



Research on the Influence of Financial College Undergraduates' Autonomous Internship on Career Planning Under the Background of Internet Economy

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Abstract. Career planning, as a key factor affecting the employment situation of university students, is receiving more and more attention from society and students themselves, and the increasingly competitive employment environment has led many students to choose to undertake autonomous internships at a lower grade level. At the same time, career planning in higher education institutions seems to be losing its usefulness due to the proliferation of information on the Internet. This study focuses on the role of autonomous internships in career planning in the context of the Internet economy and conducts an empirical study based on a certain group of undergraduate students from financial colleges. The study concludes that autonomous internships have a positive impact on students' career planning and that an increase in the number of internship segments will enhance students' career planning cognition, while Internet information has a negative impact on both autonomous internships and career planning due to its complex composition of sources. Therefore, this study firstly affirms the role of autonomous internship in career planning, clarifies the compounding influence of the two sides of Internet information on career planning and autonomous internship, and based on this, proposes the necessity of changing the design of the future career planning education system in higher education institutions. The study also gives an outlook for future research in the field of career planning .

Keywords: Internship · Career Planning · Information · Undergraduate

1 Introduction

The employment of university students has long been a key concern for the society. With the surge in the number of university graduates, contemporary university students are faced with a very competitive employment environment. Therefore, students need to improve their employability and career planning clarity during their university years to avoid being in a relatively disadvantaged position in the job market. In order to gain a competitive edge in the increasingly competitive job market, both schools and society

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R. B. B. M. Hussain et al. (Eds.): ICHSSR 2023, ASSEHR 765, pp. 550–562, 2023.

https://doi.org/10.2991/978-2-38476-092-3_67

are working together to promote better employment for students and to promote their career planning skills and knowledge: schools promote employment and assist students in career planning through a wealth of career planning lectures, career promotion activities, job interviews and graduation internships; while a large amount of internet information provides students with many job options and real work experience sharing, enriching students' knowledge of the industry through the overlay of information.

After preliminary interviews and research, this study found that the reasons for such students to undertake autonomous internships are mostly due to the need to enhance self-awareness of job roles by experiencing real work. Students also hope to change the past mode of introducing ideas from external information and add reliability to career planning with personal experience, which is obviously directly related to the development of the Internet economy. When the reliability of external information is in doubt but the quantity is overwhelming, the original school-led information transfer on career planning loses its effectiveness and has the negative effect of information overload. Autonomous participation in internships (rather than only participating in the graduation internship required by the university) has become an effective way for more and more college students to clarify their individual employment planning and increase their employment competitiveness. It improves their comprehension of jobs, making it an important addition to the career planning system.

To recapitulate, this study is aimed at exploring the impact of autonomous internships on undergraduate students' career planning, using the Internet economy as the research context. The study concludes that the main influencing factors for undergraduate students' career planning include three components: resource support and guidance from universities, social network information and the undergraduate students themselves. Therefore, this study will explore the changes that colleges and students themselves need to make to enhance their career planning perceptions and their changing trends through an empirical study based on Chinese colleges and universities in the context of the explosive growth of Internet information, and elucidate the significance of autonomous internships for career planning among college students. Based on the empirical results, the findings and implications of the hypothesis and the two-sided effect of Internet information are then discussed, and new trends of reform in the aspect of students' individual career planning and system cultivation are proposed. Finally, this study discusses the development suggestions for this research field in the future.

2 Core Concept Definition and Research Hypothesis

2.1 What Are Autonomous Internships

Internship refers to the training behavior given to students under the management of higher education institutions, who sign labor contracts with enterprises with intern recruitment needs, and then join the specific positions of target enterprises for study, participate in the business, and accept evaluation within a certain period of time (usually more than 3 months). At the enterprise level, internship position design, and interns' participation can largely anchor the target students and establish a better organizational emotional relationship with them, which is conducive to the acquisition of new talents at the human resources planning level of enterprises. Similarly, students themselves can

not only use the knowledge they have learned in the real work environment but also gain better employment competitiveness on the basis of earning some salaries and obtaining better competitiveness in future work. At the school level, students' internships help the school to strengthen its ties with the business community, which is an act that benefits students, schools, and businesses alike [1]. For example, in the case of business and management relevant majors, many undergraduates choose to do internships in human resources, marketing, and operations and receive a monthly payment and certificate of internship from the company, which will give them a competitive edge in future recruitment for that particular position.

