

# Does Internship Enhance the Employment Satisfaction of Undergraduates in Application Oriented University? - Evidence from Survey Data of Five Universities



Yuqing Li<sup>1</sup> & Yonggui Yang<sup>1,\*</sup>

<sup>1</sup>Guangdong University of Finance, China

**Abstract:** Based on the survey data graduates from five application-oriented universities in Guangdong, This paper analyze the influence of internship on employment satisfaction with multiple linear regression model. The main findings are : the internship has a positive and significant impact on the employment satisfaction of college students, especially on the internal matching satisfaction; The influence effect is heterogeneous among groups with different genders, majors and family locations. Therefore, college students should actively participate in extracurricular internships, and under the guidance of career planning, purposefully look for internships related to the jobs they want to engage in in the future, so as to enhance their employability and improve employment satisfaction.

**Keywords:** internship, job satisfaction, application-oriented university, university students

## 1. Introduction of the Problem

Internship refers to the practice of college students or recent graduates participating in social practice at employing organizations, where they apply and test the theoretical knowledge they have acquired in actual work to improve their overall quality and enhance their employability (Xiong, 2024; Zhang, 2010). Amidst the severe employment situation, both universities and college students have regarded internships as an important means to promote employment for college students. Therefore, whether internships can significantly improve the employment quality of college students has become an important issue that urgently needs attention. However, it is somewhat regrettable that the existing research mainly focuses on the protection of internship rights and interests of college students, and

here is still a lack of solid empirical research conclusions on whether internships can significantly improve employment quality, especially employment satisfaction. The few existing studies also show obvious differences; one view holds that internships can directly signal or indirectly enhance capabilities to improve employment satisfaction (Neill et al., 2004; Li & Fu, 2019; Luo et al., 2019), while another view argues that internships may reduce employment satisfaction (Peng et al., 2020; Yue & Bai, 2018). In view of this, based on the survey data of graduates from five Application-oriented University in Guangdong, this paper analyzes the impact of internships on employment satisfaction using a multiple linear regression model, attempting to answer the important question of “Do internships improve the employment satisfaction of college students from Application-oriented University?” to

**Corresponding Author:** Yonggui Yang

Guangdong University of Finance, China

©The Author(s) 2025. Published by BONI FUTURE DIGITAL PUBLISHING CO.,LIMITED. This is an open access article under the CC BY License(<https://creativecommons.org/licenses/by/4.0/>).

help college students establish a correct internship concept, develop effective internship plans, and promote better employment for college students.

## 2. Theoretical Analysis and Research Hypothesis

Employment satisfaction is a comprehensive evaluation of the various characteristics of the work that an employee is engaged in (Locke, 1976), and it is a subjective measure of the overall utility that an employee derives from their work (Clark & Oswald, 1996). It has always been a hot topic of continuous attention in sociology, industrial psychology, and economics. With the expansion of universities and the resulting difficulty in employment for college students, employment satisfaction among college students has also become an important issue of great concern. Employment satisfaction of college students refers to the degree of satisfaction of this group with various aspects of their work, such as income, location, environment, and professional fit, at the time of graduation (Shi, 2004). It is the subjective feeling of college graduates about the job they have obtained, especially their first job, and it is a comprehensive evaluation indicator of their employment situation. It is also an important sign reflecting the level of talent cultivation in universities (Tu, 2007; Xing & He, 2013). Yue Changjun (2013) emphasized that employment satisfaction depends on the difference between the job seeker's perception and employment expectations, and defined the formula for employment satisfaction as:  $\text{Employment satisfaction} = \text{Actual job perception} - \text{Employment expectations}$  (Yue & Feng, 2023). Generally, factors affecting employment satisfaction can be divided into two major categories: one is job-related factors, such as working environment, nature of the employer, salary income, and professional fit; the other is non-job-related factors related to the personal characteristics and growth environment of the graduate, such as gender, education level, personality traits, characteristics of the university attended, and family social capital (Tu, 2007; Yue & Feng, 2023; Ding & Song, 2017; Li et al., 2022). The relationship between internships and employment satisfaction can be explained by the

