



Research on the Development Path of Online Internship Normalization Based on SPSS Analysis

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Abstract. Based on the technical premise of online internship, the background of epidemic prevention, and practical factors, the online internship normalization has become an inevitable trend of development. However, there are inevitable problems with online internship. In order to improve the online internship system, this study uses SPSS analysis to investigate and analyse the quality evaluation of college students' participation in online internship from the perspective of students' satisfaction, summarizes problems of online internship, and proposes solution strategies in terms of legislative improvement, policy incentive, construction of a unified online internship platform, and responsibility of all parties involved in the internship to build a normalized online internship model.

Keywords: Online internships · Information platform · Internship assessment · Policy incentives

1 Introduction

Internship is an important way for individuals to clarify their career planning and accumulate work experience, and the essence of online internship is that it is “remote”, and with the convenience and speed of the Internet, interns do not need to sit offline, as long as they can carry out their work in any place suitable for work.

The organic combination of Internet technology and mobile communication technology has led to the emergence of office software such as “DingTalk”, “WeCom” and “Tencent Meeting”, and the “online office” is basically normalized and generally accepted by the society [1]. The essence of online internship lies in the characteristics of “online” and “remote”, coupled with the needs of students' practical learning. To some extent, online internship is a part of online office, which is an internship method for school students. Taking advantage of the convenience of the network, interns do not need to work offline. They only need to carry out their own work in any place suitable for work, the issuance of work orders and communication in work are carried out online. And the issuance of work orders and communication in work are carried out online.

Based on the dire global situation of COVID-19, the government has done its best to minimize cross-border spread, but the epidemic is still recurring. In the spring of

2022, there were new cases in Wuhan, and the city was to prevail over the epidemic. And internships, thesis defense and employment for college students everywhere have been affected. Most colleges carried the school closure management according to the requirements of “not going out of school unless necessary”, and many students gave up their internship plans.

In order to improve the online internship system, this study uses SPSS analysis to investigate and analyse the quality evaluation of college students' participation in online internships through the lens of student satisfaction.

2 The SPSS-Based Empirical Analysis of Online Internships

2.1 Design of the Empirical Study

In this study, 382 students were randomly selected to investigate the satisfaction of online internship of college students by questionnaire method, and 323 valid questionnaires were collected, the data were analysed and counted by SPSS statistical software.

2.1.1 Design of the Questionnaire

The “Online Internship Quality Evaluation Questionnaire” consists of three parts: basic information, satisfaction survey, and internship feelings and suggestions.

- “Basic information” includes aspects such as gender, grade level, type of internship, and the signing of the internship agreement;
- The “satisfaction survey” section includes five dimensions: personal value perception, internship content, university online internship system, enterprise online internship system and attitude toward online internship, with 18 formal measurement items;
- The main content of the “internship feelings and suggestions” is the students' willingness and reasons for continued participation (Table 1).

2.1.2 Reliability and Validity Analysis

In terms of reliability, the Cronbach's α coefficients for the five dimensions of “personal value perception,” “internship content,” “university online internship system,” “enterprise online internship system,” and “personal attitude” were 0.886, 0.749, 0.814, 0.837, and 0.892, respectively.

According to the judgment criteria of sub-dimensional Cronbach's $\alpha > 0.70$ and total Cronbach's $\alpha > 0.80$, this questionnaire and its dimensions have a relatively satisfactory measurement reliability.

In terms of validity, there was a moderate positive correlation between the dimensions (0.375–0.569, $p < 0.01$) and a moderate to high positive correlation between the dimensions and the overall questionnaire (0.562–0.801, $p < 0.01$), indicating that the dimensions are both directionally consistent and different, and that the dimensions have good structural validity as they are conceptually consistent with the overall questionnaire.

Table 1. Online Internship Quality Evaluation Questionnaire

Dimension	Items	Main contents
Personal Value Perception	4	Q3: Major knowledge Q4: Social experience Q5: Interpersonal skills Q17: Career planning
Online Internship content	3	Q6: Internship duration Q1: Atmosphere Q2: Major relevance
Internship system in colleges	5	Q7:Specialization Q9: Training Q11: Guidance Q13: Allowance Q15: Assessment
Internship system in Companies	5	Q8:Specialization Q10: Training Q12: Guidance Q14: Allowance Q16: Assessment
Attitudes	1	Q18:Continue to participate

Table 2. Demographic characteristics of the samples

Items	Sample size
Gender	Male: 159; Female: 223
Type of Internship	Online: 119; Online and offline: 204; Only offline: 36 (Invalid); Not involved in internship: 23(Invalid)
About contract	Signed a contract: 47 Not signed: 276

2.2 Data Statistics and Analysis

2.2.1 Demographic Characteristics of the Samples

In this study, a question about internship type was set in “basic information”, and those who chose “participated in online internship” were valid, while those who chose “never participated” did not involve in the follow-up questionnaire (Table 2).

