and a total of 14 people applied for the activity. The school requires all participating students to form a research report after completing the internship and submit it to the second-level college.

Anhui Beck Pharmaceutical Co., Ltd. is an enterprise with relatively high quality production qualification, which provides a valuable research platform for the study. Anhui Beck Pharmaceuticals Co., Ltd. was founded in 2003, with a registered capital of 26 million, and its business scope is commissioned production of pharmaceuticals, import and export of pharmaceuticals, and production of pharmaceuticals. 2022, the company was recognized by the National Development and Reform Commission as the qualification of the National Enterprise Technology Center, the National Intellectual Property Demonstration Enterprise, and 2023, the company was awarded the Academician Workstation in Anhui Province.

The group asked the relevant participants of this activity about their wishes and formed an interview record. The group conducted in-depth interviews of more than 10 minutes with each interviewer. The group obtained a total of 17 interview records [ This paper draws on Sun Xiaoe's research to conduct a qualitative study. Case study and rooted theory analysis generally maintains less than 30 samples, and this paper argues that 17 samples cover all aspects of school-enterprise cooperative internship practice, which is sufficient to cover all stakeholders]. , 3 records of interviews with business participants, 2 records of interviews with leading teachers of this medical university and 12 records of participating students (2 students refused to participate in the

interviews). At the same time, the group tracked and analyzed the practice reports of the 14 students, inviting relevant experts to analyze the reports according to normative, logical, theoretical, expansive, and novelty [ Normative: whether the practice report meets the school's format requirements; Logical: whether there exists logic in the thinking of the practice report; Theoretical: the quality of cited literature materials and the proportion of repetitions in the practice report; Expansive: the level of the practice report's station; Novelty: whether there are novel perspectives and results in the practice report. The five perspectives were categorized by high, medium, and high school students]. The five perspectives were carried out in high, medium and low, and then scored together.

Table 1 Basic information of respondents

| interested party | name     | gender | age/grades   | positions          |
|------------------|----------|--------|--------------|--------------------|
| firm             | Mr Xie   | male   | 47           | personnel director |
|                  | Mr You   | male   | 62           | R&D Director       |
|                  | Ms Gu    | female | 32           | HR                 |
| college          | Mr Feng  | male   | 44           | College Secretary  |
|                  | Ms Ni    | female | 41           | Specialty Heads    |
|                  | Ms Li    | female | Third-grade  | Class members      |
|                  | Mr Lu    | male   | Third-grade  | Class members      |
|                  | Ms Liu   | female | Third-grade  | students           |
|                  | Ms Han   | female | Second-grade | students           |
|                  | Ms Fang  | female | Second-grade | Class members      |
|                  | Mr Zou   | male   | Second-grade | Class members      |
|                  | Ms Wang  | female | Second-grade | students           |
|                  | Ms Li    | female | Second-grade | Class members      |
| student          | Ms Jiang | female | Second-grade | Class members      |
|                  | Mr Song  | male   | Second-grade | students           |
|                  | Ms Xu    | female | Second-grade | Class members      |
|                  | Ms Yue   | female | Second-grade | Class members      |

#### IV. The issue of framing communities of interest

##### (i) Single assessment structure for the education sector

A single assessment index is difficult to cope with the complex employment work. In the work of internship and employment in colleges and universities, although the Ministry of Education and provincial education departments have set up complex assessment systems, the employment rate is still the key index for education departments to assess the work of internship and employment in colleges and universities.

At present, the overall domestic employment form is severe, and the national employment work focuses on stabilizing employment. The current socio-economic environment has changed: first of all, further education, public examination and editorial examination have become the main employment direction of students, for example, some classes even appeared more than 90% of students to further education as the main goal. Secondly, the proportion of deferred employment and slow employment in the student population is getting higher and higher, and the trend of deferring employment to enjoy life or looking for better employment opportunities is gradually spreading among the student population; finally, suitable employment positions are getting fewer and fewer, and after three years of epidemic control and a wave of layoffs, there are fewer and fewer positions that can be offered to students. However, the education sector still uses the employment rate as a key assessment indicator, such that the current colleges mainly focus on employment work (Mr. Fung).