human capital theory. Human capital theory posits that human capital is the knowledge and ability embodied in individuals, and education and training are the most important ways to form human capital. In light of the explanation of the concept of internship provided earlier, it can be seen that internships can be regarded as a form of education. Therefore, internships are an effective way to accumulate human capital. Research has already shown that the purpose of internships has shifted from professional practice to employment (Huang, 2009). Gaining work experience and cultivating professional skills to enhance employability are the main objectives of college students' participation in internships (Huang, 2009). Internships can help students acquire knowledge and abilities that cannot be obtained in classroom teaching (Gault, 2000; Malik, 2015), and by providing immersive learning experiences in real work environments, they can enhance "soft skills" such as communication and teamwork (Xiao, 2016; Gewertz, 1998). Therefore, in accordance with the core assumption of human capital theory - that the accumulation of human capital can promote the acquisition of individual skills and knowledge, improve individual potential productivity, and help individuals succeed in the competitive labor market - internships can positively enhance the employment satisfaction of college students (Li & Fu, 2019; Li & Yue, 2009; Qu et al., 2019). Existing research also suggests that internship experience has a positive impact on employment satisfaction. Therefore, we propose the following research hypothesis:

Hypothesis 1: Internships can effectively improve employment satisfaction.

## 3. Data Source, Variable Selection and Model Setting

### 3.1 Data source

The data used in this study were collected from a survey of graduates from five Application-oriented University in Guangdong. The survey was conducted using the snowball sampling method between January 15, 2021, and January 30, 2021, over a period of two weeks. A total of 325 questionnaires were collected,

with 22 invalid ones removed, resulting in 303 valid questionnaires, giving an effective response rate of 93.2%. After excluding those who had not determined their workplace at the time of the survey, 230 valid samples were obtained. Among them, 38.0% were male and 62.0% were female; 22% were from science and engineering majors and 78% were from social science majors, which is consistent with the student structure of the five universities.

### **3.2 Variable selection**

#### **3.2.1 Dependent variable**

The dependent variable in this study is the employment satisfaction of college graduates with their first job. Employment satisfaction is measured using the employment satisfaction scale proposed by Xing Chaoxia and He Yining (2013), which includes intrinsic fit and extrinsic satisfaction (Xing & He, 2013).

#### **3.2.2 Independent variable**

The measurement of internships has been primarily based on a binary method of “whether there is an internship experience” in previous studies.

Although this method is simple and effective, it fails to capture the heterogeneous impacts resulting from the differences in internship experiences. Therefore, this study follows the approach of Qian Yao (2018) and defines the dimensions of internship measurement as: the number of internships, the duration of internships, the intensity of internship work, the prestige of the internship organization, and the relevance of the internship to the applied position. The quality score of internship experience is calculated using the scoring method and weights of each dimension confirmed by experts (Qian, 2008).

#### **3.2.3 Control variables**

Other variables are controlled in this study, mainly including: (1) Personal characteristics: gender, major, party membership, student cadre; (2) Family characteristics: place of family residence, social network, family upbringing style. The definitions and coding methods of the variables are shown in Table 1.

Table 1 Variable Definitions and Descriptive Statistics

Variable Name		Definition	Sample Size	Mean	Std. Dev.
Dependent	Job Satisfaction	Satisfaction with current job (1-5 scale)	230	3.501	0.757
	Intrinsic Satisfaction	Satisfaction with job content alignment (1-5 scale)	230	3.500	0.796
	Extrinsic Satisfaction	Satisfaction with compensation/benefits (1-5 scale)	230	3.504	0.802
Independent	Internship	—	230	1.706	0.263
	Gender	1=Male, 0=Female	230	0.410	0.493
	Major	1=STEM, 0=Humanities	230	0.262	0.441
	Party Membership	1=Member, 0=Non-member	230	0.166	0.373
	Student Leadership	1=Leadership role, 0=None	230	0.467	0.500
Control Variable	Home Location	1=Urban, 0=Rural	230	0.288	0.454
	Social Network	1=Strong ties, 0=Weak ties	230	0.175	0.381
	Parenting Style	1=Authoritarian, 2=Permissive, 3=Authoritative, 4=Neglectful	230	2.507	0.921

Note: Continuous variables are marked with “—” in original text.