The basic information collected from the questionnaire shows that internship is a typical practical learning method for college students, and the number of those who have not participated in internship (23) only accounts for 6% of the total number of students.

Table 3. Students’ general perceptions of the quality of online internships

Dimension	M/SD	Variables	M/SD
Personal Value Perception	3.88 / .69	Major knowledge	3.83/.53
		Social experience	3.94/.81
		Interpersonal skills	3.67/.65
		Career planning	4.11/.77
Online Internship content	4.03 / .68	Duration	3.89/.86
		Atmosphere	4.23/.62
		Major relevance	3.97/.55
Internship system in colleges	3.87 / .65	Specialization	4.14/.51
		Training	4.27/.46
		Guidance	3.85/.70
		Allowance	3.16/1.06
		Assessment	3.94/.59
Internship system in Companies	3.61 / .71	Specialization	3.75/.77
		Training	3.64/.72
		Guidance	3.41/.65
		Allowance	3.32/.84
		Assessment	3.96/.61
Attitudes	3.83 / .63	Continue to participate	3.82/.65
		Recommend	3.84/.62

Moreover, it is also clear that online internships are quite regular, with 323 people having participated in online internships, accounting for 84.3% of the total number of questionnaires returned.

The data on the signing of internship contracts shows that only 14.5% of students signed contracts when they participated in online internships, and the majority of interns do not have clear rights and obligations with their internship units.

2.2.2 Students’ General Perceptions of the Quality of Online Internships

The questionnaire was scored on the Likert scale, with a score of 1–5 (Table 3).

It can be seen that students’ overall satisfaction of online internship is at a moderate to high level, with the overall perception and the scores of each dimension exceeding the moderate threshold by 3 points. However, there is an imbalance between the dimensions:

- The “Online Internship content” dimension scored the highest. Most students found the atmosphere of the online internship comfortable (4.23), the schedule of the internship work reasonable (3.89), and the relevance of the major high (3.97);

- The “Internship system in Companies” dimension has the lowest score, especially in Training (3.64), Guidance (3.41), and Allowance (3.32), and differs significantly from the university dimension. This indicates that companies that receive online interns in particular still have many problems to train interns;
- In the dimension of “Personal Value Perception”, students have doubts about the improvement of their Interpersonal skills (3.67). This indicates that the interaction between the subjects of the internship needs to be strengthened in the process of remote communication;
- The most prominent problem is “Allowance”, which has the lowest level of satisfaction and the highest variability of attitudes among interns.

2.2.3 Feelings and Suggestions for Online Internship

The third part of the questionnaire is a survey on “students’ feelings and suggestions”. This section was used to support willingness to continue online internships and their reasons for being willing or unwilling to do so (Figs. 1 and 2).

As shown in the chart above, 79% of students who have participated in online internships are willing to continue to try remote online internship methods, which can indicate a fairly high level of acceptance of online internships. Planning for future career (24%), accumulation of social experience (22%) and convenience (16%) are the main reasons

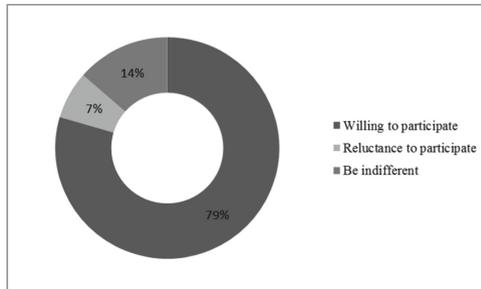


Fig. 1. Q18 “Would you like to continue to participate in online internship”

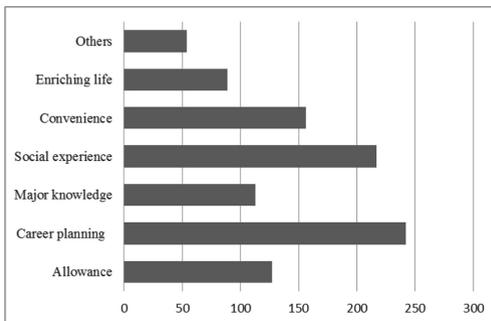


Fig. 2. Q20 “Reasons for being willing to continue to participate in online internship”

