A Study of Intern Student Satisfaction in Eastern China:The Case of Dadehang 4s Automobile Ltd., Qingdao, Shandong Province

Yanqi Liu, Surachai Traiwannakij[✉], Yuping Shi, and Shengjie Xu

Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep,
Bangkok, Thailand
surachai.t@mail.rmutk.ac.th

Abstract. This research uses questionnaires to collect and analyze data about interns from the past academic year. This research examined student satisfaction characteristics, the influence of internships, and the impact of organizations. The researchers constructed a questionnaire using existing research and theoretical conclusions and organized them into three parts: student personal, internship, and organizational management. Use SPSS for descriptive statistical analysis, difference analysis, and correlation analysis on obtained data to determine students' overall and dimension-specific learning satisfaction. Research results are, first, students lacked a proper practice concept, role orientation, and psychological endurance. Second, the company's talent training awareness is poor, and the job arrangement, housing, remuneration, and other areas need improvement. Third, the internship system's guarantee and monitoring need to be reinforced, and internship units and new ways to promote internships are lacking. Finally, to satisfy internship students more, the company should provide a better enterprise sector, retain talent, and let students and schools coexist.

Keywords: Internship,4s Automobile Ltd. · Student satisfaction

1 Introduction

1.1 Background

Work-study alternation and on-the-job practice are basic modes of teaching practice in Chinese colleges and universities. Based on school-enterprise cooperation, the integration of production and education is implemented to enable students to practice internships in a natural working environment. Furthermore, the university devotes itself to cultivating students' practical ability and vocational skills, training practical and skilled talents for enterprises, and meeting the needs of higher practical talents in the front line of enterprises. At the same time, it is also the weight to improve the final employment opportunities of students.

Enterprises have the potential to prevent the loss of enterprise training, complement the shortage of positions, and ease the shortage of competent employees in organizations to some level. Students become familiar with the many work processes of the enterprise

through training and practice in the enterprise, and they may share much practical work for the enterprise. Although the corporation must pay the intern students' work salary, it is not required to pay social insurance for the student, saving the enterprise labor costs. At the same time, the enterprise can use the internship period as an inspection period, observing the student's morale, ability, diligence, and achievement performance during the practice period. Once the internship is completed, the enterprise can directly hire the qualified student, allowing it to supplement the new skilled, talented person in time.

Dadehang 4s Automobile Ltd. Was established on September 22, 2009. It offers first-rate motor vehicle maintenance (big and medium-sized passenger car repair, large and medium-sized truck repair, minor vehicle repair), car sales, auto parts sales, car interior services, car rescue services, car financing, and charge piling. According to the internship requirements of students at Qingdao Hengxing University of Science and Technology, internships are classified as post-internships, production internships, and graduation internships, with varying durations. There are four internships available to students each year. In addition, our organization may offer students numerous internship and training possibilities.

1.2 Significance of the Problem

As a result of our work over the previous two years managing internships for the organization, we have acquired some relevant experience. We discovered that students pursuing automotive-related academic programs reported lower than-optimal levels of internship satisfaction, suggesting a pressing need to enhance the internship experience. A survey of intern students at Dadehang 4s Automobile Ltd. Was conducted for this thesis; the main focus was on how to best capitalize on interns' natural energy and enthusiasm in order to speedily and affordably meet the company's production demands while cutting down on labor costs.

1.3 Objective of the Research

1.3.1 To Study the Student Satisfaction of Internship

1.3.2 To Study Impact of Demographic, Internship Position, and Organization on the Students' Satisfaction

2 2. Literature Review

2.1 Theoretical Basis

2.1.1 Two-Factor Theory

A behavioral scientist from the United States, Frederick Herzberg, proposed the two-factor theory (Ma & Chen, 2018). According to the two-factor theory, there are two main categories of incentives at work, hygiene factors and the second is motivational factors.

Hygiene factors, indicating company policy, working conditions, compensation treatment sources of dissatisfaction, such as hygiene factors without incentives, but after some degree of improvement, it will eliminate the negative feelings of yet it cannot

satisfy employees. In contrast, motivational factors, these elements have only helped to increase employee satisfaction to a moderate degree. However, they have had a far more significant impact on the level of staff motivation and labor productivity.

