

# **The Integration Path of Student Practice and Employment in the School of Economics and Management under the School-Enterprise Cooperation Model**

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**Abstract:** In the context of economic globalization and rapid development of science and technology, the school-enterprise cooperation is of great significance to promoting social progress and economic development. The research found that under the school-enterprise cooperation model, the current situation of student internship and employment integration path research in the School of Economics and Management presents various forms of school-enterprise cooperation, college student capacity enhancement, employment quality improvement and other characteristics. However, in the process of practice, there are difficulties such as insufficient depth of school-enterprise cooperation, poor connection between internship and employment, and insufficient awareness of college students' career planning. To this end, the article explores the corresponding integration path. In terms of deepening the school-enterprise cooperation mechanism, diversified cooperation models such as industry-university-research cooperation and modern apprenticeship system can be adopted. To optimize the internship and employment connection mechanism, it is necessary to customize the internship according to the needs of the enterprise. The content allows students to participate in practical projects and design targeted internship modules. To improve students' professional quality and employability, career planning education should be integrated into the teaching system, courses should be carried out in stages, professional tutors will be provided, and relevant competitions and activities will be held. Through these measures, it is expected to achieve the integration of student internship and employment in the School of Economics and Management under the school-enterprise

cooperation model, improve the quality of talent training, and meet the needs of all parties.

**Keywords:** School-Enterprise Cooperation; Students of the School of Economics and Management; Integration of Practice and Employment; Path Exploration

## **1. Introduction**

In today's era of economic globalization and rapid technological development, the close integration of education and industry has become a key force driving social progress and economic development. school-enterprise cooperation, as an important way to achieve this integration, occupies an increasingly important position in the field of education.

For students in the School of Economics and Management, the integration of internships and employment is not only a necessary means to enhance personal professional competence and employment competitiveness, but also an important measure to meet the demand of enterprises for high-quality management talents and promote the close connection between school education and social demand. In 2024, the number of graduates from Chinese universities reached 11.79 million, setting a new historical high. In this situation, the employment situation for college students is even more severe. According to the latest survey, when newly graduated college students were asked whether their internship experience would be helpful in finding a job, 38.7% believed that internship experience was "quite useful" and 23.1% believed it was "very useful", totaling 61.8%. Graduating college students generally believe that internships significantly promote employment. For schools, the integration of internships and employment under the school-enterprise cooperation model is an important way to improve the quality of talent cultivation

and enhance the school's social reputation. Through deep cooperation with enterprises, schools can timely understand market demand, adjust professional settings and teaching content, and make talent cultivation more closely with actual market needs. At the same time, the integration of good internships and employment achievements can also attract more high-quality students and form a virtuous cycle. For enterprises, participating in the integration process of internships and employment for students in the School of Management can help them select and cultivate talents that meet their own needs in advance, reducing recruitment and training costs. Therefore, the integration of internship and employment under the school-enterprise cooperation model is a win-win measure.

Some scholars have studied the problems existing in the internship of college students in school-enterprise cooperation. Lou believes that in terms of cooperation concept, there is a perception deviation between schools and enterprises. Schools lack thinking about establishing a long-term cooperation mechanism. Enterprises focus on immediate interests and regard school-enterprise cooperation as an additional burden[1]. Yue believes that some universities have the problem of insufficient school-enterprise cooperation internship units. Students who need internships exceed the reception capacity of internship units. Due to the lack of comprehensive consideration and overall operation of both schools and enterprises, internships are difficult to achieve the expected results[2]. Li believes that university-school-enterprise cooperation still has problems, such as misplaced awareness of the roles of schools, enterprises, and governments. The quality of student training in colleges and universities needs to be improved[3]. Zhang believes that the lack of clear benefits makes the operation of school-enterprise cooperation internship bases lack motivation, which in turn leads to the formalization. The internship effect of college students did not meet the expectations of the school, and the student satisfaction was not high enough[4]. Pan believes that due to school-enterprise cooperation, internship units do not provide internship salaries or even lunch, students are not enthusiastic about internships. There is a phenomenon of slack among students[5].

