

Empirical Research of Relationship between Internship Effect and Job-hunting in Full-time Professional Graduate School in China

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Abstract: *The purpose of this study is to clarify the current status and effects of internships full-time professional graduate schools in China. To be specific, the effects of the internships on job-hunting for students are empirically considered. This study uses data collected from a questionnaire survey conducted at four Chinese universities in 2019 to obtain information on internship experience, types of internship, implementation period, and information for full-time professional graduate students. The current situation of the relationship between the content and the major is investigated. The effects of the internship are examined from three aspects which are acquisition of knowledge, acquisition of skills, and changes in attitude. Job-hunting of students are further indicated by six factors, which are 1) collect information on job-hunting; 2) select occupations by self-analysis; 3) understand the process of job-hunting; 4) know the laws and internal regulations regarding personnel recruitment; 5) acquire job offers from companies or schools, and 6) have confidence in interviews.*

There are two main findings in the investigation. First, the relationship between the overall evaluation of off-campus training and its impact on student job-hunting is confirmed. As shown in Table 2, it is found that the factors “necessity of off-campus training” and “effect on job-hunting” have a high positive correlation with each other. An order logistics regression is employed to analyze the relationship between the effects of internships and their impact on job-hunting. It turns that there is a significant difference in the effect of the employment on job-hunting.

Keywords: *internship, job-hunting, full-time professional graduate school, empirical research.*

1. Introduction

In recent years, as the needs for highly specialized professional human resources have changed according to the global market economy and the age of knowledge and international competition has increased, highly specialized skills and knowledge are expected to be versatile. The discussions of quality assurance of higher education become active, and the reforms of higher education are required to emphasize internship. In China as well, university is seeking a new model for developing highly specialized professional human resources in progress in recent years. Among the series of reforms in higher education, the most notable reform is probably the reform of internship at full-time professional graduate school.

In China, the professional degree is a degree that is established as a kind of degree with a professional background to train high-level professionals in a specific profession. The professional graduate schools aim to build a solid theoretical foundation and meet the specific needs of the industry and highly professional personnel. It has set up the full-time professional graduate school to meet the diverse desires of students to go on to higher education with the aim of acquiring specialized knowledge and skills as well as academic research since 2009. The full-time professional graduate school diversified graduate school education by implementing full-time education and recruiting new university graduates. Base on the above background, the scale of full-time professional graduate school education has expanded. According to the “Survey Report on the Status of Graduate Schools in China in 2019” released by the Ministry of Education of China, the number of students enrolled in the professional graduate schools was 71,000 in 2009, accounting for 15.9% of the total number of students enrolled in graduate schools. In 2017, the number of students enrolled in the professional graduate schools reached 425,000, which is 56% of the total number of students enrolled in graduate schools. With the expansion of the scale of education, the basic character of professional graduate schools is not only quantitative, but also qualitatively. It will cause a change, such as the institutional structure and function of professional degree education, educational content, and the formation of a series of core values.

The purpose of traditional graduate schools has mainly focused on full-time “academic education”, while the purpose of professional graduate schools is to train students who have acquired “specialized skill” that is different from academic education. Therefore, vocational education is carried out through many practices, but not only the on-campus curriculum but also off-campus education and corporate training make it an indispensable item to secure the training of specialized human resources. It is necessary to promote the implementation of practical curriculum such as internship training and field surveys conducted in collaboration with schools and companies. In other words, in order to “bridge theory and practice”, off-campus education and corporate training are given a position as an important factor in improving the quality of professional graduate school education.

In the 1990s, Chinese university developed voluntary collaboration with companies, mainly by the type of professional degree as market economy evolved. Since 2000, government-led graduate school industry-academia collaboration is heading toward a period of advanced expansion. In particular, with the promotion of the “Fourth Industrial Revolution” and the international perspective on global trends, it is necessary to innovate the curriculum and practical training in each field in collaboration with society. Due to its socio-economic factors, the implementation of internship at professional graduate schools is proceeding with a close relationship with the

improvement of the quality of higher education and the development of highly specialized human resources.