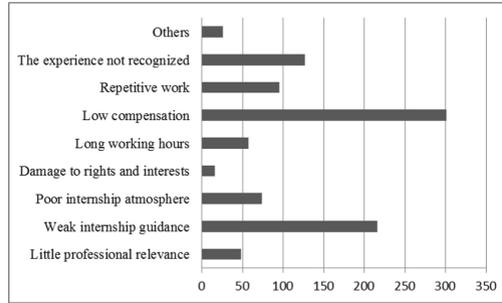


Fig. 3. Q21 “Reasons for not willing to continue to participate in online internship”

for students’ willingness. Thus the practical educational significance of online internships does achieve the purpose of personal exposure to society, clear career planning and accumulation of work experience (Fig. 3).

The reasons for not wanting to continue participating in online internships are generally consistent, with low pay (31%) and inadequate internship guidance (22%) being the main factors for student dissatisfaction. Second, interns are also concerned about the recognition of their online internship experience and the validity of their internship certificates (13%).

In addition, a small number of interns (2%) reported that their legal rights were violated during the internship process. Even though the number is small, we cannot ignore the issue of protecting the legal rights and interests of interns during their online internship.

3 Status of Implementation of Online Internship

3.1 The Legislation of Student Internship is Still not Perfect

There is no national law specifically for internship of college students in China, and there is no applicable law specifically for internship, and the regulation of internship mainly exists in local administrative regulations, which is of low legal status. In the current legislation on internship, it is only advocated but not legally responsible for enterprises to accept college students’ internship. The government requires companies to pay appropriate compensation for internships, but does not regulate the specific percentage of compensation. There is also no clear provision on whether college students are eligible subjects of labour law and whether the regulations on work injury insurance are applicable.

3.2 Numerous System Gaps Exist in the Internship Field

The internship management system of the school and the internship unit is not clear. The school’s internship management system is mainly reflected in the “internship manual” of each major, which specifies the safety precautions, basic contents of internship and assessment standards; while enterprises, as internship receiving units, mainly manage

interns from their own internal rules and regulations for working employees, with little clarity on the rights and obligations between interns and units [5]. The rights and obligations between interns and their employers are rarely clarified, not to mention the internship contract and internship insurance.

In addition, there are loopholes in the evaluation system between the school and the internship unit. The current internship assessment is mainly based on the “assessment form” filled out by the internship unit and stamped with the official seal, which is also the main basis for the school to determine the validity of the internship. This assessment method makes it more difficult for the internship unit to monitor the intern’s work and for the school to evaluate the actual effectiveness of the student’s internship in the face of remote online internships, and it is difficult for the school to detect and intervene in a timely manner when the internship organization damages students’ rights.

3.3 Unignorable Cases of “Ineffective Internship”

The media has repeatedly reported on the rampant forgery and the high sales of a number of online stores engaged in the business of “issuing internship certificates”, most of which sell hundreds or even thousands of certificates per month.

In addition, due to the limited number of internship positions, it is difficult for college students from ordinary schools to get internships in popular majors and companies, so some agencies offer “paid internship” programs, which not only are expensive but also have a high risk of students being cheated [4]. If there is no internship certificate or if the certificate is false, there is a risk that the employer will refuse to recognize the internship relationship.

4 Online Internship Normalization Path

4.1 Improve the Legal Regulations of Internship

Laws and regulations related to internships should be improved to confirm the worker status of interns and bring them under the protection of laws and regulations. Rules and regulations for the school and the internship provider should be established, and the internship receiving organization should sign an internship agreement with the intern or a tripartite agreement with the intern’s school, specifying the internship period, working hours, compensation, content and other details [3]. The school or the employer should purchase insurance for the internship students to avoid the situation that it is difficult to protect the rights and interests of the students after being injured in the workplace.

4.2 Strengthen the Internship Policy Support Efforts

Faced with the problem of low participation of enterprises, the government should increase its policy support. For example, it can refer to enterprises recruiting people with disabilities to be able to enjoy the relevant national tax incentives national policy. The tax authorities determine the extent and period of reduction of VAT, business tax and personal income tax of interns according to the actual number of people received by the unit [4].