Internships, which are already an important way of gaining employment experience and acquiring practical knowledge of the position, have also received attention from higher education institutions: they have been designed to promote institutionally-supervised internships (or cooperative education) by designing graduation internships for credit, utilizing this model of combining academic study with work experience to expand students' learning experience [2]. However, the authors observe that with the deteriorating external employment environment and increasing competitive pressures for employment, more and more undergraduate students in universities are choosing to front-load the period when they start their internships. The driving forces behind such internship behavior include companies and undergraduates themselves, thus arguing for the growth of students' employment awareness in job-oriented higher education. This type of internship is not usually guided by the official career office of the higher education institution, nor are they part of the credit design of higher education; the positions and requirements are distributed on social media and in campus information-sharing communities, and students are willing to participate by submitting their own applications and taking part in these internships outside of their required school hours. Therefore, this study classifies internships as cooperative education internships and autonomous internships and defines autonomous internships as non-university-required corporate placements and business engagements that undergraduates seek out on their own and participate in after school hours. The main reason for this distinction is the autonomy that exists in autonomous internships, i.e. the ability of undergraduate students to actively seek out internship experiences based on their own perceptions of their employment status and career planning.

There is a rich discussion on the topic of internships and a review of them will go a long way in clarifying this study's discussion of the relevance of autonomous internships to career planning. There are studies that agree with the positive effects of Knouse et al. (1999) on business school placements, college performance, and future job opportunities [3]. Knouse & Fontenot (2008) examined the effectiveness of internships for business school students through a literature review and clarified the benefits of internship experiences [4]. Renganathan, Karim, and Li (2012) showed evidence that students executed problem-solving activities during their industrial internship programme through a case study from a private university in Malaysia [5]. Schambach & Dirks (2002) empirically affirm the effectiveness of cooperative education programs, and similarly articulate respondents' affirmation of the relevance of earlier internships [2]. Some scholars have focused on the effectiveness of student internships, using models and factors to better understand the issue of internship satisfaction [6, 7], while Qing & Zeng's (2009)

research was introduced focusing on the role of employability and internship experience in employment, using an empirical test to identify the role of professional internships in enhancing employability and suggesting career guidance services for universities [8].

In general, there is a wealth of research in the field of internships, with some researchers exploring the satisfaction and effectiveness of internships by major, and affirming the significance of internship education through empirical research. However, although some scholars have identified the positive value of internships and the role of earlier exposure to internships, there is limited research focusing on autonomous internships outside of school-led cooperative education internships, and the effectiveness of internships has been described in general terms, with no single correlation between, for example, several precise conceptualizations. Therefore, this study affirms the value of an empirical study that examines the impact of the concepts of autonomous internships and career planning.

2.2 Concept and Development of Career Planning

Career planning can be defined as the acquisition or use of information about oneself and one's career, making career choices, and forming plans to achieve career goals [9]. Therefore, this study argues that the essence of career planning can be summarized as the collection of employment information, the decision-making of job search options, and thus the effective transformation of self-planning. In the career planning of university students, particular emphasis is placed on the screening and collection of employment information, which may come from the employment guidance of universities or from the information shared by a wide range of users on social networking platforms; it may come from the sharing of friends and relatives around them, or it may be industry information and knowledge brought about by their own real employment experience. In the process of internalizing the information, university students continuously filter and repeatedly acquire it, and eventually obtain a set of perceptions about a future intended position and employment industry, which in turn influences their own career planning.

Universities play an important role in guiding students in their career planning. The term "career guidance" can be traced back to the book "Choosing A Vocation" written by Frank Parsons, a professor at Boston University in 1909 [10], and in the context of higher education institutions, career guidance for university students is mainly planned and designed by the career office set up by the university institutions, through employment skills training, recruitment information provision and follow-up of enterprise school recruitment. Some institutions offer a course on career planning for undergraduates, which helps them to plan their careers from the theoretical to the guidance level. The number of studies in the field of career guidance in universities is large, and many scholars have made reflections and critical suggestions on local career guidance courses [10–12]; Wu (2009) conducted a study on the current situation of career planning for university students in Shanghai and gave suggestions on the current situation of both career planning for students and career guidance for universities [13]. While affirming the role of career guidance, these studies offer perspectives on the shortcomings of present career guidance and the design of future career guidance content. The study concludes that the problems in today's university career guidance are limited to the supply of information and resources but do not form a good comprehensive guidance role, and

the career planning for college students is therefore only in the process of deepening awareness.