While responding to these socio-economic changes, a series of policies has been proposed, for example, the Ministry of Education's "Opinions on Human Resource Development at the Full-time Professional Graduate School" (Education Research [2009] No.1) and the Ministry of Education & Human Resources and Social Security Department's "At the Professional Graduate School" According to "Opinions on How to Promote Human Resource Development Reform" (Education Research [2013] No.3). These emphasize that not only the on-campus curriculum but also off-campus credit-certified internship for more than half a year is required during the period of enrollment at the full-time professional graduate school. The professional graduate school management committees in each field submitted proposes the detailed policies in field-specific professional graduate education. The full-time professional graduate school education has come to be developed in various situations in response to the demands of the government and the implementation of internship for credit recognition.

However, although the curriculum established in conventional professional graduate schools is basically set based on the basic theory, specialized subjects, and elective subjects of academic graduate schools, some faculty organizations are coordinated from academic graduate schools. Because of this kind of integration, many faculty members have the characteristics of academic faculty members. In addition, there is an unreasonable phenomenon that the subjects of professional degrees do not lead to vocational qualifications. In particular, looking at the effects of credit-certified internship at full-time professional graduate schools, the relationship between internship and master's thesis is not well processed. The establishment of internship is inflexible for professional degree students. So, the expansion of the scale of full-time professional degree education in 10 years has led to insufficient development of internship due to the implementation of academic graduate school education over a long period of time. As a result, the characteristics of professional degree education tend to be ignored in the labor market. In other words, the implementation of internship is not only the important component of higher education reform, but also the key to successful development for full-time professional graduate school education. Therefore, as the limit to the promotion of full-time professional degree education, reform of internship at full-time professional graduate schools has become an urgent issue.

On the other hand, employment difficulties have become a problem even in full-time professional graduate schools due to the popularization of higher education and the employment difficulties of university graduates. Graduate students have to face this employment problem by actively participating in internship in order to improve their ability and skill and to rich the work experience. Companies also attach great importance to students who have internship experience when hiring employees. In other words, it can be said that graduate students' internship experience has a strong connection with job-hunting. Therefore, research on internship should pay attention not only to the content and effects of internship, but also to the impact on graduate students' job-hunting activities.

However, there are still few research studies that have clarified the issues of internship at full-time professional graduate schools, and the current discussions based on the impact on student job-hunting are scarce. Based on the above, the purpose of this study is to focus on internship, specially the relationship between internship and job-hunting at full-time professional graduate schools at

full-time professional graduate schools in China, and to examine the impact of internship on students' employment activities based on the results of a questionnaire survey of graduate students who participated in internship.

2. Previous research and research subjects

2.1 The definition of internship

In Japan, the definition of internship by the Ministry of Education is that “students have a work experience related to their major and future career while still in school.” The definition of internship by the Kansai Management Association is “a mechanism that gives students a certain period of work experience and opportunities at companies as part of their education while they are still in school.”

In China, the definition of internship is “For full-time professional graduate students, while students are still in school, they will carry out internship for credits related to their major for a certain period of time at various workplaces such as companies and schools.” It means to focus on “education”. It can be said that this is similar to an internship in Japan. In the following, it clarifies the issues to be tackled in this research by summarizing the previous research on internship.

2.2 Previous research on internship and employment consciousness

In the study on internship and job-hunting in China, Wang and Liu (2007) discussed issues and measures regarding the training model for masters of engineering in order to ensure the quality of training through a survey of cooperation between schools and companies. Chen and Kao (2012) pointed out that it is necessary to improve the research ability of students by evaluating the research of full-time professional graduate schools. Wu, Lee et al. (2012) considered the master's education in engineering at Tongji University and stated that they provided a better environment for internship. Regarding the evaluation criteria for in-service training in schools and companies, the acquisition of knowledge, skills, and methods that can be used in companies and school workplaces is emphasized by measuring and evaluating the training effects of Kirkpatrick and DL, and awareness and attitudes are extremely cultivated. I attach great importance to it. Based on the idea of the characteristics of the training, focusing on seven indicators such as knowledge effect, skill effect, consciousness / attitude effect, it was pointed out that conducting in-service training during the training period has a significant effect on the training effect (Grandchild, 2015). The above previous research often focuses on science and engineering graduate schools, but there is not much research on social science graduate schools.