2.2 The Empirical Studies

Qin (2016) noted that the employment situation for recent college graduates has worsened in recent years as China's economic growth has slowed. As a result, more and more students are seeking internships in companies to gain the experience they will need to compete for full-time jobs after graduation. In addition, small and medium-sized businesses are increasingly offering internships to cut expenses and fill positions quickly. However, there are still many issues with intern management in small and medium-sized enterprises in China, which means the intern program is not delivering the desired results and leaves both interns and companies unsatisfied. Therefore, scientific and methodical proposals for improvement are advantageous for the firm and the trainee in this situation.

In many enterprises, interns have low motivation and low retention rates in their work due to management omissions. However, according to statistics, P&G's intern retention rate is about 80%, and IBM's is about 70% (Lu, 2011). Therefore, after the interns enter the enterprise, the first task is to organize socialization. Using appropriate organizational socialization strategies and establishing a sound intern management system can improve the job satisfaction of the interns, cultivate organizational commitment, and enhance the willingness to stay.

3 Research Methods

3.1 Scope of the Research

Students conducting internships at Dadehang 4s Automobile Ltd. Were the focus of a study done between February and August of 2021. Dadehang 4s Automobile Ltd, a subsidiary of the Hengxing Group and a training ground for students at Qingdao Hengxing University of Science and Technology. Approximately twenty-five percent of the company's workforce consists of interns, most of whom are college students looking to gain work experience. Therefore, the satisfaction of students in the company is investigated and studied.

Table 1. Sample Distribution

Participants	Target Population Size	Sample Size
five-year system of professional col	40	23
College	75	68
Undergraduate	85	59
Total	200	150

Source: Research Questionnaire

3.2 Population and Sample

We effectively collected data by translating qualitative service quality measures into quantitative indicators using validated questionnaires. By selecting a number between "strongly disagree" (for example, "choose number I") and "strongly agree," participants' opinions were tallied using the "five-category scale" technique. The company has hired 200 interns during the past year. The research is optimized by collecting 150 questions (Table 1).
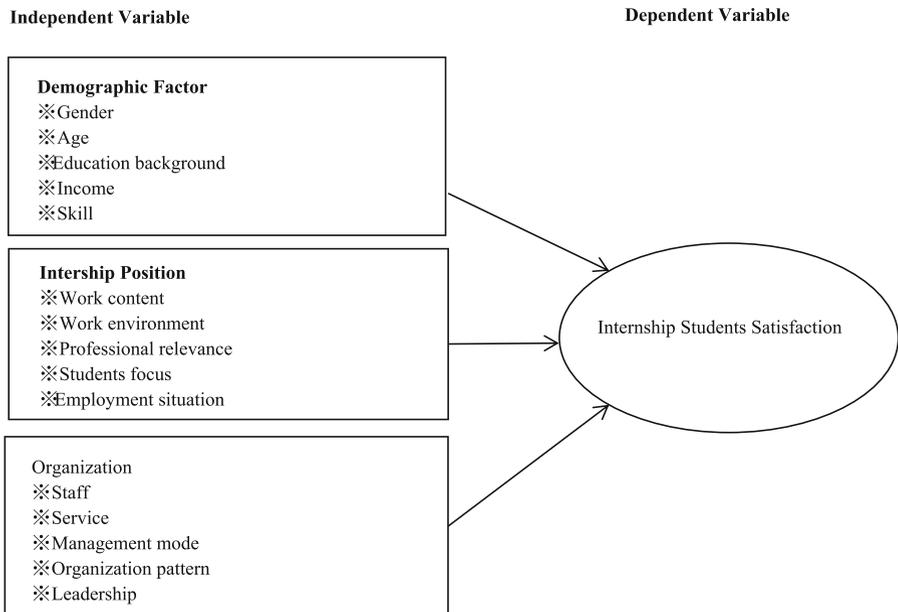
3.3 Conceptual Framework

Independent Variable   **Dependent Variable**

Demographic Factor
※Gender
※Age
※Education background
※Income
※Skill

Intership Position
※Work content
※Work environment
※Professional relevance
※Students focus
※Employment situation

Internship Students Satisfaction

Organization
※Staff
※Service
※Management mode
※Organization pattern
※Leadership

Fig. 1. Conceptual framework

4   Research Results

After the questionnaires were collected and sorted, there were 150 valid questionnaires. The collected data were statistically processed using the descriptive statistics and the interferential statistics and the data were analyzed by Excel software and SPSS software to ensure the research results. Reliability and authenticity to more accurately identify the factors that affect student satisfaction (Fig.1).