Career planning is a process of self-planning based on understanding and information gathering by students themselves, and good career planning will help them to achieve their final employment expectations. The development of career planning cognition requires not only career guidance in the role of the university but also the assistance of society and the students' own initiative stimulation in order to achieve optimal career planning. Career guidance in higher education institutions is more of an informational guide, and together with the job search information collected by students via the Internet, it influences students' career planning cognition, and the increasing amount of job search information mixed with many different opinions from different subjects will inevitably affect students' career planning degree of clarity, causing the so-called "Information Confusion" and employment anxiety. Based on the discussion of internships and career planning, this study hypothesizes that H1:

Internships (especially autonomous internships) will have a positive impact on students' career planning due to the multimodal guidance they imply.

Before formally proceeding to the theoretical classification of the subsequent constructs and empirical study, this study hopes to clarify the difference between career planning and career planning cognition first. As mentioned above, this study aims to define career planning as a behavior i.e. an act of self-planning based on information gathering and understanding; career planning cognition, on the other hand, can be seen as an antecedent element, representing a sense of self-planning and a willingness to put this plan into action. In the subsequent empirical study, the two will be investigated as two different constructs, i.e. whether students are willing to engage in the act of career planning, and whether they have the awareness (or consciousness) to do so at a particular stage.

2.3 Internet Economy and Its Influence on Career Planning

Internet economics and information economics are connected by the analogy of whole and part. People use the Internet to transmit information and engage in various social and economic activities; and with the Metcalfe Law of the expansion of the Internet, the volume of users and communications on the Internet is growing exponentially [14]. Thus, the Internet economy has brought about an explosion of information through various information platforms, and people have inevitably entered the information era through the invention and extensive application of information network technologies. People are capturing and creating excessive information on a daily basis, leading to a dilemma of information overload and paralysis. Some scholars have long noted the need for rational allocation of attention as information resources grow excessively [15]. Focusing on information acquisition in the field of career planning, the study concluded that for university students, the information sources occupied by social media are as important as the share of universities, family, and friends, and even gradually become more important on the basis of the growing information of social media. Social networks, which are gradually gaining importance in the Internet economy, provide sufficient or even excessive information for university students intent on obtaining information on career planning. However, there is too much diversity in the providers of information on

the Internet, which leads to confusion when information consumers receive information [16]. This study argues that information in social media is relatively inaccurate (due to the questionable credibility of the information providers) and that the introduction of excessive information inevitably affects information consumers' perceptions of specific concepts, resulting in information paralysis and ambiguous conceptual perceptions.

When combined with this study's definition of career planning and the main sources of information, it can be concluded that the development of the information economy has inevitably led to confusion in the handling of career planning information for university students. When this study focuses on the types of information related to career planning on social media and finds that many unknown or doubtful information providers post job experiences, sharing job information and corporate culture on the platforms, which to a certain extent overlap with the function of career guidance in universities, thus create contradictory and conflicting positions due to the different subjects sharing the information.

Therefore, the study suggests that the extent to which the school is a reliable source of information decreases along with the amount of information that students obtain on their own through social media, resulting in a gradual blurring of students' career planning cognition. Based on this, students themselves need to increase their initiative in promoting self-awareness and make efforts to change their career planning cognition in conjunction with possible changes in career guidance in their universities. Therefore, the study hypothesizes that **H2: the information explosion caused by the Internet economy will impact the existing career planning cognition system and bring negative effects to the career planning of undergraduates.**

The social media boom brought about by the Internet economy has provided a platform for receiving information about university students' autonomous internship initiatives. Prior to the formal empirical study, 20 senior undergraduates from the Central University of Finance and Economics (Beijing, China) were interviewed about their perceptions of the Internet economy affecting their career planning cognition and autonomous' internship experiences: 15 students said that although the vagueness of information on social media affected their career planning cognition to some extent, its rich job hunting community and employment information exchange platform brought abundant internship information and resources, which greatly facilitated their autonomous internship in finding ideal positions. This pre-experimental research confirms to a large extent the positive effect of the Internet economy and that the information explosion provides university students with richer resources for internships. Therefore, this study proposes hypothesis H3: The information boom brought about by the Internet economy has brought about a positive effect on university students' participation in autonomous internships.