The government can also enhance institutional support and financial subsidies for companies to accept college students [2]. Internship funding can be led by the central government, the local government and university finance mainly to share the burden of the model to raise funds. The national treasury should increase the investment in internship funding, set up a special fund for internships, and give certain subsidies or incentives to enterprises that accept interns based on headcount, time and other criteria.

4.3 Build a Unified Online Internship Platform

The online internship platform should be coordinated and supervised by the government, and the third-party information platform should be involved in the construction and maintenance of the internship network platform that provides services to universities, enterprises and college students (Fig. 4).

The bottom layer of the platform is responsible for data processing, mainly including the basic database, data analysis and processing center and data exchange platform.

There are four main functions of the platform: information collections, guidance and supervision, internship assessment and policy incentives:

- The core function of information collection is to realize the matching of supply and demand of internship positions, and also to provide information sharing for internship subjects;

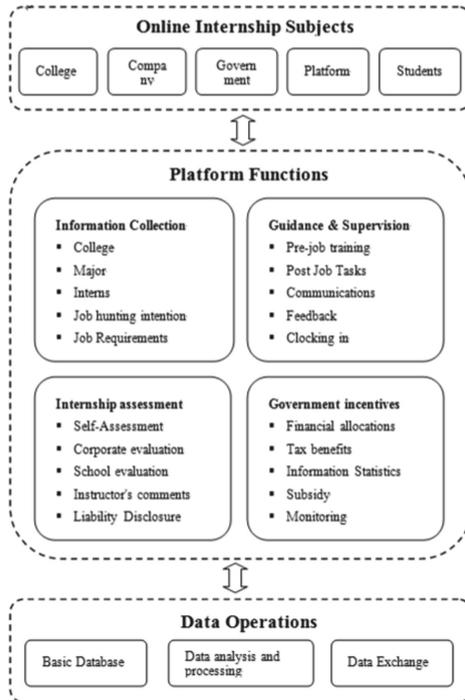


Fig. 4. The basic structure of the online internship platform

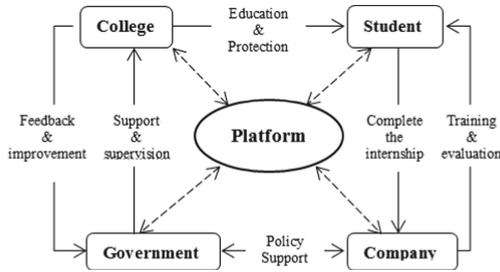


Fig. 5. The operation mechanism of online internship

- The guidance and supervision module provides includes pre-employment training, safety education, communication feedback, etc.;
- The assessment module is mainly for platform users to conduct self-evaluation and mutual supervision;
- The incentive policy function mainly serves as information disclosure for the government to manage online internships, such as publicizing the specific requirements and the resultant sanctions for internship-violating enterprise.

4.4 Clarify the Operation Mechanism of Online Internship

First of all, the management and service of college internship should be standardized. They should establish special internship guidance centers and also provide training and assessment at the end of internship for internship students.

Second, the responsibility of the internship units needs to be clarified. It is mandatory for enterprises to sign online internship agreements with internship students, making the duration of internship, work style, position, compensation, rest and vacation as necessary terms [5]. Enterprises must provide internship students with positions that meet professional requirements.

Thirdly, students should abide by the rules and regulations of the internship unit, abide by professional ethics, and enrich their social experience and work experience.

Finally, the government should not only give financial and tax incentives, but also organize cooperation and interaction between enterprises and universities (Fig. 5).

5 Conclusions

This study evaluates the quality of online internships through SPSS analysis based on a survey of college students' satisfaction. Overall, students' perceptions and evaluations are moderately high, but the study also reveals the problems of legislative ambiguity, institutional deficiencies, and effectiveness in online internships. In terms of the path to the development of a permanent online internship, this study concludes the following:

- The normalization of online internships must be guaranteed by law. The government should improve the laws related to internships, improve the online internship contract and insurance system, and protect the labor rights of interns;

- The normalization of online internships must be supported by the tax and financial incentives. As internships are a “precursor” to employment and consistent with the goal of promoting employment, the government should play a coordinating and guiding role by providing subsidies and institutional benefits;
- A unified online internship platform must be built for the normalization of online internships. Since students in the study were generally dissatisfied with the management of online internships, there is a need for an information platform that is planned by the government and supervised by all subjects to achieve the educational purpose of online internships.
- The normalization of online internships requires the active participation and clear responsibilities of internship providers, schools, government, online platforms and students.

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