Some scholars have studied the problems of

employment for college students in school-enterprise cooperation. Cowen believes that as the number of college graduates increases, the employment pressure on college students is increasing. Due to the mismatch between professional skills and enterprises, it is difficult for school-enterprise cooperation enterprises to recruit outstanding college students[6]. Knodel believes that due to the lack of flexibility in current school-enterprise cooperation methods and the single path of school-enterprise cooperation, it is difficult to promote high-quality employment for college students[7]. Bischoff believes that some universities have not been well integrated into the student teaching system in terms of school-enterprise cooperation, resulting in a lack of significant improvement in the employment situation for college students. College students lack their own abilities and are unable to meet the talent needs of enterprises[8]. Hanley believes that many university enterprise cooperation methods are relatively single, aimed at strengthening the transformation of scientific and technological achievements in universities and improving technological innovation in enterprises, with limited effectiveness in improving the employment ability of college students[9]. Henry believes that some school-enterprise cooperation may only be superficial, such as companies providing internship opportunities for students, but not delving into teaching and research[10]. Therefore, after college students complete internships, college students have limited improvement in their employability.

In summary, although some scholars have studied the internship issues of college students in school-enterprise cooperation, and some scholars have studied the employment issues of college students in school-enterprise cooperation, there is a lack of research on the integrated path of internship and employment for students in the School of Management under the school-enterprise cooperation model. This is the issue we are focusing on researching.

## **2. The Current Situation of Students' Internship and Employment Integration in the School of Economics and Management under the School-Enterprise Cooperation Model**

The current situations of students' internship and employment integration in the School of Economics and Management under the school-

enterprise cooperation model show the following three characteristics.

### **2.1 School-Enterprise Cooperation Forms Are Diverse**

Many schools of economics and management have signed agreements with enterprises to establish internship bases. For example, Huainan Normal University, the School of Economics and Management and Ping An Financial Service, China Merchants Bank Credit Card Center have established employment and internship bases to provide students with stable internship places. Some universities hire enterprise personnel to serve as off-campus tutors. The School of Economics and Management of Changsha University of Science and Technology hires the human resources managers of enterprises under the park of the human resources industry of Changsha City serve as off-campus business tutors for human resource planning majors to assist in guiding practical teaching. Some colleges hold internship special project activities and projects. The School of Economics and Management of Southwest Petroleum University conducts activities such as "Internship and Employment Through Train for Well-known Enterprises" to organize students to visit well-known enterprises and let students understand the industry dynamics and enterprises operation process.

### **2.2 The Ability of College Students Has Been Improved**

Firstly, students' professional skills are enhanced. By participating in corporate internships and work, students apply theoretical knowledge to practice and hone their professional skills. The School of Economics and Management at Jilin University of Chemical Technology organized students from various majors to conduct internships in multiple enterprises, allowing them to gain a deeper understanding of the actual work content in different industries and enhance their professional competence. Then, the comprehensive quality of college students is improved. During the internship in a company, students' comprehensive qualities such as communication skills, teamwork skills, and problem-solving abilities are cultivated. At the same time, students have gained a deeper understanding of workplace rules and corporate culture, which helps to achieve a role transition from students to professionals.

### **2.3 The Quality of College Students' Employment Has Improved**

First of all, school-enterprise cooperation has broadened the employment channels for students, and enterprises have provided more job opportunities for students. For example, East China Normal University held a special job fair in the field of economics and management, and more than 40 well-known enterprises entered the campus to provide students with employment opportunities. Secondly, the employment matching rate has been improved. Through the integrated model of internship and employment, students understand the enterprise demand and job requirements during the internship, and the enterprise has also gained a deep understanding of the students' abilities and qualities, which helps to achieve the accurate docking of talent needs and training and improve the employment matching rate. For example, Yingfei Accounting Services Co., Ltd. cooperates with major universities in Shanghai to jointly commit to the reform of big data and accounting talent training, which has improved the professional matching rate of students' employment.

## **3. Difficulties in the Integration of Internship and Employment of School of Economics and Management Students under the School-Enterprise Cooperation Model**

### **3.1 The Depth of School-Enterprise Cooperation Is Not Enough**

At present, the form of school-enterprise cooperation in the practice of the School of Economics and Management is relatively simple and mainly concentrated in the simple internship arrangement level. Most schools and enterprises only stay in providing students with internship positions. Enterprises accept students for short-term internships. Students during the internship mainly engaged in some basic work. It is difficult to deeply participate in the core of business and management processes. Although this form of cooperation provides students with practical opportunities to a certain extent, it lacks depth and breadth and cannot fully meet students' needs for professional knowledge and class skills improvement.

