

## CASE STUDY

# A case study of the correlation between internship selection and graduation intention

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**Abstract:** This investigation program is to prove evidence for improving English major undergraduates' understanding of internship program and internship quality. In terms of investigating methods, anonymous questionnaires survey and deep interviews were applied to English major 2019 graduates of School of Translation Studies in Shandong University (Weihai) in China. Questionnaires survey and interviews included the choice and thought of undergraduate graduation intention, the choice and thought of internship program, relationship of internship program with graduation intention, factors of the choice of internship program, advice about internship program, etc. Totally 60 questionnaires were sent out, 21 effectively received; 6 English major 2019 graduates were interviewed. After analyzing and summarizing related data, it is concluded that the correlation between undergraduate graduation intention (employment) and internship program is tight; the correlation between undergraduate graduation intention (postgraduate recommendation) and internship program is loose; the correlation between undergraduate graduation intention (postgraduate entrance examination) is loose. This phenomenon results from personal factors (personal understanding of internship, personal future choice), employment atmosphere factors (undergraduate students' major, intention areas' requirements), and undergraduate curriculum factors (curriculum schedules, curriculum contents). Regarding to the reality that the correlation between undergraduate graduation intention and internship program is strongly influenced by outside factors, related departments of colleges and universities need to improve students' thoughts guide education as well as cultivation of related knowledge and technics.

**Keywords:** English major, internship program, graduation intention, undergraduate, qualitative research

## 1 Introduction

Graduation internships play a pivotal role in the undergraduate study period as a compulsory course and are generally scheduled for the second semester of the senior year. College students can get in touch with the workplace through graduation internships. At the same time, graduation internships can help college students to define their development direction after graduation. In theory, graduation internships should be in line with the majors they are studying, but in reality, the correlation between the internships selected by most recent graduates and their development after graduation is not high, and there is even no correlation<sup>[1]</sup>.

In the third and fourth grades, students can no longer

simply gain professional knowledge, but should also pay attention to future developments in order to conduct more targeted learning and work<sup>[2]</sup>. Based on this, this research chose to investigate the issues between graduation and internship. Before presenting the research questions, the research team browsed the bibliographical information related to the graduation internship and found that the research methods used were basically the same, such as selecting quantitative research methods, which required to collect information by issuing questionnaires within a certain scope, and finally analyze. This leads to the conclusion that the school or the college should provide students guidance. On this basis, the team hopes to conduct research in a more targeted way. In terms of form, we have chosen a combination of qualitative research and quantitative research to reveal the universality of contradiction by searching for representativeness and particularity. In terms of content, we take the 2019 English major graduates of the School of Translation as an example to reduce the investigation. Difficulty, improved accuracy and pertinence. For the method of distributing questionnaires in large quantities, the team believes that it has certain drawbacks. For example, it is

Received: June 14, 2019 Accepted: August 14, 2019 Published: August 19, 2019

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Citation: Yang J and Liu Z. A case study of the correlation between internship selection and graduation intention. *Adv Dev Educ Psychol*, 2019, 1(2): 72-80.

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impossible to grasp the first-hand information of the students, and it can only be analyzed on the whole level, but the individual research is insufficient. Therefore, the team conducts an in-depth investigation of the individual through a combination of qualitative research and quantitative research, so that the research is both broad and representative, and can take into account the individual situation, and finally make the survey reach a more balanced state<sup>[4]</sup>.

This project takes the 2019 English major graduates of the School of Translation as the research object, and uses the research method combining qualitative research and quantitative research to study the correlation between the pre-graduation internship project and the graduation intention of the senior graduates, as well as providing an analysis of factors, constructive suggestions on how to improve the graduation internship value of seniors<sup>[2,3]</sup>.

## 2 Methods

This study uses a combination of qualitative research and quantitative research methods, with a focus on qualitative research methods<sup>[5,6]</sup>.

Quantitative study (Study on Measurement) refers to the prescriptive scientific research that determines the quantity of a certain aspect of the matter. By expressing the problem and the phenomenon in quantity, it analyzes, tests, and interprets it to obtain the research method and process of meaning. The main methods include investigation method, related method and experimental method<sup>[3]</sup>.

Qualitative research refers to treating the researcher himself as a research tool and use multiple data collection methods in the natural context to conduct a holistic inquiry of social phenomena; then use inductive analysis of data in order to formate a theory, as well as creating an interpretation of behavior and meaning construction through interaction with the research object. The main methods include ethnographic research, discourse analysis, interview research, field survey, and participatory observation.