4.1   The Descriptive Statistics

Table 2 presents the respondents' demographic data, including gender, age range, occupation, monthly income, and students' educational background. Among the 150 students surveyed, the number of male students is more than female students, which is in line with the characteristics of the number of students majoring in automotive. The range of ages is appropriate and reflective of the average age of a college student population. Third-year college students are typically between the ages of 20–21 in the internship stage, whereas undergraduate students are usually between the ages of 21–22 in the internship stage of the fourth year, and sub-college education students are generally younger. The internships offered by the corporation are structured to fill the workforce gaps that exist within the company. Students usually have four or five options for positions to pursue. Various indicators, including students' attendance and performance, will be used to calculate the monthly allowance. Gains are minimal at the beginning of an in-post internship since students are preoccupied with acquiring knowledge. Students' monthly income can be

Table 2. Basic information about the surveyed students

Items	Categories	N	Percent (%)
Gender	Male	132	88
	Female	18	12
Age	20 and blew	31	20.67
	21	51	34
	22	61	40.67
	Other	7	4.67
Monthly income	< 2000	45	30
	2000 ~ 3500	81	54
	3500 ~ 5000	17	11.33
	> 5000	7	4.67
Education background	Five-year system of col.	23	15.33
	College	68	45.33
	Undergraduate	59	39.33
Total		150	100

Table 3. The basic situation of the Internship Posts

Items	Categories	N	Percent (%)
Work content	Salesperson	37	24.67
	Motor maintenance	65	43.33
	Insurance Finance	11	7.33
	Other	37	24.67
Work environment	Indoor	64	42.67
	Outdoor	31	20.67
	Indoor and outdoor	55	36.67
Professional relevance	related	110	73.33
	unrelated	40	26.67
Students focus	Internship salary	64	42.67
	Skills upgrading	44	29.33
	Development space	36	24
	Employment	6	4
Employment situation	Signed for employment	17	11.33
	Is on the trial	25	16.67
	Has been employed by other employers	6	4
	Not accepted	102	68
Total		150	100

expected to rise directly to the rate of improvement in their abilities and performance. Some students will generate substantial revenue during their internship because they have already gained skills or vocational certificates during their schooling.

As demonstrated in Table 3, the company provides position, working environment, professional correlation of the work, the focus of the students in the internship stage, and the employment of the unit. This academic year, internships were available in a wide range of departments within the company, including sales, maintenance, insurance, and finance. The location of the students during the internship is divided into two categories: indoor and outdoor. The company will try to keep the work as relevant to the students' majors as possible when scheduling it, giving them additional opportunities to learn and grow in their chosen fields. According to the questionnaire results, 73.33% of interns consider their work relevant to their studies. However, various students have different priorities throughout their internships, which can dampen their excitement. When a student shows potential, the employer may contact them in advance to discuss potential open positions. The employment reservation policy is also an effective way to promote the employment rate of students in school-enterprise cooperation.

Table 4. The Descriptive Statistics of the Total Organizational Factor

Organization	N	Min	Max	MEAN	SD	RANKING
Staff	150	1	5	1.878	0.900	3
Service	150	1	5	1.807	0.854	5
Management mode	150	1	5	1.874	0.899	4
Organization pattern	150	1	5	1.890	0.853	2
Leadership	150	1	5	1.947	0.846	1
Overall	150	1	5	1.879	0.870	

Table 5. The Descriptive Statistics of Internship Students Satisfaction Factor

Internship Students Satisfaction	N	Min	Max	MEAN	SD	RANKING
Work itself	150	1	5	2.044	0.897	1
Work rewards	150	1	5	2.011	0.888	2
Work background	150	1	5	1.857	0.849	5
Work interpersonal relationship	150	1	5	1.904	0.887	4
The overall satisfaction of the enterprise	150	1	5	1.905	0.857	3
Overall	150	1	5	1.944	0.876	

We can summarize the management situation of the enterprise and analyze the five aspects of staff situation, service situation, management mode, organization pattern, and leadership situation. In addition, using SPSS, we can analyze data and view key performance indicators, including the organization's minimum, maximum, mean, standard deviation, and median.

