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THE ROLE OF INTERNSHIP IN STUDENT'S FUTURE CAREER

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Abstract: The study was conducted to find out about the role and meaning of internship programs for students. The survey form for research purposes was sent to 350 people by the author. The age of the survey participants ranged from 20 to 23 years old. Of those, 280 participants are students and 70 are working people. Of the total, men accounted for 36.2% and women accounted for 63.8%. They participated in the study by answering questions about personal information and assessing their level of understanding and interest in the issue of students' internships. The results show that most of the survey participants are aware of the importance of internship programs for students. Firstly, the internship gives students the opportunity to learn about the workplace culture and the company's organizational structure. Secondly, it helps students improve their specialised skills and soft skills. Thirdly, throughout the duration of internship, students can build up their relationships. These relationships can be helpful for students during their internship or even after leaving the company. Most importantly, internships help provide students with useful information to explore their career aspects, find a suitable job that they like, and develop a career progression. In short, the aforementioned approaches increase students' awareness of the internship. In this article, the author has pointed out some necessary things that must be known to prepare for an internship. This is an important step for students, to which schools/training institutes need to pay special attention. Thus, educational institutions should contact and promote cooperation with reputable companies and businesses to be able to create and seize internship opportunities for students.

Keywords: *internship, training institutions, businesses, career aspects*

1. Introduction

1.1. Internship concept

“An internship is a transition period between the learning environment and real society, a period of both working and studying for students. The internship process will help them have more experience of the job and the working environment earlier, before graduation and after graduation”.

1.2. Training as a concept

“Experience is the process by which students have access to the knowledge they have learned in practice. Specifically, you will be able to observe with your own eyes what was previously just a theory, get acquainted with and monitor how to handle those problems in specific environments and situations”.

The internship process will make students more interested in and passionate about the profession they are studying. At the same time, this process also helps you avoid being surprised by the reality of work after graduation.

1.3. The concept of student capacity

Competency is not available, but it is formed and acquired through studying, training at schools, educational institutions, or actual experience in each person's daily life. The level of capacity of each person in society is entirely different, depending on the living capital, the acquisition of knowledge, and understanding of each person's field. Competency is associated with each specific activity and is expressed through solving work, performing each person's tasks, and influencing factors such as people and the environment. working/educational environment, etc. Only when a person possesses the capacity corresponding to a specific act or job is he or she recognized as capable and permitted to perform that act or job. On the contrary, someone who wants to solve a job and wants to be acknowledged by others as having the capacity to translate that job must prove and demonstrate that they are capable of doing that job.

“Student capacity is the physical, mental, and spiritual factors acquired by students, through which they can perform well in job tasks. The process of forming a student's capacity must be associated with learning, practising, and experiencing jobs and functioning effectively”.

2. The role of internship/internship activities for students

- *Developing students' intelligence through practical experience activities* The strong development of the system of education and training institutions has not yet met the needs of human resources because the number of people at training working age is still low; the rate of workers with technical worker degrees or higher is only 7.83%; training quality is not high; training is not up to standards; and training is not according to the needs of society. A very large percentage (about 60%) of graduates can't get a job right away, especially working for joint venture companies with foreign companies, which have to provide additional training and retraining; the imbalance between training levels (elementary 1/intermediate 1.8/college, university 2,3) occurs in many industries and fields, thereby leading to the situation of "excess teachers and a shortage of workers." Enhancing students' intelligence is an essential task of each school in the training program. Students can apply their school's specialized knowledge to work practice, improving their working ability after graduation. In the corporate environment, students can practice, perfect, and promote their skills, helping to hone skills and improve the working capacity of each student.

- *Developing students' minds through practical experiences* Vietnamese social human resources in general, and Vietnamese students, in particular, inherit the working spirit: hard-working, intelligent, bright-creating... from the father. There were good psychosocial qualities for an agrarian society, but they are no longer relevant for an industrial organization. The above psychological rates still have many limitations: arbitrariness, psychological dependence, not working closely together at work, lack of identity. Practical experience activities play an essential role in shaping the personality and mind of each student. Students are encouraged to promote their qualities and competencies in the corporate environment, which is a necessity, especially in the current context.

- *Experience in the natural working environment:* From the first year to the end of the third year of university, most of the time, studying in the lecture hall is when students receive and cultivate specialized knowledge. An internship is a subject (with a certain number of credits) in a training program that students must complete as a subject. The internship period is an opportunity for students to directly apply the knowledge gained in school to the natural working environment. An office environment will be very different when compared to sitting in a lecture hall to acquire knowledge. Although in the position of interns, students will have to complete the assigned work in their capacity and requirements as an employee.

- *Job opportunities and development possibilities*: The internship period at the office is also when students get acquainted with the new environment, new people, and new jobs. Relationships are expanded when self-efficacy is demonstrated through the position, and exemplary dedication will undoubtedly be rewarded. Many students are retained to work at the company, becoming full-time employees after finishing that internship. And when they have had time to practice during the internship, students, now full-time employees, will develop more smoothly and have more opportunities for advancement. SS to be able to link and expand the internship environment for students.