For example, the School of Economics and Management of a university in Wuhan has established internship partnerships with a number of enterprises; however, during the internship process, students mainly perform

simple work such as data entry and document sorting. Students rarely have the opportunity to participate in the company's project planning, market survey, financial management and other core business links. This single internship content makes it difficult for students to combine the theory and knowledge learned in the classroom with practical work. Students are unable to truly grasp the actual operation and management skills of enterprises, which provides limited help for students' career development.

In contrast, cooperation in curriculum development and joint training of talents is relatively scarce. Enterprises rarely participate in the school's curriculum design and teaching process. The school's curriculum is often out of touch with the actual needs of enterprises. The school's curriculum is unable to integrate the latest trends and practices of the industry into the teaching content in a timely manner. In terms of joint training of talents, there is a lack of systematic cooperation mechanisms and training programs. The communication and collaboration between enterprises and schools are not close enough. It is difficult to work together to develop a talent training plan that meets the needs of enterprises and students' development. The unity of this form of cooperation seriously restricts the depth and effectiveness of school-enterprise cooperation, which is not conducive to achieving the goal of integrating internship and employment.

### **3.2 The Poor Connection between College Students' Internship and Employment**

Under the current school-enterprise cooperation model, the mismatch between internship content and employment positions for students in the School of Economics and Management is a prominent issue. Many students have a significant gap between the work they engage in during their internship and the skills required for future job positions, making it difficult to meet the professional skills and practical experience requirements of job positions. Taking marketing as an example, some students are assigned to work as simple sales assistants during their internships, mainly responsible for basic tasks such as customer data organization and order entry, and rarely have the opportunity to participate in core businesses such as market research and marketing planning. However, if one engages in marketing positions after

graduation, they need to possess various abilities such as market analysis, marketing plan formulation, and brand promotion. The disconnect between internship content and employment positions makes it difficult for students to quickly adapt to work and apply what they have learned in internships to practical work, which affects work efficiency and career development.

This mismatch is also reflected in the singularity and repetition of internship content. Some companies, in order to reduce management costs and risks, often assign simple and repetitive tasks to interns, such as data entry and document organization. Although these tasks can provide students with a certain understanding of the basic operations of the enterprise, they cannot fully master professional skills, nor can they cultivate students' innovative thinking and problem-solving abilities. For example, students majoring in logistics management at the School of Economics and Management of a university in Wuhan mainly work in the warehouse to handle and inventory goods during their internship, with little exposure to core aspects such as logistics planning and supply chain management. In the job market, logistics management positions require comprehensive abilities such as logistics system design, inventory management, and transportation scheduling. The mismatch between internship content and job positions puts students at a disadvantage in job competition.

### **3.3 Lack of Awareness of Career Planning Among College Students**

Many students of the School of Economics and Management lack a clear plan for their career development during college, which largely affects their internship and employment choices. When choosing internship units and positions, many students lack clear goals and directions and often follow the trend blindly. When they see what internship students around them choose, they follow suit, regardless of their own interests, professional specialties and future career development plans. For example, some students have a strong interest in marketing and have relevant expertise. Due to lack of career planning awareness, they choose a position related to financial management during their internship simply. They make such a choice because the position looks "hot" or the job prospects are good. This blind choice makes it



difficult for them to invest in the internship process and to give full play to their strengths. It is also difficult for them to gain experience and skills relevant to career development from the internship.

Some students lack awareness of the importance of career planning. They believe that career planning is something that needs to be considered after graduation. During college, they did not take the initiative to understand industry trends, career development paths, their own career interests and abilities. This misunderstanding makes them unable to make informed decisions when facing internships and employment opportunities. It is easy to miss the development opportunities that suit them. For example, a student from a university's School of Economics and Management did not make any career plans for three years before college. When facing internships and employment in his senior year, he found that he lacked knowledge of various industries and positions. They did not know what direction to choose and could only randomly send resumes. They ultimately missed many high-quality internships and employment opportunities.