Based on the data in Table 4, we can conclude that Leadership Feature is the most crucial feature, with a mean of 1.957, followed by the Organization pattern Feature, with a mean of 1.890, and the last one is Service Feature, with a mean of 1.807. Therefore, in terms of overall Organizational Factors, most respondents are on the agreed level, evident using approximately 1.879.

Students' overall satisfaction is measured across five dimensions: satisfaction with the work itself, work rewards, work background, interpersonal work relationships, and overall satisfaction with the enterprise. Moreover, set 2–3 questions according to these five dimensions.

According to Table 5, the Work feature is the most valued by employees, with a mean score of 2.044, followed by the Work rewards feature (2.011) and the Work backdrop feature (1.857). In terms of the overall Internship Students' Satisfaction Factor, most respondents are on the agreed level, utilizing approximately 1.944.

Table 6. Analysis of income Differences in Various Dimensions of Internship Satisfaction

Items	Source	Sum of Squares	df	Mean Square	F	p-value
Work itself'	Between	8.645	3	2.882	3.820	0.014*
	Within	111.292	146	0.763		
	Total	119.937	149			
Work rewards	Between	6.794	3	2.265	3.011	0.038*
	Within	110.843	146	0.759		
	Total	117.638	149			
Work background	Between	7.268	3	2.423	3.556	0.021*
	Within	100.109	146	0.686		
	Total	107.377	149			
Work interpersonal relationship	Between	8.353	3	2.785	3.749	0.017*
	Within	108.744	146	0.745		
	Total	117.097	149			
The overall satisfaction of the enterprise	Between	9.924	3	3.308	4.904	0.008**
	Within	99.518	146	0.682		
	Total	109.442	149			

4.2   Inferential Statistics

4.2.1   Differences Between Income on Each Dimension of Internship Satisfaction

In Table 6 of the one-way variance test results, it can be seen that the probability p-value corresponds to the F values of these factors "Work itself", "Work rewards", "Work background", "Work interpersonal relationship", and". The overall satisfaction of the enterprise" is less than 0.05, indicating that there are significant differences in these aspects among students with different monthly internship wages.

To further study the differences between interns with different incomes, this study uses the multiple comparison analysis in the analysis of variance for further discussion. For example, it can be seen that in the aspect of "Work rewards, Work background, The overall satisfaction of the enterprise "3500 ~ 5000" is significantly higher than that of other monthly wages, and the scores from high to low are: "3500 ~ 5000" > " < 2000 " > " 3500 ~ 5000" > " > " > 5000". On the other hand, in the aspect of "Work itself" and "Work interpersonal relationship", the internship satisfaction of students whose monthly internship salary is " < 2000" is significantly higher than that of another monthly salary, and the scores from high to low are: " < 2000" > "3500 ~ 5000" > "2000 ~ 3500" > " > 5000".

Table 7. Analysis of Work Environment Differences in Various Dimensions of Intern Satisfaction

	Source	Sum of Squares	df	Mean Square	F	p-value
Work itself	Between	2.156	2.000	1.078	1.388	0.288
	Within	117.781	147.000	0.801		
	Total	119.937	149.000			
Work rewards	Between	4.032	2.000	2.016	2.573	0.122
	Within	113.606	147.000	0.773		
	Total	117.638	149.000			
Work background	Between	5.890	2.000	2.945	4.292	0.019**
	Within	101.487	147.000	0.690		
	Total	107.377	149.000			
Work interpersonal relationship	Between	8.082	2.000	4.041	5.461	0.007**
	Within	109.014	147.000	0.742		
	Total	117.097	149.000			
The overall satisfaction of the enterprise	Between	10.055	2.000	5.028	7.375	0.001**
	Within	99.387	147.000	0.676		
	Total	109.442	149.000			

4.2.2 Differences Between Work Content on Each Dimension of Internship Satisfaction

According to Table 7 of the variance test results for the work environment, the probability P value corresponding to the F value of these factors "Work itself" and "Work rewards" is greater than 0.05, indicating that there is no significant difference in these aspects for students with different work content, whereas in "Work background", "Work interpersonal relationship", and "The overall satisfaction of the enterprise" there is a significant difference. The probability P value corresponding to the maximum F value is less than 0.05, and the difference is statistically significant.