In terms of quantitative research, this project selects the questionnaire survey method. The questionnaire was designed by the team leader after studying "Marketing Questionnaire Collection". The team members participated in the discussion and revised the final draft. The questionnaire combines the binary choice questionnaire with answering-form questionnaire, and diverts different undergraduate intentions on the second question, and leads volunteers to different related questions according to different answers. The problem ranking of the questionnaire adopts the direct statement problem method.

This method can avoid the questionnaire to induce the respondent, affect the answer, and ensure that the respondent selects according to the first real response when completing the questionnaire, thus it can ensure the authenticity and feasibility of the questionnaire. The questionnaire contains a total of 24 questions (20 multiple-choice questions, 4 short-answer questions), related to professional choice, job intention selection, internship experience, internship selection, and internship time arrangement after graduation. This question design mode can give respondents ample opportunity to express their views on the correlation between pre-graduate internships and their majors while ensuring that the questionnaire covers all relevant research contents<sup>[7-9]</sup>.

The main target of the questionnaire is the 2019 English class, translation class, and English-French class graduates of the School of Translation. The team will contact the class leader of the relevant class to submit the questionnaires in person, and the relevant class leaders will return them to the research team after one week. It was originally planned to issue 100 questionnaires and to recover 80 of them, but the research team actually issued 60 questionnaires, and recovered 21 of them. The main reason for the significant decrease in the number of successful issuance and withdrawal of questionnaires was the improper selection of time. The questionnaire was mainly distributed in mid-October and early November. Except the students who have successfully gained post-graduate recommendation, those who were preparing for the examination of the entrance of postgraduate mainly expressed their reluctance to participate in the survey. Only some students filled out the questionnaires. Apart from that, students who choose to go abroad were not in the school during this time period, hence they could not participate in the questionnaires, based on the absence of electronic questionnaires. The above situation has caused great resistance to the questionnaire survey in this research, which has a great negative impact on the later quantitative research, and also promoted the focus of this research to qualitative research<sup>[10,11]</sup>.

### 2.1 Analysis of questionnaires

According to the collected questionnaires, as of the completion of the questionnaire (November 2018, 2019 graduates in the first semester of the senior year), a large majority of respondents (16/21) had no internship experience, thus the internship content could not be filled out. Consequently, the research team was unable to judge whether there was any correlation between the internship content and the post-graduation development direction, as well as whether the correlation was strong and weak. In response to this situation, the research team chose to

**Table 1.** Descriptive indices of different option from questionnaires (n=21)

Option	Yes	No	Option	Yes	No	$\chi^2$ test P value
	n (%)	n (%)		n (%)	n (%)	
Keep Study after Graduation	18 (85.71%)	3 (14.29%)	Whether Insure the Future Faculty	17 (80.95%)	4 (19.05%)	P<0.001
			Whether Share the Same Field	10 (47.62%)	11 (52.38%)	
Starting Work after Graduation	3 (14.29%)	18 (85.71%)	Whether the Career Is Relevant To Current Faculty	10 (47.62%)	11 (52.38%)	

track interviews as the primary method of research relevance (Table 1).

The data shows that nearly a half of the respondents (8/21) chose a different postgraduate major rather than the undergraduate one, and more than a half of the respondents' (12/21) intentions were in line with the postgraduate major (Table 1).

Among the respondents whose postgraduate majors were different from the undergraduate ones (8 in total), only 2 had had internship experience before the deadline for completing the questionnaire, and the rest had not been internship (6 in total). Among the 6 people who did not have an internship, 3 were going to have one after the senior year, and 2 were planning it during the senior year, and 1 did not filled the survey.

The intent postgraduate majors selected which are different from the undergraduate majors included: Law, Master of Translation and Interpreting (MTI), International Politics, and Taxation. The intent postgraduate majors selected which are the same with undergraduate majors included: English Language and Literature, Translation, Intercultural Communication, Senior Interpreting, English and American Literature, and Education.

## 2.2 Source of the interview outline

Given that the results of the questionnaires used for quantitative research were not satisfactory, the team decided to shift its focus to qualitative research using in-depth interviews. Evidently, The interview outline was divided into district groups, including "Employment Group", "Postgraduate Examination Group" and "Postgraduate Recommendation Group" on the basis of the original questionnaire after the team discussed the current environment of the job market and the postgraduate development. The team also added more in-depth interview questions to the corresponding questionnaires, involving "changes and reflections on intention selection

after graduation", "considerations on the correlation between undergraduate internships and post-graduation intentions", and so on.