In addition, there are few studies on employment and career consciousness at professional graduate schools in China. Wang (2019a) (2019b) clarified the career consciousness and employment route of professional graduate students through a questionnaire survey, and investigated the influence of family background such as parents' educational background, occupation, and income on career consciousness. Fu (2014) examined the internship experience of graduate students through empirical surveys of Chinese liberal arts graduate students and companies, and then examined the strength of the connection with job-hunting and the differences in perceptions between students and companies. Discussed. However, few studies have examined the effects of internship and the relationship with job-hunting at full-time professional graduate schools in China.

From the above previous research, it can be seen that some problems remain. Emphasis has been placed on examining the impact of internship experience of undergraduate students on changes in employment consciousness. However, although there are empirical studies on the effects of practical training and career consciousness, the relationship between internship and job-hunting at full-time professional graduate schools, not undergraduates, is due to the limited number of target institutions and students. There are few empirical analyzes. On the other hand, although there are existing studies on the implementation of internship and career consciousness at full-time professional graduate schools in China, none have analyzed the relationship between the effects of internship and job-hunting. Therefore, it is important to consider the influence of the experience of internship on the job-hunting activities of students at the full-time professional graduate school.

2.3 Research Subjects

Based on the above previous research, the subjects of the research are as follows. First, after considering the current situation of internship of students at professional graduate schools in China, a questionnaire survey clarifies the issue of how the effects of internship are related to the job-hunting activities of students. In particular, in order to investigate what kind of abilities will be acquired through internship, what kind of changes will occur in employment consciousness, and what kind of influence the internship has on job-hunting, based on the above analysis issues.

Next, it focuses on the effects of internship and analyze the effects on student job-hunting. In this study, it will take up the “effect of internship on job-hunting” that has been often talked about in the findings of previous studies, and treat it as the following factors. That is, the degree of satisfaction of internship, the effect of internship (acquisition of knowledge, acquisition of skills, change of attitude) and the flow of job-hunting (“collecting information on job-hunting” “selecting occupations by self-analysis” “to understand the flow of job-hunting”, “to know the laws and internal rules regarding recruitment”, “to obtain a job offer from a company or school”, and “to have confidence in an interview”).

Specifically, in order to focus the discussion, the following two hypotheses are set. Hypothesis 1 is verified by correlation analysis and Hypothesis 2 is verified by ordinal logistic regression analysis.

Hypothesis 1. Satisfaction with internship and job-hunting show a positive correlation.

Hypothesis 2. The effect of internship has an effect on job-hunting.

3. Analysis method

3.1 Questionnaire survey

In this study, with the help of teachers and managers of A university in Heilongjiang province and B university in Jilin province, C university in Jiangsu, D university in Guangdong province. the data is collected by distributing the questionnaire “Survey of Student Awareness at Professional Graduate Schools in China (the 2nd time)” to the students of full-time professional graduate schools from November to December in 2019.

The contents of the questionnaire survey include 5 parts and 24 items: the basic information of students, enroll motivation, the status of internship (training participation status, days, content, satisfaction of internship), and the effect of internship (knowledge, skill, attitude), the effect of internship on job-hunting、. The questionnaires are collected from 609 people, 436 valid data were

included in the analysis, excluding 173 with invalid and unanswered parts. An effective recovery rate of 71.59% has been obtained.