### 3.3 Model specification

Given that the dependent variable in this paper—job satisfaction—is a continuous variable, we follow the research of Ding Xiaohao and Song Zhe (2017) and Yue Changjun (2013) by employing a multiple linear regression model:

$$\text{Satisfaction} = \alpha + \beta \text{Internship} + \gamma Z + \varepsilon$$

Where *Satisfaction* represents the employment satisfaction level of college graduates in their first job, *Internship* serves as the independent variable in this study—indicating the internship experience of college graduates. *Z* denotes other control variables, including family location, pre-tax income from the first job, geographic location of the employer, industry sector of the employer, etc.  $\alpha$  is the constant term,  $\beta$  is the coefficient vector for the independent variable (internship),  $\gamma$  is the coefficient vector for the

control variables, and  $\varepsilon$  represents the error term.

### 4. Empirical Results Analysis

To verify whether internships can enhance college students' job satisfaction, the article first constructs a benchmark model that only includes the independent variable, denoted as Model (1). Subsequently, based on the benchmark model, control variables are introduced to examine the impact of internships on job satisfaction, which is denoted as Model (2). To further grasp the effects of internships on intrinsic and extrinsic satisfaction, the article further investigates the impact of internships on intrinsic and extrinsic satisfaction based on Model (2), which are denoted as Model (3) and Model (4), respectively.

**Table 2 Regression Results: Impact of Internships on Employment Satisfaction**

	m(1)	m(2)	m(3)	m(4)
	Job Satisfaction	Job Satisfaction	Intrinsic Satisfaction	Extrinsic Satisfaction
Internship	0.364** [0.166]	0.362** [0.170]	0.436** [0.181]	0.203 [0.189]
Gemder		-0.009 [0.108]	-0.016 [0.111]	0.004 [0.117]
Major		-0.156 [0.135]	-0.151 [0.144]	-0.168 [0.133]
Party Membership		0.064 [0.118]	0.038 [0.134]	0.118 [0.107]
Student Leadership		-0.138 [0.112]	-0.144 [0.116]	-0.127 [0.123]
Home Location		0.166 [0.105]	0.191* [0.111]	0.112 [0.110]
Social Network		0.325** [0.141]	0.311** [0.149]	0.353** [0.147]
Parenting Style2		0.111 [0.184]	0.161 [0.189]	0.006 [0.191]
Parenting Style3		0.126 [0.135]	0.155 [0.144]	0.064 [0.137]
Parenting Style4		-0.165 [0.198]	-0.123 [0.211]	-0.254 [0.201]
Constant	2.879*** [0.289]	2.821*** [0.320]	2.669*** [0.326]	3.144*** [0.377]
Observations	230	230	230	230
R <sup>2</sup>	0.016	0.084	0.086	0.064
Adjusted R <sup>2</sup>	0.0118	0.0421	0.0443	0.0211

**Notes:**

1. Standard errors in parentheses; \* $p < 0.01$ ,  $p < 0.05$ , \* $p < 0.1$

In Models (1) and (2) of Table 2, the coefficient of internship is positive and statistically significant at the 5% level, indicating that internships have a positive and significant impact on job satisfaction. Thus, Hypothesis 1 is verified. This finding is with consistent the existing research conclusions of Deng Lan (2020) and others (Li & Fu, 2019; Li & Yue, 2009; Deng, 2020; Lu et al., 2024).