## 2.3 Process and contents of the interview

Invited respondents were divided into "Employment Group", "Postgraduate Examination Group" and "Postgraduate Recommendation Group" according to their intention, and each group contained 2 to 3 people. Due to the different schedules of interviewees, the interview time, location and method of each group are different. The "Postgraduate Examination Group" were interviewed online; the "Postgraduate Recommendation Group" through QQ telephone; the "Employment Group" through a face-to-face meeting.

### 2.3.1 Employment Group

The team invited two seniors who chose to work directly after graduation to conduct face-to-face interviews in the school cafeteria. During the interview, it was informed that the two seniors chose Foshan, Guangdong as their place of work, and they both worked in the Midea Group, where they held relevant positions in human resources and marketing. In the views of the two seniors on the relationship between employment and undergraduate internship, there were similarities and differences. The main agreed point was that undergraduate internships had a strong correlation with post-graduation employment, especially for companies and positions. Both of the seniors chose their internship time in the summer of the third year, and they both interned in the home appliance industry. They both said that the internship experience helped them to get the Midea Group offer, because Midea Group preferred candidates with relevant work experience in the home appliance industry, for they were therefore strongly associated with their undergraduate internships and their employment companies and positions. The differences between the points of the two interviewees were connected to the content of the intern-

ship, the duration of the internship, and the path of application. After a month of the internship of other home appliance groups during the junior summer, senior A successfully passed the interview of the Midea Group campus and were hired. Senior B was rectified after the internship at the Midea Group during the junior year. Compared with the “miscellaneous internship” - “doing all things, but nothing outstanding” - during the internship, the undergraduate internship of B was more professional: “Basically the content of the internship is the marketing management, and there is also a dedicated person in charge during the entire internship, so the transfer to the marketing department after the end of the internship is very smooth, because you have almost mastered all the capabilities they need.”

For the relationship between pre-graduation internship and post-graduation intentions, the two seniors said that if they decided to work immediately after graduation, the internship direction before graduation must be carefully considered, because most companies today prefer to workers in related fields or experienced fresh graduates, so an internship in the same field or related field often had a decisive role in formal application and interviews.

In terms of internship advice, the two principals believed that the summer vacation in the third year was the best time period, because the two-month internship was the recruitment of the most recruited campuses in the fall, and the time was also relatively reasonable and compact. At the same time, the two seniors also suggested that during the undergraduate period, the more internships, the more powerful influences, because more than one internship meant more work and social experience, which could improve their competitiveness in the job market.

### 2.3.2 Postgraduate examination group

To begin with, the team invited two seniors who have already passed the examination of the entrance of postgraduate to conduct interviews by answering questions online. Their postgraduate studies were English Language and Literature and Senior Interpreting. Both of them had internship experience during the undergraduate period, and the contents were mainly had something to do with translation. (One of the interviewees also worked in a bank and a visa center). For the correlation between undergraduate internship and post-graduate intent, the two interviewees expressed that when choosing a postgraduate major, they were more inclined to choose according to their interests, living habits, areas of expertise, etc., without considering the previous internship instead; when choosing the internship content during the undergraduate course, it was also mainly based on the

current profession and the distance from home, and did not consider the connection with the postgraduate major. Therefore, they believed that the internship during the undergraduate period was less relevant to the postgraduate major. One interviewee meant that there was no necessary connection between the internship and the postgraduate major or even the future work, because the different stages of life determined distinct choices at that time, and the skills required for the future work were often far apart from knowledge of humanistic disciplines. Therefore, the correlation between majors and internship was very weak.

According to internship advice, the opinions of the two interviewees have similarities and differences as well. Firstly the similarity between them was that the internship arrangement during the undergraduate time was based on the arrangement of the school curriculum and the individual's planning for the future, so the junior was the best option; the distinction was that one person indicated the consideration of internship can be unconnected with future majors or career, but another respondent preferred to choose an related one, and the richer the better.