In terms of "Work background", "Work interpersonal relationship", and "The overall satisfaction of the enterprise", the internship satisfaction of students whose work environment is "Indoor and outdoor" is significantly higher than that of other work environments and the scores from high to low are: "Indoor and outdoor" > "Indoor" > "Outdoor".

4.2.3 Differences Between Professional Relevance on Each Dimension of Internship Satisfaction

From the variance test results of "Professional relevance" in Table 8, it can be seen that the probability P values corresponding to the F values of these factors "Work itself", "Work rewards", and "The overall satisfaction of the enterprise" are more significant than 0.05, indicating that "Students focus" has no significant difference in these aspects. On

Table 8. Analysis of Professional relevance Differences in Various Dimensions of Intern Satisfaction

	Source	Sum of Squares	df	Mean Square	F	p-value
Work itself	Between	2.457	1.000	2.457	3.236	0.119
	Within	117.480	148.000	0.794		
	Total	119.937	149.000			
Work rewards	Between	1.735	1.000	1.735	2.288	0.184
	Within	115.903	148.000	0.783		
	Total	117.638	149.000			
Work background	Between	4.326	1.000	4.326	6.195	0.015*
	Within	103.051	148.000	0.696		
	Total	107.377	149.000			
Work interpersonal relationship	Between	4.069	1.000	4.069	5.333	0.027 *
	Within	113.027	148.000	0.764		
	Total	117.097	149.000			
The overall satisfaction of the enterprise	Between	1.482	1.000	1.482	2.030	0.175
	Within	107.961	148.000	0.729		
	Total	109.442	149.000			

the other hand, the F-value in "Work background" and "Work interpersonal relationship" corresponds to a probability P-value greater than 0.01 and less than 0.05, indicating a significant correlation at the 0.05 level.

4.2.4 Correlation Analysis

4.2.4.1 Correlations between individual variables of the organization

The questionnaire was created using five dimensions: "Staff, Service, Management Mode, Organization Pattern, and Leadership," with 16 questions. Pearson's method was utilized in this study to conduct correlation analysis on "Staff, Service, Management mode, Organization pattern, and Leadership," and the findings are displayed in Table 9. Table 9 shows that the correlations between "Staff, Service, Management mode, Organization pattern, and Leadership" are all significant at the level of 0.01, and the correlation coefficients are all greater than the minimal criterion of 0.6. Indicates that there is a significant positive correlation between each component. This demonstrates how the five

Table 9. Correlation analysis between the dimensions of Organization

	Staff	Service	Management mode	Organization pattern	Leadership
Staff	1				
Service	0.750**	1			
Management mode	0.683**	0.719**	1		
Organization pattern	0.718**	0.757**	0.748**	1	
Leadership	0.673**	0.705**	0.692**	0.753**	1

dimensions of "Staff, Service, Management mode, Organization pattern, and Leadership" influence and constrain each other. Therefore, every dimension must be evaluated if overall organizational satisfaction is to be improved.

4.2.4.2 Correlation between individual variables of student internship satisfaction

The questionnaire was developed from five dimensions: "Work itself, Work rewards, Work background, Work interpersonal relationship, The overall satisfaction of the enterprise", and a total of 12 questions were designed. Pearson's method is used to conduct correlation analysis on "Work itself, Work rewards, Work background, Work interpersonal relationship, The overall satisfaction of the enterprise," respectively, and the results are shown in Table 10. It can be seen from Table 10 that the correlations among "Work itself, Work rewards, Work background, Work interpersonal relationship, The overall satisfaction of the enterprise" are all significant at the level of 0.01. Furthermore, the correlation coefficients exceed the minimum standard of 0.5. Indicates that there is a significant positive correlation between each factor. This shows that the five dimensions of "Work itself, Work rewards, Work background, Work interpersonal relationship, and The overall satisfaction of the enterprise" influence each other and restrict each other. Therefore, each dimension needs to be considered if overall internship satisfaction is to be improved.