A further analysis of the internship variable coefficients in Models (3) and (4) reveals that internships have a significant positive impact on

intrinsic satisfaction, while the impact on extrinsic satisfaction, although positive, is not statistically significant. The possible reasons are as follows: Internships are an important experience for college students during their school years. Through internships, especially those related to the job they are applying for, students can not only gain insights into the workplace and become familiar with job content but also, more importantly, clarify their role positioning and behavior patterns to adapt to job requirements. Therefore, internships mainly enhance

intrinsic satisfaction. In the current highly competitive job market, it is not necessarily expected that internships can effectively and significantly improve external welfare conditions, which explains the insignificant impact on extrinsic satisfaction.

Therefore, the current support from universities, employers, and the government for college students to not only learn theoretical knowledge in the classroom but also actively participate in internships and other social practices is scientific and rational. It can effectively promote college students' reasonable self-

career positioning and prepare them for employment.

#### 4.1 Heterogeneity analysis

To further understand the impact of internships on college students' job satisfaction, this study attempts to conduct regression analysis on samples of different genders, majors, and family locations, based on controlling for individual and family characteristics. The detailed results are shown in Table 4.

**Table 3 Heterogeneity Analysis**

	Sex		Major		Family Location	
	m(5)	m(6)	m(7)	m(8)	m(9)	m(10)
	Female	Male	Humanities	STEM	Rural	Urban
Internship	0.332*	0.257	0.305*	0.487	0.400*	0.419
	[0.196]	[0.312]	[0.169]	[0.523]	[0.221]	[0.300]
Constant	2.788***	3.052***	2.872***	2.672***	2.811***	2.751***
	[0.355]	[0.584]	[0.326]	[0.901]	[0.412]	[0.575]
Observations	136	94	170	60	164	66
R <sup>2</sup>	0.099	0.132	0.132	0.066	0.079	0.131
Adjusted R <sup>2</sup>	0.0344	0.0385	0.0831	-0.103	0.0249	0.00848

**Notes:**

1. Standard errors in parentheses; \* $p < 0.01$ ,  $p < 0.05$ ,  $p < 0.1$
2. Model 5-10 includes all control variables shown in Table 1

As shown in the regression results of Table 3, the significance of the internship coefficient varies significantly across regression models for different groups of college students based on gender, major, and family location. This indicates that the impact of internships exhibits certain heterogeneity across different groups. The possible reason is that college students of different genders, majors, and family locations inherently have different career expectations. For instance, research has shown that females focus on different dimensions of job characteristics and generally have lower career expectations than males (Clark & Oswald, 1996; Li, 2017).

## 5. Conclusions and Recommendations

### 5.1 Main conclusions

Based on the survey data from five Application-oriented University in Guangdong, this paper analyzes whether internships can enhance the job satisfaction of college graduates. It is found that internships, as an important way for college students to combine theoretical knowledge with social practice, gain practical experience from social contact, and improve their employability, can truly enhance college students' job satisfaction. However, it should be pointed out that internships mainly improve job satisfaction by helping college students adjust their reasonable career positioning, thereby enhancing intrinsic job satisfaction, while having no significant impact on

extrinsic job satisfaction. Further analysis of the heterogeneity of the impact of internships among different genders, majors, and family locations reveals clear group differences in the impact of internships.

## 5.2 Implications and recommendations

To effectively enhance college students' job satisfaction, it is necessary for multiple parties to cooperate to help college students form an understanding of themselves and the workplace environment, and to form reasonable expectations. Among them, internships, as an effective career exploration behavior, can help college students gain self-understanding and social cognition, thereby improving job satisfaction. However, it is regrettable that there are some prominent problems with internships in Application-oriented University at present, which seriously restrict and affect the effective functioning of internships. To fully leverage the educational function of internships, the paper suggests the following:

### 5.2.1 For Government: strengthen institutional design and policy implementation

Application-oriented University are an important part of the balanced development of the education ecosystem, and internships are an important part of the talent training system of Application-oriented University. However, it is regrettable that the positioning of Application-oriented University is still somewhat vague at present. Although relevant policy documents have repeatedly emphasized the "guidance of a large number of ordinary undergraduate colleges and universities to transform towards applied types", and regard Application-oriented University as a special type of vocational education, the relevant institutional provisions on "internships" all indicate that the regulations only apply to vocational schools and do not include Application-oriented University. Therefore, at present, there is a lack of clear legal and policy basis for the internships of college students in Application-oriented University, which are completely dependent on the universities' own initiatives. Therefore, in order to effectively promote the internship results of college students in Application-oriented University and improve job

satisfaction, on the one hand, it is necessary to clarify the positioning of Application-oriented University in the higher education ecosystem as soon as possible, and then determine the legal and policy basis for internship management. On the other hand, it is necessary to strengthen the implementation of policies. By optimizing institutional norms and work processes, it is necessary to strengthen rewards for enterprises that deeply participate in the integration of industry and education and school-enterprise cooperation, and play an important role in improving the quality of technical and skilled personnel training and promoting employment. For enterprises that meet the conditions and are recognized as integrated industry-education enterprises, financial, fiscal, land and other supports should be provided in accordance with regulations, and educational surcharges, local educational surcharges and other tax preferences should be implemented.

### 5.2.2 For Universities: clarify positioning and enhance the effectiveness of internships

Including internships in the overall planning of university employment promotion is the due course of employment work in Application-oriented University. Application-oriented University can start from three aspects to further optimize the employment promotion effect of internships. First of all, in combination with the requirements of university talent training objectives, clarify the important status and role of internships in the practical teaching system, and in the formulation of talent training programs, clarify the credit requirements of internships and their recognition standards and procedures. Secondly, make great efforts to deepen school-enterprise cooperation, and take promoting the integration of industry, education and research, and realizing the integration of industry and education as the main policy for talent training in Application-oriented University. Solidly carry out three basic constructions of internship bases, internship instructors and internship management systems, formulate complete internship systems, expand internship channels, ensure that every college student has the opportunity to intern, and use modern digital information technology means to track and

understand students' internship situations in enterprises in real time, and promptly find and solve problems to ensure the quality of students' enterprise internships and safeguard students' legitimate rights and interests such as internship subsidies and internship time. Thirdly, combine student internship management with career education and employment guidance, guide students to correctly understand the value and function of internships, understand the university's internship requirements and related institutional arrangements, guide students to do a good job in their own internship process management, and truly play the career exploration function and human capital development function of internships. Guide students to enhance self-awareness and environmental understanding to form reasonable career expectations, and improve skills and abilities to obtain good job opportunities and improve job satisfaction.

### **5.2.3 For Enterprises: fulfilling social responsibility and deeply engaging in school-enterprise cooperation**

A prominent issue currently faced by college student internships is the low enthusiasm of enterprises in school-enterprise cooperation, with schools being the only active party. Moreover, due to the teaching plan arrangements in Application-oriented University, students cannot be centrally arranged for six-month on-the-job internships like vocational school students, which further affects the enthusiasm of enterprises to participate in school-enterprise cooperation. As a result, many so-called "internship base constructions" or "student internship arrangements" remain at the formal level of signing agreements and hanging plaques, without truly realizing their intended value. The Ministry of Education's promotion and implementation of the "Supply and Demand Connection Employment and Talent Training Project" aims to help employers cultivate and recruit more practical, versatile, and urgently needed talents, promote the organic connection between university talent training and employment, and effectively link talent supply and demand, thereby facilitating more sufficient and higher-quality employment for college graduates.