When surveying 350 subjects about students' perceptions of the role of the vocational training module, we obtained the following results:

	Conten	Frequency (people)	Rate
Selected value on a sheet	Very necessary	270	77,11 %
	Necessary	71	20,34 %
	Unnecessary	9	2,55 %
	Total	350	100%

Source: Survey author

Most of the students surveyed realized that the role of the vocational training module is vital, accounting for 77.11%; the number of students who consider it necessary accounts for 20.34%; only 2.55% of students asked that it is not required. The confirmation of necessity is also important in the students' interest in industry internships. The knowledge and skills that students at Hanoi University of Home Affairs have fully grasped, studied and trained through the vocational training course are shown in the survey results.

Through the vocational training course, students learn the knowledge and skills:

The value selected	Content	Frequency slip (People)	Rate (%)
	Communication skills	306	87,29

	Teamwork skills	301	86,02
	Conscious, organized, disciplined	291	83,05
	Problem-solving skills	228	65,25
	Adapted to the corporate environment	314%	89,83

Source: Survey author

When being interviewed, an MSc at the training management department of Hanoi University of Home Affairs commented: *“The vocational training course is a compulsory module in the training program, through this module we set the goal for students to be closer to the job for students, perfecting and improving skills for each student, contributing to improving the training quality of the school”*.

When asked about the job training, the students who participated in the survey answered: "The job training activity is very useful to us, through this activity, we have access to the industry. work visually, and at the same time have real experiences at the business”.

Some other students said that in the process of training, they encountered some difficulties:

	Content	Frequency (people)	Rate (%)
Selected value on shee	Employees at the enterprise cause difficulties	56	23,73
	Instructor is not enthusiastic	15	6,36
	Financial difficulties	168	71,19
	Unstable corporate environment	37	15,68
	Other	28	11,86

Source: Survey author

Besides the positive aspects that internship experiences bring to students, students also face particular difficulties in the internship process. Some students have encountered problems with their employees when participating in internships; others have had financial difficulties during their internships; and the business environment is not stable. Therefore, schools need to have plans, content,

and programs to support students' participation in vocational training activities. This activity can promote its advantages and contribute to improving students' capacity to pellets.

3. Some solutions to improve students' capacity through practical experience activities at enterprises

- Develop training programs to increase students' exposure to businesses

Schools need to focus more on the ability to supply human resources than demand human resources. This is reflected in the approval of training institutions to operate in the training sector. Almost every state only focuses on criteria on facilities, standards of lecturers, training programs, industry profile, etc. When approving training programs without any scientific evaluation of training programs, future human resource needs of that industry. As a result, many industries have a surplus of human resources, but many students attend, and many businesses require human resources but do not have learners.

- Integrate practical experience activities through taught modules

Practical activities of students and focus on training soft skills for students in lectures Lecturers actively create conditions for students to have the opportunity to practice outside and have the opportunity to apply the knowledge learned at school into work practice. They are organizing extracurricular sessions to visit businesses and increasing internship time for students to solve real-life situations so that students have severe conditions for significant issues associated with training institutions. Create conditions for students to exchange and learn people management skills and applied phenomena.

- Associate with businesses to bring students into real-life experiences from when they are still attending university.

Cooperation between universities and enterprises is understood as transactions between universities and production and business organizations for the benefit of both parties. Enhancing this partnership and harnessing its value can help schools untangle financial hardships, help businesses gain or maintain a competitive edge in today's dynamic marketplace, and at the same time contribute to the economic growth of the country and meet the requirements of the labour market.

- Coordinate with enterprises to evaluate students participating in practical experiences at enterprises.

Assessment should be carried out continuously, in parallel to the teaching process, in various forms suitable for daily teaching and learning. A review must be based on standards and teaching goals, according to specific criteria announced in advance to learners and designed based on attracting learners to participate in the assessment and encouraging learning motivation. Practice, raising awareness and confidence for learners. The review must follow the principles of accuracy, objectivity, differentiation and fairness, and evaluation information needs to be analyzed and integrated (even used as a tool and means) right in the course of the lesson. . Evaluation information must be carefully stored and analyzed for the component processes of teaching, assessment based on authentic evidence rather than feelings. Questions and tests should be simple, direct, not too long, as close to real problems as possible.

-Building and teaching practical experience courses at enterprises

The purpose of building the practical experience module is to help students grasp the basic knowledge and skills when participating in practical experience activities at enterprises, how to adapt to the business environment and how to adapt to the business environment. Coordinate with the employees at the enterprise in the perfect way. Students who participate in the practical learning at the enterprise will have more time to work closely with the enterprise and, at the same time, learn from the experience, knowledge, and skills of the employees at the enterprise. At the same time, there is more time to apply the knowledge learned at the school into practice, helping students to have a vivid, intuitive view and be able to work right after finishing the course.

This module should be taught after students have learned the basic knowledge of the industry so that they can both learn specialized knowledge and hone their skills in the learning process.

However, the construction and teaching of the content of the practical experience at the enterprise require a combination from the business side. Schools and businesses coordinate and listen to each other's ideas to build an appropriate program and content to meet the requirements of society in general and companies in particular, thereby contributing to improving the quality of life.

4. Conclusion

For students, a graduation internship is important for the learning process and for the student's future career. Graduation internship results are frequently weighted with a relatively large amount during the semester, influencing the student's final grade results. But really, scores only play a minor role. This internship helps students gain access to the career of their choice when entering university. Practical activities help students understand how they will work after graduation and make timely adjustments, along with more appropriate training strategies.

The current labour market is increasingly competitive; many graduates have been unemployed for a long time. Therefore, students need to have the correct view of the internship process to prepare for life after graduation by looking for a serious job.

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