3.2 Implementation of internship

Four local universities were selected as the target schools in consideration of the person who set up the survey request and the regional disparity. The university rank is medium in China. The majors of students are liberal arts and science.

At the University A and D, the goal of internship is to develop the ability of students to utilize their knowledge so that they can apply the basic theory, expertise, and basic skills learned at the university to the educational practice at the vocational school. It is to be. Furthermore, the goal is to increase the sense of responsibility and mission of internship. Internship consists of short-term corporate training as an elective course and educational training as a compulsory subject. Students are required to submit treatises against the background of corporate technology projects. In addition, companies have a double instructor system. Mainly, the first year's voluntary short-term company training and the second year's educational training are carried out. The period of voluntary short-term company training is about 2 weeks, but the period of educational training at school is about 4 months.

At the University B and C, the goal of internship is to complete at least 10 hours work at elementary and junior high schools, to compile their treatises and research studies, and to develop activities such as school assistance work. Internship is a compulsory subject in the beginning of the first year and the second year. The first year of internship is held once a week after enrollment. The training period for the second year is carried out about four months at priority schools.

It is a remarkable face that there are large differences in the goals, contents, and training period of internship among universities. Universities A and B offer various internship to students in different specialized fields regardless of the humanities and sciences, and adopt a method of combining educational training and corporate training.

3.3 Variables

In this study, it is considered the effects of internship on job-hunting as dependent variables through ordinal logistic regression analysis. Independent variables are examined using three categories: individual attributes (gender, household registration, major), effects of internship (knowledge, skills, attitude), and satisfaction with internship. All statistical analysis in this study was performed by SPSS Statistics 25. Table 1 shows the definitions and descriptive statistics of the variables used in the analysis.

Dependent variable:

Regarding the influence of internship which is the dependent variable, the following job-hunting variables are used in this analysis, such as “Do you think that internship is useful for job-hunting” Respondents select the answers from the five levels: “1. Not very useful”, “2. Not very useful”, “3. Neither”, “4. Somewhat useful”, and “5. Very useful”.

In this research, based on the knowledge of previous research, regarding the process of job-hunting for students, it was created six dependent variables: “collect information on job-hunting”, “select occupations by self-analysis”, and “understand the process of job-hunting”, “know the laws and internal rules regarding recruitment”, “obtain a job offer from a company or school” and “have

confidence in the interviews”.

Independent variable:

Regarding personal attributes, the students are asked the questions such as student gender, household registration and major. Specifically, the part of gender takes 1 when the respondent is male. The part of household registration takes 1 when the respondent chooses city. The choice related to the major takes 1 when the respondent is a liberal arts student.

When considering the effects of internship, the effects of internship are comprehensively analyzed from the three aspects of knowledge, skill and attitude. Each of them is 5 levels from “1. I don't think so at all” to “5. I strongly agree that”.

Regarding the impact of internship on one's knowledge, it is set four items: “strengthen the theoretical knowledge learned at school”, “integrate theoretical knowledge and specialized skills”, “learn practical experience from working people”, “acquire credits and write a thesis”.

Regarding the impact of internship on one's skills, it is asked for answers to the four questions of “touch the business of a company”, “acquire specialized skills”, “find and solve problems in the workplace” , “have working experience”.

Regarding the impact of internship on one's attitude, it is asked four items: “understand the current state of work”, “learn from excellent working people”, “emphasis on basic attitude toward work” and “broaden your horizons and gain experience”.

Furthermore, regarding the overall evaluation of the implementation of internship, it was received responses to “necessary of internship” using the five methods from “1. not necessary” to “5. very necessary”.