4.2.4.3 Correlations between individual variables of organization and student internship satisfaction

According to the Pearson correlation test method, the correlation analysis is carried out between the factors of each dimension of the organization and students' internship satisfaction, and the results are shown in Table 11. It can be seen from Table 11 that the correlation between "organization" and "student internship satisfaction" is significant at the level of 0.01, and the correlation coefficients are all greater than the minimum standard of 0.8. Indicates that there is a significant positive correlation between each factor. This shows that "organization" and "student internship satisfaction" influence and restrict each other. Therefore, to improve overall internship satisfaction, we need to consider every dimension, and none of them are indispensable.

Table 10. Correlation analysis between the dimensions of Students' internship satisfaction Factor

	Work itself	Work rewards	Work background	Work interpersonal relationship	The overall satisfaction of the enterprise
Work itself	1				
Work rewards	0.646**	1			
Work background	0.662**	0.699**	1		
Work interpersonal relationship	0.656**	0.716**	0.762**	1	
The overall satisfaction of the enterprise	0.648**	0.69**	0.708**	0.744**	1

Table 11. Analysis of the correlation between the dimensions of organization and students satisfaction

	Work itself	Work rewards	Work background	Work interpersonal relationship	The overall satisfaction of the enterprise
Staff	0.883**	0.809**	0.836**	0.910 **	0.860 **
Service	0.891**	0.848**	0.839**	0.925**	0.869**
Management mode	0.915**	0.840**	0.883**	0.904**	0.865**
Organization pattern	0.915**	0.860**	0.919**	0.903**	0.877**
Leadership	0.876**	0.900**	0.891**	0.908**	0.868**

5   Conclusion

5.1   Findings

According to the analysis of the degree of satisfaction of students in Dadehang 4s Automobile Ltd., it is determined that students' comprehensive quality, the working environment, salary, and management style of the internship unit all have a significant impact on students' degree of satisfaction. Compared to students' satisfaction with themselves, internship units' working environments and salaries fare poorly; when these are further broken down into particular indicators like overtime hours and overtime subsidies, it becomes clear that the internship units need to be actively addressed.

Student satisfaction is analyzed from three different aspects: First, students themselves did not establish a correct concept of practice, role positioning deviation, and psychological tolerance is weak. Second, the enterprise's awareness of talent training

is insufficient, and post arrangement, accommodation, salary, and remuneration need to be improved. Third, the lack of the internship unit policy tilt and promote the internship of new means, as well as the need to further improve the relevant internship system guarantee and supervision, are issues that need to be addressed.

5.2 Results

This study theoretically expands the action path of the organization on internship student satisfaction and puts forward corresponding suggestions according to the mechanism of the organization on internship student satisfaction. Currently, the existing research mainly discusses the influence of university courses on students' internship satisfaction through the intermediary. There are few studies on the effect of university-enterprise cooperation mode on students' internship satisfaction from the perspective of enterprises. Therefore, through the empirical research method, the model of influencing factors of students' internship satisfaction is constructed, and quantitative and qualitative analysis is conducted to explore the characteristics of interns and the main influencing factors of internship satisfaction at the current stage.

The research shows that the students' satisfaction with internships needs to be further improved, and there are specific differences in the satisfaction of each dimension of the internship. According to the analysis of the situation of in-post internship and the organization of the company in the fourth chapter, we should increase the training of the internship students in colleges and universities and strengthen the professional cognition of the internship students. Deepen cooperation with enterprises, update theoretical and practical knowledge in time, and improve interns' professional commitment. Create an organizational environment so students can better adapt to enterprises' needs in the internship process.

For Dadehang 4s Automobile Ltd., it can improve the interns' satisfaction, reduce the staff turnover rate, promote the cultivation of employees, lay a good foundation for establishing a talent echelon, and provide references for the management of interns in other manufacturing industries.

5.3 Recommendation

There are still many gaps in the research on intern satisfaction in this study due to the limitations of the objective environment of the Dadehang 4s Automobile Ltd. And personal capacity; the countermeasures indicated in the study need to be validated via practice. In addition, the survey's structure and the selection of participants should be improved for use in subsequent studies.

The questions can be modified in the questionnaire design. For example, additional research can be conducted on the sensitive themes that students are concerned about in this study, such as work environment and job rewards. Simultaneously, specific subjective descriptive questions might be included in the question setup. It can help students articulate themselves more clearly and improve the effectiveness of questionnaire analysis.

There is room for growth in this study related to student selection. Only 2020–2021 school year interns can participate in this study. More reliable information can be gathered in future studies if the research period is lengthened.

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