3 Research Methods

3.1 Questionnaire Design and Research Sample

In order to investigate the above three hypotheses, this study is based on part of Wu's (2009) survey on college students' career status [12], combined with the self-designed part of questions, test questions, and screening questions for this experiment. In the screening section, five questions were used to define the school status, professional

background, gender, year, and number of internship segments of each respondent, and one multiple-choice question was used to determine the validity of the questionnaire.

The study selected four questions from Wu's (2009) questionnaire on students' own career interests, knowledge of the job market, and recruitment needs of employers [12], and defined them as independent research on students' career planning cognition. In addition, the study designed five Likert questions on "career planning in the context of internships", "autonomous internships related to Internet information" and "Internet information on career planning". Five Likert-type questions were designed for each of the three sections, with a score of 1 being "disagree" and 5 being "agree".

The target population of this study is undergraduate students of financial colleges (meaning colleges with major disciplines in finance and economics, a form of institution design that distinguishes it from a comprehensive university), so the Central University of Finance and Economics (CUFE) was chosen as the sample university for this study, which was founded in 1949 and is one of the most influential financial colleges in China. The university has established a system of disciplines with economics, management, and law as the main disciplines, and literature, science, engineering, education, and art as the coordinating disciplines. In the selection of the research sample, undergraduate students of the CUFE were selected for this study, by using a self-completion method in which the subjects were asked to fill in their own questionnaires, which were collected by the researcher after data verification. A pre-experiment was conducted based on a sample of 10, and a Cronbach's alpha of 0.890 was obtained, which indicates that the reliability of the questionnaire was good.

In the sample collection, this study clarifies the importance of the status of students in CUFE and the number of internships to the validity of this study. In order to ensure that students have a certain experience and understanding of internships, this study determines that a valid sample must ensure that the number of participating in internships is at least one period or more and needs to maintain the status of undergraduate students in Central University of Finance and Economics, if the relevant conditions are not met, the questionnaire will be invalidated in this study. Finally, 310 questionnaires were distributed in this study and 304 were returned, with a return rate of 98%. Among them, 290 valid questionnaires were obtained by the validity test of filling time and measurement, and the valid questionnaire recovery rate was 93.5%. The study then implemented a reliability analysis process using the software SPSS Statistics 24. The questionnaire was measured using 18 quantitative questions with a total of 290 samples, and a Cronbach's alpha of 0.872 was measured, which proves that the reliability of this questionnaire is good; according to the results of the exploratory factor analysis, the coefficient result of the KMO test of this questionnaire is 0.841, and according to the significance of the spherical test, it can also be seen that the significance of this test is infinitely close to 0, rejecting the null hypothesis, which indicates that this questionnaire has good validity.

Based on the numerical characteristics of the demographic variables of the results obtained from the questionnaire sample, this study has obtained the distribution of the respondents of this research. In this research, the 290 questionnaires collected and found to be valid were all from undergraduate students of the Central University of Finance and Economics, of which 36.6% were male and 56.6% were female, and 6.9% were not

willing to disclose their gender, which is relatively close to the male to female ratio set for undergraduate students of CUFE; in terms of majors, the respondents of economics accounted for 34.8%, management accounted for 19.3% and law accounted for 8.6%, which fit the discipline system of Central University of Finance and Economics with economics, management and law as the main subjects. The 290 respondents mainly focus on middle and senior students, accounting for 64.8% of the respondents, and the number of internships participated by all 290 respondents is greater than or equal to one, with only 22.8% having two internships, and 1.52% having three or more internships. Therefore, this study believes that the questionnaire sample can basically represent the wishes of undergraduates at CUFE, and they have certain internship experience and can rationally determine the relationship between Internet information, autonomous internship, and career planning and their mutual influence.

3.2 Analytical Methods

As shown in the questionnaire, apart from the screening questions, the scale questions mainly used five Likert five-dimensional questions to measure the three main concepts, while three Likert five-dimensional questions were used to measure career planning cognition among university students. Therefore, in order to simplify the data while retaining the validity of the variables, a principal component analysis was conducted on the above concepts: “career planning in the context of internships”, “autonomous internships related to Internet information” and “Internet information on career planning”, each of the concept’s five variables generated a principal component factor; while for the concept of university students’ career planning cognition, the three variables selected for this study generated a total of one principal component factor. To facilitate subsequent statistical software data processing and reporting of related results, CAREER was used to represent the principal component factor of career planning, INTERN to represent the principal component factor of autonomous internship, and INTERNET to represent the principal component factor of Internet information. In addition to the three main variables mentioned above, the principal component factor of students’ career planning cognition will be represented using CAREERCOG.