### 2.3.3 Postgraduate recommendation group

At first, the team invited two academic students to complete interviews through QQ phone and a face-to-face meeting. The two graduates' study majors are English Language and Literature and Senior Interpreting, one of whom had an internship experience and the other has none. Respondents who did not experienced expressed that the heavy missions of student union, illness, and a lack of interest in the internship made her choose to give up it. However, the intentional internships of the two interviewees were both related to government affairs and administrative assistance which were both less relevant to their graduate majors. According to the respondent with an internship before, based on her personal experience, because the internship unit was the local overseas Chinese bureau, it was originally thought that the content would be related to English, but then he founded that the work was to process the documents and some other trivial things, which did not involve professional knowledge of English or interpretation, hence the respondent believed that there was no correlation between the internship choices during the undergraduate period and the post-graduate study.

As for internship suggestions, both respondents believe that although the undergraduate internship was not necessarily related to the future intention choice, possessing an internship in advance was definitely helpful to the future employment direction as well as understanding the relevant industries beforehand. Besides, its positive effect of the postgraduate retest also deserved a spe-

cial focus. Consequently, the two suggested that undergraduates could choose to practice on the basis of their schemes and graduation intentions. For example, students can choose the summer vacation or the junior winter vacation, and the candidates who were preparing the postgraduate examination could choose the junior winter vacation.

### 3 Results

#### 3.1 Conclusion of phenomenons

After concluding the questionnaires and follow-up interviews, we found that there was a strong correlation between undergraduate graduation internships and graduation intentions of directly starting to work, and the correlation between undergraduate graduation internships and graduation intentions of participating in the postgraduate examination or gaining postgraduate recommendation was weak. This contrast between the two correlation was mainly reflected in the following aspects:

##### 3.1.1 Consideration of internship content

Respondents who were interested in employment for undergraduate studies (hereinafter referred to as the "Employment Group") were obviously more inclined to choose internship positions related to the target work when selecting the internship. A good example of it is that the two interviewees of the "Employment Group" clearly selected internship opportunities in the e-commerce field to prepare for the smooth entry into the Midea Group after graduation.

Undergraduate graduates who are interested in postgraduate study (hereinafter referred to as "Postgraduate Examination Group" and "Postgraduate Recommendation Group"), choose an internship based on personal interests, distance from home, time schedule, etc., instead of their future majors and indicated that there is no correlation between the two. For instance, when the interviewees of the "Postgraduate Examination Group" and the "Postgraduate Recommendation Group" talked about the existing internship experience or intentional internship experience, the administrative assistant, the financial assistant, the overseas Chinese office assistant, the assistant of the debris, and the translators play the major part of their description, and the applied English expertise was involved little or none.

##### 3.1.2 Emphasis on internship time

The "Employment Group" was relatively more sensitive to the internship time planning than the "Postgraduate Examination Group" and "Postgraduate Recommendation Group". Although all respondents recognized that the best internship time was the summer vacation of the third year, the starting point for making this choice was

different.

First of all, the starting point of the "Postgraduate Recommendation Group" was that the list of postgraduate summer camp has not been officially announced during the winter vacation, and students have not really started preparing for the camp wither, thus they could perform internships in January and February. Apart from that, after the completion of the summer camp in July, students who were already admitted by universities would be less stressed and had less academic tasks, thus they had more time to spend freely. As a result, they could use the summer vacation in July and August to conduct internships.

Secondly, the starting point of the "Postgraduate Examination Group" was that the time interval between the winter vacation of the third year and the examination in December of that year was long enough to review, resulting that they could utilize that winter vacation instead of the junior summer vacation (July and August of that year) for internships, as the summer vacation is was close to the final exams in December. Evidently, performing an internship during the summer vacation was likely to negatively affect the postgraduate review.

Thirdly, the starting point of the "Employment Group" was that the summer vacation of the junior year was just one or two months before September, and it was generally believed a proverb of "golden September, silver October", which means that September was the golden age of the current recruitment, and industries and companies recruited in October were inferior in quantity and quality than that in September. After completing the relevant internships in the intent industry in the summer vacation, the fresh graduates could apply for the industry or the intention company in the autumn recruitment, and the internship was of greatly decisive influence on the success of the "Employment Group's" application. Therefore, the "Employment Group" would prepare and apply for an internship during the summer vacation in the third year, and even applied for leave from school in the next semester of the junior year.