However, how to stimulate the enthusiasm of enterprises to participate and truly deepen school-enterprise cooperation, especially with Application-oriented University, remains a problem that needs to be further addressed. The article suggests that, on the one hand, enterprises should deeply engage in school-enterprise cooperation with the goals of fulfilling social responsibility and promoting corporate talent development. They should select colleges and universities with relevant majors to establish long-term and stable cooperative relationships, jointly study and formulate talent training programs, and promote the implementation of modern apprenticeship systems. On the other hand, enterprises need to rethink their human resource strategies, reposition the role of interns in their human resource teams, and develop scientific and standardized internship management systems that cover the entire process of intern recruitment, training, and transformation. This will provide students with more opportunities to understand the real workplace situation through internships, cultivate professional ethics, and enhance technical skills. In this way, enterprises can not only identify the talents they need in advance but also reasonably guide their career expectations and career planning, thereby improving job satisfaction and enhancing the efficiency of corporate human resource management.

### **5.2.4 For Individual: rational planning and dynamic adjustment**

In the era of boundaryless careers, individuals are the first responsible parties for their own career development. If college students want to obtain satisfactory job positions through internships, they need to be prepared in advance. Firstly, college students should accurately identify their own positioning. The primary consideration should be to find internships and jobs that suit them and align with their interests, rather than focusing too much on material conditions. Only in this way can they achieve long-term success in their future careers. Secondly, under the guidance of career planning, college students should purposefully seek internships related to the jobs they wish to pursue in the future, gaining



advance understanding of job content instead of blindly searching for internships. Only in this way can they target the requirements of the jobs they intend to pursue, enhance their capabilities, and thus gain a competitive edge in the fierce job application process, securing satisfactory employment. Thirdly, internships are not only a process of career exploration but also a process of self-human capital investment. Due to factors such as information asymmetry, it is normal for college students to find through internships that a certain industry or occupation does not meet their expectations. College students need to make timely dynamic adjustments to achieve better internship outcomes, deepen their self-capability and workplace understanding, and improve job satisfaction.

### Conflict of interest

The authors declare that they have no conflicts of interest in this work.

### Acknowledgment

This research was funded by:  
Research on the Continuous Improvement Path of Employment Quality for Applied University Students in the Artificial Intelligence Era - Key Project of the Ministry of Education under the National Education Science 13th Five-Year Plan 2020 (Project No.: DFA200300).

### References

- Cao, J. H., & Cao, A. H. (2006). Super's career theory and its implications for college career guidance. *Jiangsu Higher Education*, 2006(1), 77-79.
- Clark, A. E., & Oswald, A. J. (1996). Satisfaction and comparison income. *Journal of Public Economics*, 61(3), 359-381.
- Deng, L. (2020). A study on the impact of internship experience and job adaptation on new employee job satisfaction [Dissertation]. Gansu University of Political Science and Law.
- Ding, X. H., & Song, Z. (2017). Analysis of college student internship intensity and job satisfaction. *Education Development Research*, 37(5), 1-9.
- Ding, X. H., Ma, S. M., & Zhu, F. F. (2018). A study on the relationship between college student internship participation and employment. *Journal of East China Normal University (Educational Science Edition)*, 36(5), 33-41, 166.
- Gault, J. (2000). Undergraduate business internships and career success: Are they related? *Journal of Marketing Education*, 22(1), 45-53.
- Gewertz, C. (1998). 'Soft skills' in big demand. *Education Week*, 87, 356-375.
- Huang, F. T. (2012). A historical and comparative study of competency-based education - concepts, systems, and curricula. *China Higher Education Research*, 2012(1), 27-32.
- Huang, H. (2009). The effect of college student internships and its influencing factors - from the perspective of organizational socialization. *Higher Education Exploration*, 2009(6), 131-134.
- Li, C. Y., & Fu, C. X. (2019). A study on the relationship between college students' on-campus experiences and job satisfaction. *Chinese College Students Employment*, 2019(01), 40-45.
- Li, S. L. (2017). Which factors affect college graduate employment satisfaction - an analysis based on survey data. *China Youth Study*, 2017(5), 97-111.
- Li, S. L., Lei, X. L., & Wang, Y. (2022). The impact of risk tolerance and family employment expectations on college students' initial employment satisfaction. *Chinese College Students Employment*, 2022(15), 12-20.
- Li, W., & Yue, C. J. (2009). An analysis of the influencing factors of college graduate employment in 2007. *Tsinghua University Education Research*, 30(1), 88-95.
- Lin, Z. Y. (2007). The standardization and improvement of college student internship systems. *Chinese College Students Employment*, 2007(12), 19-20.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1349). Rand McNally.
- Lu, Y. Y., Yang, W. J., & Cui, Y. Y. (2024). The relationship between college student internship