Because employment is the main direction of work in colleges and universities, all the work of teachers at the grassroots level has been affected to varying degrees. First of all, in order for graduates to successfully obtain academic qualifications and degrees, teachers of various disciplines have gradually lowered the requirements of students' course assessment; secondly, in order to improve the employment rate schools have given more care to students who usually perform poorly and have poor academic performance, which exacerbates the brewing of bad academic style (Ms. Ni).

The education department has set quantitative indicators such as employment rate as important indicators for the performance assessment of colleges and universities, without reasonable means of supervision. Under a single quantitative assessment index, universities obtain better development resources to improve their self-ranking. Schools will improve the data as the core objective, and make a certain degree of concessions in teaching and student work. This practice actually deviates from the original intention of the education sector and has led to a certain degree of negative results.

(ii) Disconnect between the development of colleges and universities and the needs of enterprises

It is difficult for the knowledge system of colleges and universities to meet the needs of enterprise development and students' growth. After entering the information revolution, it is more and more difficult to adapt the change of technology system and management system of colleges and universities to meet the needs of social development and students' self-worth realization.

In recent years, the number and importance of cooperation programs between enterprises and universities have been gradually shrinking. In the past, when working in colleges and universities, often the technology developed by colleges and universities enterprise hardware is not satisfied and can not be used. And the current social environment has undergone a subversive change, the demand put forward by enterprises can only rely on their own to complete, the university is difficult to undertake to meet the corresponding technical needs. Nowadays, most of the cooperation projects are marginal needs of enterprises promoted by the government, or even a kind of "face" project (Mr. You).

Students' academic qualifications are increasing, but their professional development does not meet the needs of enterprises. 2023 HR department received 20,000 resumes, including 12,000 undergraduates, 8,000 masters and 1,000 PhDs. Although the company finally hired 500 undergraduates, 200 masters and 10 PhDs, the core curriculum and basic quality of the students still can't meet the needs of the company, and they still need to be further trained by the company (Mr. Xie). Companies need to spend a lot of money on recruiting and training professionals every year, so they hope that universities can set up reasonable training programs for students to some extent (Ms. Guo).

Inconsistency between the interests of enterprises and universities is a difficulty in talent training. Enterprises need more professional talents to cope with the changes in market development and create more profits. Unlike enterprises, universities' talent cultivation model respects students' diversified development needs, such as further education and employment. In order to obtain more excess profits, enterprises need to continuously study the market possibilities, improve technology, research and develop new products, and be more sensitive to market grasp. While the development of colleges and universities is mainly to meet the assessment indicators of the Ministry of Education, lack of close connection with the market.

(iii) Mismatch between the cultivation objectives of universities and the needs of students

Student employment is the focus of the work of colleges and universities, which is in conflict with students' demands for diversified development. The assessment index centered on the employment rate carries out all aspects of the work of colleges and universities, ignoring the fact that the employment rate is the result of high-quality training of students in schools. Over-emphasis on the employment rate as the core of the talent training system, on the contrary, is not conducive to the growth of students and the realization of self-worth.

Since my enrollment, my teachers have been emphasizing the need for employment. However, there is still some time before graduation, and I have not yet considered this issue. In addition, compared to looking for a job, I think graduate school may be more suitable for me. Most of the students in the class also have the idea of going to graduate school, and some of them have already started the revision work for the exam (Ms. Li).

Panel: Nowadays, the number of people going to graduate school is increasing, have you ever thought about in case you fail in graduate school.

Furthering one's education is the main purpose and one should not be distracted from other things. If you don't pass the exam in your senior year, you can choose to fight in the second round, and your family will support you. If you really can't get into the exam then you can think about the job because undergraduates don't have much advantage in employment (Ms. Liu).