From this comparison, although the three groups of people all recognized the best internship time for the junior winter vacation, the basic reason of the "Employment Group" was more focused on how to improve the success rate of application, and the internship experience before the autumn trick. On the basis of an adequate emphasis on the vital role that internships play in the competition in September, the individual time schedule would be adjusted to suit the schedule of summer internships, and the internship period will be given high priority. In contrast, the consideration of the "Postgraduate Examination Group" and the "Postgraduate Recommendation Group" was how to facilitate the themselves, that

was, whether the individual's schedule for the year, the winter vacation, or the junior summer vacation was free, was the main basis for the internship in the corresponding time period. As a consequence, the "Employment Group" harnessed changed individual time schedules to adapt to the internship time period provided by the enterprise, while the "Postgraduate Examination Group" and the "Postgraduate Recommendation Group" had a larger proportion of subjective factors in the choice of internship time period, preferring to use the internship period provided by companies as an adaptation to their schemes. Naturally, their attention to the internship period was not as strong as the "Employment Group".

### 3.1.3 Comprehension of the importance of internships

The "Employment Group" comprehended the importance of the internship much deeper than the "Postgraduate Examination Group" and the "Postgraduate Recommendation Group". All three groups of respondents acknowledged the necessity of internship during the undergraduate course and recognized that internships during the undergraduate period would assist to develop personal background, to understand and adapt to the society and related industries in advance, and to help to comprehend and adjust the future employment direction. However, on the basis of this general recognition, the "Employment Group" had a more thorough understanding of the importance of internships in specific industries than the other two groups.

For example, in the follow-up interview, the "Employment Group" respondents could more accurately compare the status of the internship in the real estate industry and the e-commerce industry and expressed that the real estate industry had a preference of the internship experience of the industry, while the e-commerce industry's requirements in the internship field were relatively lower. This level of understanding demanded not only a full comprehension of the relevant industries, but also a hands-on practice. It was thus known that the "Employment Group" had a deeper and more accurate understanding of the significance of the internship based on sufficient prior investigation and personal experience.

## 3.2 Causes

### 3.2.1 Personal Cause

Through the analysis of questionnaires and follow-up interview records, combined with the current employment and learning environment, the study found that the undergraduate graduation intention (employment) and the undergraduate graduation internship are more relevant, while the undergraduate graduation intention (postgraduate entrance examination) is related to the under-

graduate graduation internship. Sexuality, undergraduate graduation (guarantee) and undergraduate graduation internship are weak, the phenomenon mainly comes from the following factors:

#### (1) Individual's comprehension of internships

The extent to which graduates understand the internship is a direct factor in determining the correlation between the undergraduate intent and the undergraduate internship<sup>[4]</sup>. According to the analysis, the graduates who are clearer and more thorough about the internship they are involved in are more likely to choose the internship positions that are highly relevant to the graduation intention job or the postgraduate study. The correlation between the internship content and the undergraduate graduation intention is relatively lower for graduates who only have a surface understanding of the internship (ie, only staying at the level of thinking that the internship can promote personal development, and experience the social and related fields in advance).

(2) Individual choice for the future From the classification and comparison of all the interviewees, it can be concluded that undergraduate graduates who are interested in employment are more inclined to choose internships related to the intentional work field when choosing an internship, and those whose undergraduate intention is to prepare for postgraduate entrance exams and the postgraduate recommendation pay less attention to the correlation between the content of internship and the major in the future. This phenomenon is directly related to the urgency of employment. Compared with the "employment group" that urgently needs to successfully obtain a job and start a career after graduation, the "postgraduate-recommendation group" and the "taking-examination group" can concentrate on and carefully consider the employment problem during the postgraduate period, and therefore they have a lower intention of finding a job successfully, and their emphasis on internships during undergraduate studies is naturally lower than that of "employment group" graduates.

### 3.2.2 Employment environment factors

(1) Majors of fresh graduates Compared with the high correlation of the "Employment Group" between the internship content and the intentional employment, the postgraduate majors of the "Postgraduate Recommendation Group" and the "Postgraduate Examination Group" are also an important factor that leads to a low correlation between the undergraduate graduation internship and graduation intention. From the tracking interviews and questionnaires, it is known that when choosing a postgraduate major, most of the graduates of the School of Translation will choose English language and literature, English and American literature, Translation (in-