4. Analysis result

4.1 Basic data

First, regarding the individual attributes of students. The gender ratio of students is 47.0% (205) for “female” and 53.0% (231) for “male”, respectively. Regarding the household registration of the student's birthplace in this study, the division of the student's birthplace is divided into “urban” and “rural”. The proportion of household registration is 62.8% (274 people) for “urban” and 37.2% (162 people) for “rural” respectively. About the overall data, the average value of “household registration” is 1.37 and the standard value is 0.484. The number of students from urban areas was significantly different from that of students from rural areas. Furthermore, the majors of students are 42.0% (183) of liberal arts students and 58% (253) of science and engineering students. The period of internship is 1-2 months, which accounts for 53%, which is more than half of the total. Only 2.6% of the students participated in short-term internship for less than 2 weeks. As for the relationship between the content of internship and the major, 91.9% answered that work was “related to major”. 52% of students participated in internship at companies, and 31.2% of students participated in educational training at schools. In addition, 39% of students have both experience of internship at companies and educational training at schools.

Regarding the evaluation of internship, it checks the overall evaluation for the entire internship. First of all, about “how satisfied are the students with the internship”, 61.7% of the respondents answered “very necessary”, 28.7% answered “necessary”, 7.8% answered “neither”, 0.7% answered “not very necessary”, and “not necessary at all” is 1.1%. It was found that more than 90% of the students chose “Satisfied with internship”, and few students chose the evaluation like

“Not necessary”. Next, about “how satisfied are the students with the internship”, 35.9% of the respondents were “very satisfied” with the internship, 46.2% were “satisfied”, 15.8% were “neither”, and 1.7% were “not very satisfied”, “Not satisfied at all” was 0.4%. Based on the above, 82.1% of the students selected the positive evaluation “Satisfaction with internship”. As shown above, it is considered that the reason is that the practical training related to the actual workplace, especially the future work that influences the positive training attitude of the students.

Next, focusing on the six items of the impacts of internship on job-hunting, the item with the highest average value is “acquire specialized skills”, but the overall average value is about 4.25 and the standard value is over 0.834. Therefore, it can be seen that many students selected “4. I agree” and “5. I strongly agree”. Next, relatively high average values can be confirmed for “strengthen the theoretical knowledge learned at school” (4.20) and “learn specialized skills” and “practical experience from working people”(4.06). In addition, “getting a job offer from a company or school” (3.92) has the lowest average value. The average value of “necessary of internship” is 4.49, and the standard deviation is 0.766.

4.2 Relationship between the effects of internship and the impact on job-hunting

Regarding the effects of internship, it was created three variables: knowledge, skills, and attitude to inspect the relationship between these three variables and the “impact on job-hunting”.

First, in order to verify Hypothesis 1, it confirms the relationship between the overall evaluation of internship and the impact on student job-hunting. The association is significant at the 1% level. As shown in Table 2, it was found that the factors of “necessary of internship” and “effect on job-hunting” tend to have a high positive correlation with each other (hypothesis 1 is supported).

Next, the ordinal logistic regression analysis is performed with variables with a significance probability of less than 5% as independent variables and six “effects on job-hunting” models as dependent variables. As a result, the regression coefficient and significance are finally shown in Table 3.

Regarding the factors related to personal attributes, the student's “major” is “understand the flow of job-hunting” in model 3 and “have confidence in the interviews” in model 6. It had a significant effect. The “major” had a slight effect on the job-hunting activities of students. The influence of “select occupations by self-analysis” in Model 2 and “obtaining a job offer from a company or school” in Model 5 was weakened. In addition, since the variable of “gender” was not significant, it is considered that there is not much direct influence.

Next, it was described variables related to the effects of internship. Here, it was considered “4. I think so”, which is highly significant. Focusing on the part of “1. acquisition of knowledge”, “2. Integrate theoretical knowledge and specialized skills”, “3. Learn experience from working people”, “4. Obtain credits and write a these” was significant, the coefficients of items except “1. Strengthen the theoretical knowledge learned at school” are high, but the effect of internship has a relatively large effect on job-hunting activities.

From learning the part of knowledge, it was found that acquiring “work experience” has a strong influence on the job-hunting activities of students. The reason is that the most important purpose of high school students is to get into a university in China, so it is assumed that the lessons content is strongly influenced by the entrance examination. In addition, students are learning specialized skills while study the content of the lessons not only at the university but also at the academic

advisor at the school.