The professional curriculum is set up with some courses that are conducive to finding a job, but they were not well studied at that time. And the curriculum is not reasonable, freshman and sophomore year only as a test to cope with, professional knowledge has long been forgotten. In the third and fourth year of internship, the school still set up a number of courses must be offline learning, resulting in the need to often run both sides of the enterprise school (Mr. Lu).

The traditional education model of colleges and universities is difficult to adapt to the diversified development needs of students. The traditional training programs and training time settings pay more attention to college students in the expansion of knowledge, exercise the overall quality of students, to provide students with a broader development direction and path. Currently, students have a clear development direction, and the loose knowledge assessment system and broad knowledge can not meet the development needs of students. In essence, students' self-development needs are diversified, which is specifically manifested in the existence of diversified demands at different stages of students, and diversified demands at the same stage of different students. The arrangement of uniform curriculum stage restricts the diversified development demands of college students.

(D) Enterprise practice content is not coordinated with students' development

The practice content with low technical barriers is difficult to meet the demand of students for high-quality employment. Although enterprises provide practice positions and guidance to undergraduates can cultivate reserve talents to a certain extent, high-quality talents are often judged on the basis of enterprise salary. At the same time, enterprises provide students with core job training, which will increase enterprise costs. At the same time, it also bears the risk of leakage of core technology and business secrets. Enterprise training that overly emphasizes the output of cultural values is difficult to meet the high-quality development needs of college students.

Baker Bio is an enterprise with a relatively high level of quality, but this enterprise practice also did not learn important knowledge. In the training, Mr. Guo introduced the development history and achievements of the enterprise, and really felt that Baker Bio has a high-speed development in recent years, and it is a great honor to carry out summer practice activities in such a platform enterprise (Ms. Fang, Mr. Zou).

Panel: So do you want to work in such an enterprise after graduation? Or what have you gained through this practice?

Undergraduate graduates looking for a job may be more single, unable to meet their own development needs. I hope to further improve my education and ability before considering a job. At the same time, although they have gained a certain degree of understanding of Baker Biologics and the pharmaceutical industry, they would like to gain more working experience near the production line (Ms. Han, Ms. Yue).

The inconsistency between the interests of students and enterprises is the difficulty in the in-depth development of internship practice bases. The essence of the enterprise is to make profit, and the school-enterprise practice base can reduce the recruitment cost of the enterprise and facilitate the enterprise to absorb more professional talents. However, along with China's economic downturn, enterprises are more inclined to look for employees with work experience as the demand for employment shrinks.

(v) Lower returns from student internships

In the internship practice of school-enterprise cooperation, the quality of students' practice reports is generally low. According to the analysis of expert assessment results, the standardization of practice reports submitted by students is still difficult to meet, and it is difficult to combine what they have learned with practice. According to the feedback of experts' assessment, the students' practice reports are more about their personal experience, and they do not combine their specialties with the theoretical knowledge they have learned. At the same time, only 4 students thought about the content of internship practice and consulted relevant literature for further thinking.

Table 2 Results of Expert Review of Student Practice Reports

|        | normative | logicality | theoreticalty | expandability | novelty |
|--------|-----------|------------|---------------|---------------|---------|
| high   | 4         | 1          | 3             | 2             | 1       |
| center | 6         | 3          | 4             | 3             | 3       |
| low    | 4         | 10         | 7             | 9             | 10      |

In addition, the group's comparison of the results of expert ratings of students' internship practice reports with the results of college teachers' ratings revealed that. The experts and the college teachers tend to agree on the high scoring section of the students' practice reports, while there is a big difference on the middle and low scoring sections. In particular, the college group did not award a single case of failing internship practice reports, while the expert group judged five students' internship practice reports as failing. The maximum difference between the ratings of the expert group and the college group was 28 points and the minimum difference was 1 point. Meanwhile, the expert group rated 9.71 points lower than the college group, with a standard error of 9.60.