- experience and employment quality. *Heilongjiang Science*, 15(15), 75-77.
- Luo, Y. F., Gao, W. J., & Wang, X. C. (2019). What is the value of internships in famous companies? — An empirical analysis based on the employment survey data of college graduates in 2015. *Education and Economy*, 2019(3), 20-28.
- Malik, M. (2015). The legal void of unpaid internships: Navigating the legality of internships in the face of conflicting tests interpreting the FLSA. *Connecticut Law Review*, 23(2), 44-56.
- Neill, N., et al. (2004). The influence of part-time work on student placement. *Journal of Further and Higher Education*, 28(2), 123-137.
- Peng, Z. X., Lu, G. S., & Li, L. J. (2020). An analysis of the influencing factors and paths of college graduate employment quality. *China Higher Education Research*, 2020(1), 57-64.
- Qian, Y. (2008). A study on the evaluation policies of foreign-funded enterprises on the internship experiences of college graduates in recruitment [Dissertation]. Fudan University.
- Qu, K. Y., Bi, Y. M., & Zhao, X. R. (2019). An analysis of the employment satisfaction and its influencing factors of vocational college graduates - an empirical study based on the employment survey of 2017 graduates of a case college. *Education Academic Monthly*, 2019(9), 78-83.
- Shi, S. T. (2004). Behind the decline in college students' employment quality. *China Distance Education*, 2004(22), 62-65.
- Tu, X. M. (2007). An empirical study on the influencing factors of college graduate employment satisfaction. *Higher Education Exploration*, 2007(2), 117-119.
- Xiao, P. Y. (2016). The determination of intern labor relations - based on the practice in the United States. *China Human Resource Development*, 2016(18), 82-86.
- Xing, Z. X., & He, Y. N. (2013). A correlation analysis between college graduate employment satisfaction and its influencing factors. *Education Academic Monthly*, 2013(12), 42-46.
- Xiong, X. Y. (2024). A study on the internship status of full-time sports master's degree graduate students in Guizhou Province [Dissertation]. Guizhou Normal University.
- Yao, L. M., & Zhang, Y. (2021). A survey analysis and countermeasure suggestions on college student internship engagement. *University Education Science*, 2021(3), 63-73.
- Yue, C. J., & Bai, Y. P. (2018). An empirical study on the employment status of national college graduates in 2017. *Journal of East China Normal University (Educational Science Edition)*, 36(5), 20-32, 165-166.
- Yue, C. J., & Feng, Q. X. (2023). The impact of major interest fit on employment satisfaction among undergraduate and vocational students. *Fudan Education Forum*, 21(03), 57-66.
- Zhang, Y. (2010). A study on the legislative issues of college student internships based on the concept of promoting employment. *Journal of East China University of Science and Technology (Social Science Edition)*, 25(2), 85-91.
- Zhu, F. F., & Ding, X. H. (2018). The impact of "double practice" investment on college graduate starting salaries. *Education Development Research*, 38(21), 40-47.

**How to Cite:** Li, Y., & Yang, Y. (2025). Does Internship Enhance the Employment Satisfaction of Undergraduates in Application-oriented University? — Evidence from Survey Data of Five Universities. *Contemporary Education and Teaching Research*, 06(7), 258-267.  
<https://doi.org/10.61360/BoniCETR252018570702>