Lack of career planning awareness also results in students' lack of initiative and purpose during the internship. They only passively complete the internship tasks without actively learning and accumulating knowledge and skills related to career development. They have not actively communicating with colleagues and leaders of the internship unit to understand the latest developments and career trends in the industry. For example, during the internship, some students only complete some simple work tasks according to the arrangement of the internship unit, without actively asking the internship instructor how to improve their professional skills. They do not pay attention to the business expansion and industry competition of the internship unit. It will result in little gain after the internship. They are unable to lay a solid foundation for future employment.

#### **4. Exploration of the Integration Path of Student Internship and Employment in the School of Economics and Management under the School-Enterprise Cooperation Model**

##### **4.1 Deepening the School-Enterprise Cooperation Mechanism**

Industry-university-research cooperation is a

deeply integrated cooperation model with significant advantages. Schools and enterprises can jointly carry out scientific research projects based on their respective resource advantages. Schools have rich academic resources and scientific research talents, which can provide cutting-edge theoretical research and innovative thinking. Enterprises have practical production experience, market information and practice platforms, which can quickly transform scientific research results into actual productivity. For example, in the field of marketing, schools and enterprises can jointly carry out market survey projects. Schools use professional research methods and data analytics technology to provide enterprises with in-depth market analysis reports. Enterprises use their own market experience and industry insights to verify the research results and apply them to product promotion and market expansion. Through this type of cooperation, we can not only improve the innovation ability and market competitiveness of enterprises, but also provide students with the opportunity to participate in practical scientific research and projects. It can cultivate students' scientific research ability and practical ability. In the process of participating in the project, students can combine the theoretical knowledge they have learned with practical application to improve their ability to solve practical problems. At the same time, they can also understand the latest trends and development trends in the industry, laying a solid foundation for future career development. The modern apprenticeship system is a talent training model that combines traditional apprenticeships with modern vocational education, which can effectively achieve in-depth cooperation between schools and enterprises. In this model, students have the dual identities of students and apprentices. While learning theoretical knowledge at school, they follow the master for practical skills training in the enterprise. Schools and enterprises jointly develop talent training plans to clarify the responsibilities and tasks of both parties. Schools are responsible for the teaching of theoretical courses to lay a solid theoretical foundation for students. Enterprises are responsible for practical teaching and arrange experienced masters to provide one-to-one guidance to students, so that students can master professional skills and professional literacy in practical work. For example, in the financial

management major, after students study theoretical courses such as financial accounting and management accounting in school, they go to the enterprise to follow the financial master for practical operations such as accounting processing and financial analysis. The master will teach practical skills and experience in the practical process to help students grow rapidly. This model can enable students to better master their professional skills and improve their practical ability, while also meeting the needs of enterprises for high-quality skilled personnel. It can achieve a win-win situation for schools and enterprises.

In addition to industry-university-research cooperation and modern apprenticeships, other diverse cooperation models can also be explored, such as order-based training, co-construction of training bases, enterprise scholarship establishment, etc. Order-based training is based on the talent needs of the enterprise. The school and the enterprise sign an order agreement and jointly formulate a talent training plan. Students directly enter the order-based enterprise after graduation. Co-construction training base is a training place jointly invested by the school and the enterprise to provide students with a platform for practical operation, so that students can exercise their professional skills in a real working environment. Enterprise scholarships are established by enterprises to motivate students to study hard and improve professional quality. Scholarships are established in schools to reward students who perform well. These diverse cooperation models can meet the needs of different enterprises and schools. It can improve the flexibility and effectiveness of school-enterprise cooperation and promote the integration of internship and employment.

#### **4.2 Optimizing the Linkage Mechanism between Internship and Employment**

In order to improve the matching between internships and employment, internship content should be customized according to the job requirements of the enterprise. Firstly, schools and enterprises should establish a close communication mechanism and regularly conduct job demand surveys. Through questionnaire surveys, company visits, industry seminars, and other methods, we aim to gain a deeper understanding of the specific requirements of companies for talent's professional skills, knowledge reserves, and

professional ethics in different positions. For example, for marketing positions, companies may place greater emphasis on students' abilities in market research, marketing planning, communication and coordination, as well as sensitivity to market dynamics. For financial management positions, companies pay more attention to students' financial analysis ability, accounting processing ability, risk control ability, etc. Based on these research results, schools can adjust internship content in a targeted manner to closely integrate internship tasks with actual work in enterprises.