**Table 2.** Salary level ranking of different majors in Chinese universities (2017)

First year salary ranking	Major	Subject Type	Education Category	Average Monthly Salary (¥)		
				Graduated in 2017	Graduated in 2018	Graduated in 2019
1	Software Engineering	Engineering	Bachelor	9001	11522	13711
2	Material Physics	Engineering	Bachelor	8862	10812	12866
3	Automobile	Engineering	Bachelor	8786	11071	13506
4	Applied Chemistry	Science	Bachelor	8650	10467	13188
5	Biology	Science	Bachelor	8622	10347	12520
6	Electronic and Information Engineering	Engineering	Bachelor	8476	10256	12513
7	Architecture	Engineering	Bachelor	8359	10533	13482
8	Polymer Material and Engineering	Engineering	Bachelor	8109	9730	12357
9	Petroleum Engineering	Engineering	Bachelor	8031	9476	11466
10	Languages	Art	Bachelor	7519	9173	10916
11	Clinical Medicine	Medicine	Bachelor	7097	8445	10134
12	Applied Bioscience	Agronomy	Bachelor	6927	8313	9892
13	Robots	Engineering	Bachelor	6722	7932	9677
14	Microelectronics Science and Engineering	Science	Bachelor	6656	8254	9987
15	Information Technology	Engineering	Bachelor	6093	7678	9136
16	Civil Engineering	Engineering	Bachelor	6087	7426	8911
17	Electric Engineering and Automation	Engineering	Bachelor	5975	7230	9182
18	Rail Transport	Engineering	Bachelor	5854	7259	8638
19	Machinery Design and Manufacture	Engineering	Associate	5731	6763	8183
20	Composite Materials and Engineering	Engineering	Bachelor	5696	7005	8967

terpretation/translation) and other language majors and they seldom enter master examination on different subjects and in different areas, the main reason for which is that cross-professional postgraduate entrance examination or postgraduate-recommendation is difficult because of the weak foundation of the candidates, and the failure rate is high<sup>[12]</sup>. According to the 2018 China University Professional Salary Rankings published by China Remuneration Network, the language-based comprehensive profession ranks only 10th in the per capita salary rankings, and the salary is decreasing year by year, from 10,916 yuan in 2013 (person/ month) fell to 7519 yuan (person/month) in 2017, and the overall contraction was about one-third. According to the interviewees' statement, the number of employment fields directly related to language majors is small, and in addition to the professionally demanding work such as simultaneous interpretation, the remaining jobs, such as teachers, are too substitutable and easy to restrict the development of individuals. Therefore, graduated students majoring in language majors tend to avoid language jobs when choosing future jobs, and they also tend to have internship opportunities in other fields, such as administrative management and human resources. Therefore, the correlation between the undergraduate graduation intention (taking-examinations and postgraduate recommendation) and undergraduate graduation internship is relatively low<sup>[13]</sup>.

**(2) The requirements of intentional work** In recent years, the number of undergraduate students and master students has been increasing, and the pressure of employment competition has become larger and larger, and even thousands of people compete for one occupation. In this kind of employment situation, many companies in order to quickly select talents who are competent and can create value for the company, in the HR recruitment, indicate candidates who have more relevant work experience or internship experience. Under such requirements, in order to improve their competitiveness in related fields, recent graduates will also conduct internships in related industries. Especially for fresh graduates with different areas of intentional employment and undergraduate or postgraduate majors, the harsh recruitment conditions have forced them to abandon their internships related to their majors and transfer to internships linked to the target company. Therefore, for fresh graduates with different intentions for future employment and graduates, the correlation between the internships selected during the undergraduate period and the postgraduate postgraduate intent is lower (Table 2).

### 3.2.3 Undergraduate Course Setting Factors

**(1) Majors of fresh graduates** In the training program for the 2019 English major graduates in the School of Translation in Shandong University (Weihai), the professional courses are mainly concentrated in the junior year, and the "graduation internship" as a major is set

in the next semester of the senior year. However, from the questionnaires and follow-up interviews, it is known that the internship time of the respondents is generally a junior year and a summer vacation. The school's placement of important professional programs in the junior year is based on a decision made on the assessment of students' professional competence. It is believed that students in the junior year have sufficient professional ability to complete difficult professional courses. However, the school has neglected the recruitment time points favored by the job market and the students' independent views and arrangements for the internships. As a result, the heavy professional courses have made it impossible for recent graduates to set aside time to seriously think and find internships during their approved time periods. After the heavy professional course study, postgraduate entrance examination (the fourth semester of the senior year) and postgraduate recommendation, the best internship period has also ended. This situation will greatly hamper the enthusiasm of graduates to think and choose internships, which leads some graduates to pay less attention to internships and choose the internship perfunctorily. They do not really consider the relevance between the development direction after graduation and the internship. Therefore, the correlation between undergraduate internships and graduation intentions will also be affected (Table 3).