Regarding the part of skills, “1. Touch the business of a company” and “4. Have business etiquette and working experience” was analyzed to have a strong influence on Model 5 and Model 6. As the variable of skills, the regression is coefficient for model 1, model 3, and model 4 is also significant, while the regression is not significant for “Select occupation by self-analysis” on model 2.

In the part of attitude, “1. Understanding the current state of the industry and the rigor of work” had significant regression coefficients for model 4 and model 6. In addition, “2. Learn from excellent working people” had an effect on “Collect information on job-hunting” in Model 1. “3. Emphasis on basic attitude toward work” was significant in “Have confident in the interviews” in Model 6. The reason for this is that students are learning lesson techniques not only during the lessons at the university but also while listening to the content of the lessons from their academic advisors at the school. It is thought that students will be able to earn credits and income (only part of students), practice the knowledge and skills acquired at school, and be more aware of the importance of education and responsibility for work. Finally, as for the factors related to “necessary of internship”, all the variables were significant, so it is considered that the direct influence on the job-hunting activities of students will be stronger. From the above results, it was found that the effect of internship had a significant effect on the job-hunting activities of students (hypothesis 2 is supported).

Table 1 Descriptive statistic

Variable	M	SD	Min	Max
1. Collect information about job-hunting	4.06	0.795	1	5
2. Select occupations based on self-analysis	4.25	0.834	1	5
3. Understand the process of job-hunting	4.20	0.824	1	5
4. Know the laws and internal rules regarding recruitment	3.98	0.865	1	5
5. Know the laws and internal rules regarding recruitment	3.92	0.936	1	5
6. Have confident in the interviews	4.25	0.783	1	5
Gender	1.47	0.500	1	2
Household registration	1.37	0.484	1	2
Major	1.58	0.494	1	2
Knowledge-1: Strengthen the theoretical knowledge learned at school	3.88	0.899	1	5
Knowledge-2: Integrate theoretical knowledge and specialized skills	4.14	0.902	1	5
Knowledge-3: Learn expertise from working people	4.16	0.777	1	5
Knowledge-4: Obtain credits and write a treatise	3.82	0.914	1	5
Skill-1: Touch the business of a company	4.12	0.748	1	5
Skill-2: Acquire specialized skills	4.25	0.787	1	5
Skill-3: Find and solving problems in the workplace	4.19	0.788	1	5
Skill-4: Have working experience	4.20	0.809	1	5
Attitude-1: Understand the current state of work	4.07	0.812	1	5
Attitude-2: Learn from excellent working people	3.94	0.893	1	5
Attitude-3: Emphasis on basic attitudes towards work	4.16	0.819	1	5
Attitude-4: Broaden your horizons and gain experience	4.27	0.831	1	5
Necessity of internship	4.49	0.766	1	5

Table 2 Correlation analysis of the effect on job-hunting and satisfaction with internship

	1. Collecting information about job-hunting	2. Select a profession or industry based on self-analysis	3. Understand the flow of job-hunting	4. To know the laws and internal rules regarding recruitment	5. Know the laws and internal rules regarding recruitment	6. Be confident in the interview	7. Necessity of internship
1	1						
2	.356**	1					
3	.459**	.450**	1				
4	.371**	.433**	.359**	1			
5	.274**	.510**	.344**	.405**	1		
6	.268**	.429**	.346**	.437**	.415**	1	
7	.358**	.403**	.485**	.474**	.380**	.365**	1