In this study, in order to test the three hypotheses, correlation analysis was chosen to calculate the positive or negative relationship between the three principal component factor variables. As this study mainly involves a two-by-two relationship between three variables (Internet information, autonomous internship, and career planning), and the theoretical analysis of this study has obtained three hypotheses of correlation in the direction of existence (positive or negative). Based on the empirical characteristics of the questionnaire and the definition of correlation analysis, this study finally chooses to use Pearson’s correlation coefficient to determine the correlation between concepts.

4 Data Analysis and Study Results

Through Table 1, which shows the correlation coefficient matrix between the research variables, the bivariate Pearson test results show that there is a significant correlation between all three variables with a high level of significance, indicating the potential

influence relationship that may exist between the relevant research variables, which provides favorable support for further in-depth research and analysis. The correlation coefficient between autonomous internship and career planning was 0.554, showing a positive correlation, and passed the two-sided significance test ($p = 0.000$), showing significance at the 0.01 level. This indicates that autonomous internship and career planning maintain the same direction of change, and autonomous internship has a positive effect on undergraduate students' career planning, which supports hypothesis H1; the correlation coefficient between Internet information and autonomous internship is -0.309, which shows a negative correlation and passes the two-sided significance test ($P = 0.000$), showing significance at the 0.01 level. This indicates that the direction of change between the two variables of Internet information and autonomous internship is opposite, i.e. Internet information has a negative effect on autonomous internship, which rejects hypothesis H3; while the correlation coefficient between Internet information and career planning is -0.340 showing a negative correlation and passing the two-sided significance test ($P = 0.000$), showing significance at the 0.01 level. This indicates that the direction of change between the two variables of Internet information and career planning is opposite, i.e. Internet information has a negative effect on career planning, which supports hypothesis H2.

In addition to the correlation test between the three variables mentioned above, the same method was used to discuss the correlation between the number of internships and career planning cognition of university students in this study, where NUMINTERN was used to represent the variable number of autonomous internships. It is worth noting that in this study, the questionnaire was designed in such a way that the number of segments of internships was kept in an increasing relationship among the options, i.e. 1 being "0 segments" and 4 being "three segments and above", and the final results of this study were obtained as shown in Table 2. The bivariate Pearson test showed that the correlation coefficient between the number of internships and career planning cognition was 0.331, showing a positive correlation, and passed the two-sided significance test ($p = 0.000$), showing a significance at the 0.01 level. This indicates that an increase in the number of internships has a positive effect on career planning cognition. Unlike the behavioral level of career planning identified in H1, this correlation study also confirms the positive effect of autonomous internships in terms of the existing level of career planning cognition.

Table 1. Correlation analysis of career planning, autonomous internship, and Internet information

Index	CAREER	INTERNET	INTERN
CAREER	1		
INTERNET	-.340**	1	
INTERN	.554**	-.309**	1

Note: Sample number N = 290; ** means Correlation is significant at the 0.01 level (2-tailed)

Table 2. Correlation analysis between the number of internships and career cognition

Index	CAREERCOG	NUMINTERN
CAREERCOG	1	
NUMINTERN	.311**	1

Note: Sample number N = 290; ** means Correlation is significant at the 0.01 level (2-tailed)

5 Research Conclusions and Significance

5.1 Research Conclusions

This study finds that undergraduate autonomous internships have a significant positive contribution to their career planning, while Internet information generally has a negative effect on undergraduate autonomous internships and career planning. This empirical study based on Chinese financial colleges supports the two hypotheses H1 and H2 of this study based on theoretical analysis but rejects H3. If we focus on the hypotheses and empirical difference on H3, this study suggests that it is related to the difficulty of distinguishing between true and false information on the Internet and the students' ability to screen independent information: in formulating hypotheses 3, the study mainly emphasizes the ease of access to internship information on the Internet, and to some extent ignores the difficulties of distinguishing between true and false information on the Internet and the information explosion. The results of the pre-experiment with 20 students may be biased to a certain extent, in that the students' own ability to screen and plan to a certain extent plays a highly important role in their use of the Internet to find internships. In the empirical study, however, the positive effects of the Internet were somewhat offset when the students interviewed brought in their real internship experiences, and the excessive information produced an excess of cognitive bias and negative effects at the internship orientation level. This study similarly affirms the positive significance of internships, particularly undergraduates' autonomous internships for career planning. Through an analysis based on the correlation between the number of internships and career planning cognition, the study was able to confirm that more internships lead to deeper, more rational career planning cognition, which inevitably converses into stronger career planning competencies that would influence real career planning actions.