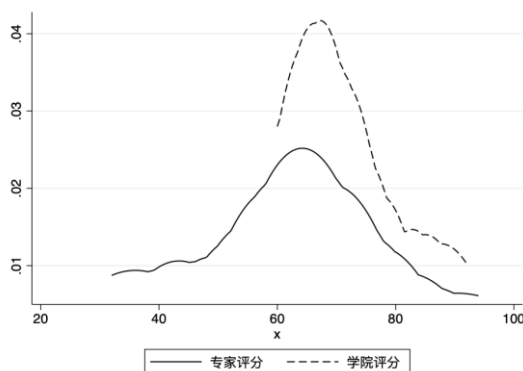


Figure 1 Comparison of Faculty Expert Ratings

## V. Community of interest framework building

(I) Education departments improve the assessment indicators of internship and employment in colleges and universities

The education department should examine and assess the quality of students' internship and employment in detail to improve the assessment indicators of internship and employment in colleges and universities, and establish a set of diversified and high-quality indicator system. The education department will be a single employment rate as the assessment index of colleges and universities in the current year is likely to cause colleges and universities to falsify student employment materials. At present, the employment situation of young people in China is tense, and the phenomenon of slow employment and slow employment of students is prominent, and the employment rate as the main assessment index ignores the long-term employment willingness and quality of students. At the same time, it is easy to cause students to resist the mentality of employment work in colleges and universities.

(ii) Colleges and universities set up flexible course arrangements

Colleges and universities should set up flexible course arrangements for students based on their training programs. There are differences in the demands of students at the same stage, and there are also differences in the demands of the same students at different stages. Colleges and universities can change the original stereotypical curriculum arrangement and arrange students to choose courses independently to fulfill the credit requirements. Colleges and universities can set up professional scheduling guidance for students of different majors, and students can flexibly choose corresponding courses in different stages of study according to the scheduling guidance. Flexible curriculum arrangement is conducive to the employment needs of students have a complete internship time. At the same time, the flexible curriculum arrangement is also conducive to students' demand for higher education, public examination and editorial needs in the examination stage to reasonably set up the examination course.

(iii) Colleges and universities to develop the advantages of professional talent reserves, the establishment of enterprises

Colleges and universities should develop talent reserve advantages and technical advantages to establish affiliated enterprises as much as possible. In the school-enterprise cooperation internship practice base, the university is easy to disconnect with the market, and enterprise training is also difficult to meet the needs of students internship practice development. Therefore, colleges and universities can utilize the advantages of talent reserves and technical advantages to establish affiliated industries related to the profession, so as to promote the profession to meet the needs of the market and accumulate market experience for the development of the profession.

(IV) Establishment of directional employment channels to improve the enthusiasm of enterprises in talent cultivation

Talent recruitment is an important manpower expenditure of enterprises, and the uncertainty of the destination of graduates leads to the reluctance of enterprises to bear the cost of talent training. In the high-speed period of enterprise development, the new labor force for the enterprise to create profits in the relatively short period of time. However, when the enterprise development enters a stable period, the labor force often needs a longer training period to enter the enterprise. Therefore, enterprises and students can establish directed employment channels, so that college students can complete the theoretical training during the school period, saving enterprise expenditures, thus improving the enthusiasm of enterprise talent training.

**Reference:**

- [1]. Albert Bandura. Social learning psychology [M]. Changchun:Jilin Education Press, 1988:98-112.
- [2]. Freeman R E. 1984. Strategic Management: a stake hold approach. Boston MA: Pitman.
- [3]. Funds: Anhui Province Humanities and Social Sciences Key Project (SK2020A0249); Anhui University of Traditional Chinese Medicine Humanities and Social Sciences Key Project (RZ2000000672); Anhui Province Quality Engineering Project - School-Enterprise Cooperation (2021xqhsjdd044); Anhui Province "Three-Whole Education" Enhancement Project (sztsjh-2023-3-14); Anhui Province "Three-Whole Education" Comprehensive Reform Pilot Project.

Feng Xin Chen Lunssong. "Exploration of Internship Practice Methods for College Students School —Enterprise Cooperation as an Example." *International Journal of Business and Management Invention (IJBMI)*, vol. 12(12), 2023, pp. 08-14. Journal DOI- 10.35629/8028