** . P<.01 the correlation coefficient significant at the 1% level of significance (two sided)

Table 3 Analysis results of ordinal logistic regression

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Gender	-0.140	-0.282	-0.042	-0.085	-0.165	-0.223
Major	-0.164	-0.421*	-0.546**	-0.307	-0.387*	-0.536**
Knowledge-1	0.267	-0.181	-0.200	-0.010	0.100	0.446
Knowledge-2	-0.311	-0.565	-0.490	-1.236***	0.374**	-0.535*
Knowledge-3	-0.703	-0.464	-0.313	-0.968***	0.038	-0.122
Knowledge-4	-1.182**	-0.626	-0.910*	-0.790**	0.393*	-0.721**
Skill-1	-0.911*	-0.360	-0.152	0.352	-0.851***	-0.135
Skill-2	-0.728*	-0.212	-0.694*	0.365	-0.488**	-0.321
Skill-3	-0.600	-0.394	-0.508*	-0.512*	0.140	-0.529*
Skill-4	-0.203	-0.218	-0.286	0.334	0.321*	-0.855***
Attitude-1	-0.731	-0.408	0.116	-1.050***	0.208	-1.252***
Attitude-2	-1.141**	-0.489	-0.187	-0.211	0.008	0.749
Attitude-3	-0.150	-0.177	-0.055	-0.069	0.052	-0.946**
Attitude-4	-0.314	-0.193	0.010	-0.169*	0.064	-0.180
Necessity of internship	-0.807***	-1.003***	-0.786***	-0.600**	-0.522**	-0.815***
-2 log-likelihood	603.342	209.386	226.863	251.562	301.226	220.123
χ^2 value	232.161***	96.161**	366.984***	169.658***	140.285*	159.871**
Nagelkerke R ²	0.499	0.242	0.069	0.081	0.099	0.134

Significance: * p <0.05 ** p <0.01 *** p <.001

5. Conclusion

In this study, it was considered these findings, focused on the effects of internship, examined the relationship with the effects on student job-hunting, and clarified them by the following procedure.

First, it analyzed the results of a questionnaire survey conducted on students of full-time professional graduate schools. Then, an ordinal logistic regression analysis was performed with the influence on the six dependent variable such as knowledge acquisition, skill acquisition, attitude change, and satisfaction of internship as independent variables. There is a significant effect in the verification of hypothesis 1.

Next, as a result of the verification of hypothesis 2, it was clarified that the student's major has a significant influence on job-hunting in the ordinal logistic regression analysis. It was shown that there is a significant difference in the effects of internship on job-hunting between the three groups of knowledge acquisition, skill acquisition, and attitude changes and the satisfaction level of internship. Regarding the influence of job-hunting for students, the comprehensive knowledge of specialized knowledge and practical work is utilized, and the vocational ability with immediate ability is emphasized. Students collect various information about job-hunting and profession from their academic advisors by the internship. Through internship, the students are able to broaden their personal connections, understand the process of job-hunting, enhance the content of their employment resumes, and build their own careers. In addition, compared to non-training, internship is useful for job-hunting and lead the students to become confidence.

Finally, about the limits of research and the remaining issues, it studied only two universities in Guangdong, and cannot get an overview of internship at full-time professional graduate schools in this paper. Therefore, the sample is biased. In the future, verification using many samples will be required. In addition, there may be a limit to the fact that the differences and comparisons between the humanities and sciences have not been reached. Therefore, it is necessary to clarify whether there is a difference in internship between priority universities and ordinary universities, and whether there is a difference in internship between humanities and science as a future work. Furthermore, it seems necessary to continue studying the effects of internship through interview surveys.

Acknowledgement

This paper is supported by Research on of Practical Personnel Education Curriculum Systems Connection between Higher Vocational Education and University based on Heterogeneity of Students in Guangdong-Hong Kong-Macao Greater Bay Area (Grant No. 2020WQYB067), Research on Fostering System of Practitioners Majoring in Logistics Management in the Context of Domestic and International Circulation (SZTU Education Reform Project), Guangdong Province-Level Project of Teaching Quality Engineering and Teaching Reform for Constructing Transportation Engineering As A Special Major of Undergraduate Students in the University, and Ordinary University Engineering Technology Development Center Project of Guangdong Province (Grant No. 2019GCZX006).

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