**Table 3.** Descriptive indices of different option after graduation (n=21)

Alternative	Best internship time (third year)	Best internship time (senior)	$\chi^2$ test
	n (%)	n (%)	P value
Postgraduate study	18 (85.71%)	3 (14.29%)	0.6788
Employment after graduation	17 (80.95%)	4 (19.05%)	

**(2) Course settings** In the training program and curriculum of the 2019 English major graduates of the School of Translation in Shandong University (Weihai), the "graduation internship" is only arranged as a major course for the next semester of the senior year, and students are required to provide the internship certificate of the relevant unit. There are no other internship-related courses in the first three years of undergraduate study. The only "career planning" related to "employment and internship" is classified as a public elective course. Although it is a mandatory course for each student, it is not included in the GPA statistics so students pay less attention to it. In this way, even if the teacher gives no matter how much knowledge about internships and employment in the class, the students can master and use less and less, so when they really need the relevant knowledge

of internship and employment, they cannot find a definite direction and finish it perfunctorily which is fully demonstrated in the questionnaire. Throughout the 21 questionnaires, based on the importance of accrediting undergraduate internships to all respondents, only 5 people had internships during the first three and a half years, and only 8 considered that the senior was the best time for internships. Among the remaining 13 people, 6 people tended to practice before the senior, and 7 did not express their opinions. Therefore, the lack of internship and employment-related courses and improper setting are the key factors affecting the correlation between undergraduate internships and graduation intentions.

## 4 Conclusion

The smaller scale of the study makes the general applicability of the results low. This study only conducted a survey of 2019 graduates of English majors in Shandong University (Weihai), and did not involve other majors. Therefore, the conclusions drawn from research and analysis are only applicable to fresh graduates of English majors, and not applicable to graduates of other majors<sup>[14]</sup>.

Through the analysis of the questionnaires representing the quantitative research and the follow-up interviews representing the qualitative research, this study concluded that the factors affecting the correlation between the undergraduate internships and graduation intentions are: personal factors (personal understanding of the internship), personal choices for the future, employment environment factors (required for graduates, intentions and industry requirements), undergraduate curriculum setting factors (course setting time and course setting content).

Among them, personal factors are the direct factors affecting the correlation. Employment environment factors and undergraduate curriculum factors are important factors influencing the correlation. At the same time, employment environment factors and undergraduate curriculum factors make a difference to personal factors<sup>[15]</sup>.

Because different industries have different requirements for internship experience, and the advantages and disadvantages of English majors in the job market will also affect the choice of graduates' intentions<sup>[10]</sup>. In addition, the time and content of relevant courses in the undergraduate courses will be corresponding to the graduates. Their understanding of the internship is decisive, and the individual's different understanding of the internship itself and the individual's choice of the future are directly expressed as whether or not to choose an internship and what kind the internship is. Therefore,



the employment environment factors and the undergraduate curriculum factors affect the personal factors, and finally the personal factors directly affect the correlation between the graduation internship content selection and the undergraduate intention.

When conducting the undergraduate curriculum, the school should fully consider the impact of the curriculum on the internship awareness of undergraduates, and provide sufficient time for internships for graduates based on the gold recruitment time node of the job market.

The time course for professional courses should be avoided as much as possible in the next semester of the third year of school year. Appropriate courses can be added in the second semester of the sophomore year.

The school may increase the number of courses related to employment and internships such as "College Student Internship Guidance", and appropriately upgrade the relevant courses from public elective courses to compulsory courses, and reform the assessment methods. The assessment results can be included in the total score calculation.

Fresh graduates can participate in the courses and lectures related to employment and internships organized by the school. At the same time, they can participate in the annual spring and autumn campus recruitment fairs or other social recruitment fairs to learn about the recruitment requirements of the intent industry and the intention company in advance, and to get ahead of employment. Internships are prepared accordingly.

In view of the generally recognized internship period for juniors and juniors, the fresh graduates can arrange internships according to their individual graduation intentions. The "taking-examination group" can choose the winter vacation for the third year of school year; the "postgraduate-recommendation group" can choose the winter vacation and summer vacation for the junior year; the "employment group" can choose the summer vacation for the junior year and the next semester for the junior year.

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