Focusing on the overall research context of this study, i.e. the Internet economy, this paper transforms the Internet information into a variable for analysis based on five Likert five-dimensional questions and principal component analysis as well. In conducting the correlation analysis, the study found that although the Internet was negatively correlated with both autonomous internship and career planning, both were relatively low and weakly moderately correlated. This study suggests such a result is related to the two sides of the Internet, and the authors agree with Barak & King (2000) that the positive aspects of the two sides of the Internet are that it has enriched and improved many areas including education and business [17]; but equally, the negative aspects are also reflected in the confusion caused by the diversity of information on the Internet as discussed in the previous section [16]. Therefore, this study argues that the reason for the negative correlation in the Internet economy is that the explosion of information brings about a

large amount of uncertainty that shocks people's perceptions of a particular construct. The positive aspect is the richness of the Internet, which, in any case, has been invented and applied to bring more access to information, which is a positive thing both in terms of the barriers to access to information and the timeliness of access to information for university students. Therefore, the relatively low to moderate correlation between the Internet and career planning, or autonomous internship is explained by the fact that the Internet has a partially positive effect on both, but less strongly than the negative perceptions caused by the information explosion.

At the same time, the study concludes that at present, for students' career planning cognition, the source of information is maintained in both society and universities, while the behavioral development of individual career planning forms a tripartite situation of "individual-university-society". The development of the Internet economy, in which information is a central element, provides individuals with significantly different information-seeking paths, which affects the implementation of individual internships and career planning cognition. The individual's choice of autonomous internship, the comparison between the information on the Internet and the career planning information provided by the university will have a great impact on the individual's career planning cognition. Therefore, this study suggests that universities should redesign their existing career planning systems to address the changing importance of autonomous internships and the differences in the environment brought about by online information, including, but not limited to, offering information screening courses, move-up or cancel graduation internship, and assisting in the establishment of autonomous internship information sharing platforms. This will help future undergraduates to cope with the changing perceptions of career planning.

5.2 Practical Significance

The practical implications of this study are threefold. Firstly, this study focuses on the topic of career planning and introduces the impact of the Internet on the existing career planning cognitive system in the context of the times, and introduces online information as part of the social level of influence on the career planning cognitive system, which provides a new structure for future research on the topic of career planning at the level of integrating the differences between the main sources of information and Internet. Secondly, this study focuses on the impact of career planning and autonomous internships on undergraduate students in selected financial colleges in China and obtains a positive correlation. This empirical argument provides evidence that autonomous internships, a form of learning based on complex scenarios and multimodalities, are significantly better for the development of students' individual competencies than education based on a single mode of information delivery (e.g. lectures), which provides evidence for future undergraduate career planning cognition development and education as the student level based example. Ultimately, this study clarifies the challenges facing one of the key elements of higher education - career planning education - with the advent of the Internet information era, the desire of students for clearer career planning will become increasingly strong. The significance of this study is to characterize this changing trend through empirical research and to urge higher education institutions to make changes in the design of future career planning education systems.

6 Research Limitations and Prospects

This study has selected only one university in China's financial colleges as the source of the entire sample, which is limited to a certain extent, whether the sample has the typical value of representing a wide range of financial college students still needs further research. Secondly, this study mainly adopted a self-designed questionnaire on autonomous internship and career planning, which still needs a large amount of data to verify its validity and reliability. In future research, the theoretical hypothesis and empirical research on the correlation between Internet information and autonomous internship are different, and we hope to see more research based on the correlation between these two concepts. Furthermore, although this study clarifies the impact of Internet information on autonomous internships and career planning, and affirms the significance of autonomous internships for career planning, it does not do much research to systematically change the system at the level of career planning in higher education. Therefore, it is hoped that future research will be able to develop theoretical and applied effects analysis and other forms of reform of the higher education system of career planning based on disciplines such as education and human capital.

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