During the internship process, university should pay attention to cultivating practical abilities and allowing students to participate in actual projects of the enterprise. For example, university can arrange market research projects for students majoring in marketing and allow them to delve into the market, understand consumer needs and competitor situations, and develop market research reports and marketing planning plans. University should provide opportunities for students majoring in financial management to participate in practical work such as enterprise financial statement analysis, budget preparation, cost control, etc., so that the students can master the core skills of financial management in practice. By participating in these practical projects, students can better understand theoretical knowledge, improve their ability to solve practical problems, and also enable companies to better understand students' abilities and potential. It can provide reference for future employment recruitment.

Schools can also design targeted internship modules based on the business characteristics and development strategies of enterprises. For example, a rapidly expanding enterprise may require students to participate in internship modules such as new market development and new business promotion. A company that values innovation may provide students with opportunities to participate in internship modules such as product development and innovative project management. Through these targeted internship modules, students can better adapt to the work environment and business needs of enterprises. It can improve the matching between internships and employment.

#### **4.3 Enhance Students' Professional Quality and Employ Ability**

From the beginning of enrollment, schools

should incorporate career planning education into their teaching system and offer specialized career planning courses. These courses should be conducted in stages and targeted according to the characteristics of students' grades and majors. In the first year of college, schools mainly help students understand their majors and guide them to think about their career interests and directions. Through vocational assessment tools, vocational lectures, and other methods, the school enables students to have a preliminary understanding of different career fields. For example, schools organize students to participate in vocational interest assessments. According to the evaluation results, the school provides personalized career development advice for students. The school invites professionals from the business community to hold career lectures, sharing the work content and development prospects of different professions, in order to broaden students' career horizons.

In the second year of college, the curriculum should focus on helping students develop preliminary career plans and guiding them to understand industry trends and business needs. The school should encourage students to participate in various practical activities and club organizations to enhance their comprehensive qualities and abilities. For example, schools arrange for students to conduct industry research to understand the application and development trends of their majors in different industries. The school organizes students to participate in club activities to cultivate their teamwork, communication, and leadership skills.

In the third year of college, career planning courses should pay more attention to practice and employment guidance. The school should help students improve their career planning and enhance their job seeking skills. The school can provide internship guidance, resume creation training, interview skills training, and other methods to fully prepare students for internships and employment. For example, the school invites human resources experts from enterprises to provide training on resume creation and interview skills for students, which can guide them on how to create an attractive resume and how to showcase their strengths and expertise in interviews. The school can organize students to participate in internship job fairs, which can allow them to accumulate job seeking experience through practical experience.

In addition to classroom teaching, schools

should also equip professional career planning mentors to provide one-on-one guidance for students. Mentors can provide personalized guidance and advice to students based on their academic performance, interests, career planning, and other aspects. For example, when students encounter confusion in their career choices, mentors can help them analyze their own strengths and weaknesses, combine market demand and industry development trends, and provide students with reasonable career development advice. When students encounter problems during their internship, mentors can communicate with them in a timely manner, help them solve problems, and adjust their career plans.

Schools can also organize various career planning competitions and activities to stimulate students' enthusiasm for participation and improve their career planning abilities. For example, the school holds a career planning competition, which can allow students to deepen their understanding and recognition of career planning through writing career planning books, showcasing career planning achievements, and other methods. The school organizes career experience activities, which can allow students to enter enterprises and personally experience the working environment and content of different professions. It can also enhance students' intuitive understanding of professions. The school strengthens career planning education to help students clarify their career goals and lay a solid foundation for the integration of internships and employment.

## **5. Conclusions**

This study focuses on the integration of internships and employment for students in the School of Economics and Management under the school-enterprise cooperation model. There are three difficulties in researching the integrated path of internships and employment for students in the School of Economics and Management under the school-enterprise cooperation model. There are various modes of school-enterprise cooperation, but the depth is insufficient. There are many problems in the connection between internships and employment. Students' own factors affect the integration of internship and employment. There are three measures that universities should take to achieve the integration of internships and employment for students in the School of Management under the

school-enterprise cooperation model. Universities should deepen the mechanism of school-enterprise cooperation and improve the mechanism of sharing benefits and risks. Universities should optimize the linkage mechanism between internships and employment. Universities should enhance students' professional ethics and employ ability.

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