

Received: 11 November 2022 Accepted: 28 March, 2023

DOI: <https://doi.org/10.33182/rr.v8i4.192>

The Administration of Graduation Internship of Students at Vinh Long University of Technology Education Based on Program Learning Outcome

PHUNG THE TUAN^{1*}, NGUYEN THI NGOC TRINH¹

Abstract

Graduation internship is an activity that plays a crucial role in training career skills for students in general and Vinh Long University of Technology Education in particular. Graduation internship activities, according to the standard output approach, are a system of activities in the natural working environment of students before graduation under the guidance of instructors and instructors at practical establishments. The practice aims to apply the acquired knowledge to consolidate knowledge, form, and develop professional skills and attitudes, thereby meeting the output standards of the training program. In recent years, Vinh Long University of Technology Education has focused on training human resources with professional knowledge, skills, and responsibilities, practice to ensure output standards, meet technical and pedagogical human resources needs, and provide quality human resources for the development of the locality and the whole country. The experiential internship of final year students is always interesting by the school in order to improve the quality of education and training. However, the student's internship in the implementation process also has many things that could be improved. The quality and effectiveness of the actual activities are low. The article focuses on analyzing the actual situation of managing internship activities of students at Vinh Long University of Technology Education. From there, clarify the achieved results and limitations in managing this activity. On that basis, some solutions are proposed to improve the efficiency of internship management at Vinh Long University of Technology Education in the coming time.

Keywords: *Graduation internship, Vinh Long University, consolidate, clarify.*

Introduction

In training activities at universities, in addition to equipping students with the knowledge, it is necessary to practice professional skills for students right from the time they are still in the lecture hall basis for improving the quality of training. The Education Law 2019 clearly defines the principle of education as “learning goes hand in hand with practice, the theory is associated with the practice, school education combines with family education and social education”. The revised Law on Higher Education 2018 also defines the goal of higher education as “Training learners with political and moral qualities; have the knowledge, professional practice skills, scientific and technological research and development capacity commensurate with the training level; to have a healthy body; have creative ability and professional responsibility, adapt to the

¹ Vinh Long University of Technology Education, Vinh Long City, Vietnam

*Corresponding author: tuantp@vlute.edu.vn

working environment; have a sense of serving the people?. This guideline has the effect of orienting education and training activities in higher education institutions. In the training process, the school must implement this principle well to improve the quality and effectiveness of education and training, helping learners get acquainted and practice with the actual working environment later (Alpert, 2009).

Whether human resources can meet practical needs depends on many factors, in which student internships are essential. Decree No. 102-TTg of the Prime Minister, dated October 11, 1962, promulgates the regulations on internships for students and students of universities and professional secondary schools, clearly stating (Amant, 2003): *“Internship is a crucial stage. It is also a mandatory requirement in university and college-level training programs. The Internship is a form of practical learning to create opportunities for students to apply their acquired knowledge to solve real-life situations, expand knowledge and practical experience, and test the suitability between theory and practice”*.

During the internship, students can establish relationships in their profession, which is very useful for students when they graduate. If the internship is good, students also have the opportunity to get a job right during the internship. Implementation of Resolution No. 29/NQ-TW, dated November 4, 2013, of the 8th Central Conference of the XI term on a fundamental and comprehensive renovation of education and training, along with the Ministry of Education and Training policy (Bales, 1979). Vinh Long University of Technology Education focuses on training human resources with professional knowledge, skills, and responsibilities, training career skills in the direction of application, theory coupled with practice and practice to ensure output standards, ensure meet the needs of technical, pedagogical human resources, and provide quality human resources for the development of the locality and the whole country.

The experiential internship of final year students is always interesting by the school in order to improve the quality of education and training. However, the student's internship in the implementation process also has many shortcomings; the quality and effectiveness of the actual activities could be higher (Barr, 2002).

2. Results and Discussion

In order to clarify the actual situation of managing internship activities of students at the Vinh Long University of Technology Education, the researcher surveyed 55 lecturers and 05 managers related to internships and internships. Ten officers in charge of internships created ten companies to receive internships in Vinh Long province.

2.1 Awareness of the importance of internship management

To determine the level of awareness of the research subjects about the importance of internship management, the author asked about the importance of this activity in the survey questionnaire. Here are the results obtained:

Table 1. *Survey results on the importance of internship management*

| Contents | Managers (4) | | Teachers (47) | | Internship company (8) | | Total (60) | |
|-------------------------|-----------------|------|------------------|------|------------------------------|------|---------------|------|
| | Number | % | Number | % | Number | % | Number | % |
| Very important | 4 | 80,0 | 24 | 51,1 | 3 | 37,5 | 31 | 56,2 |
| Important | 1 | 20,0 | 22 | 46,8 | 5 | 62,5 | 28 | 43,1 |
| Normal | 0 | 0 | 1 | 2,1 | 0 | 0 | 1 | 0,7 |
| Not important | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Very unimportant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The survey results show that the awareness of the research subjects about the importance of internship management is very good, focusing mainly on the important and very important levels, accounting for 99.3%. However, 0.7% of lecturers still think managing student internships is normal, and this work needs to be assessed as essential and very unimportant.

Thus, the management of internship activities of students at Vinh Long University of Technology Education plays a very important role in the training process of the school. However, a few still need to pay more attention to the importance of this work (Barry, 1997).

2.2 Actual situation of planning internship activities of students

The content of the planning of internship activities includes internship objectives, evaluation content and criteria, internship duration, internship-receiving company, and responsibilities of students when participating in the internship.

Table 2. *Survey results on the actual situation of planning internship activities*

| Contents | Efficiency level | | | | | Mean | Rank |
|---|------------------|----------|-------------|----------|--------------|------|------|
| | Le ast | Wea k | Averag e | Goo d | Excele nt | | |
| Internship goal | | | | | | | |
| Clearly defined internship goals | 1 | 1 | 10 | 40 | 8 | 3,88 | 1 |
| Internship objectives are agreed upon between relevant departments and departments | 0 | 9 | 13 | 36 | 2 | 3,52 | 3 |
| The objective of the internship is communicated to all students | 0 | 3 | 7 | 44 | 6 | 3,88 | 1 |
| The internship objective is common to all companies that accept interns. | 0 | 12 | 18 | 27 | 3 | 3,35 | 4 |

II. Content and criteria for assessment of internships

| | | | | | | | |
|---|---|----|----|----|----|------|---|
| The content of the internship is clearly defined | 0 | 2 | 18 | 34 | 6 | 3,73 | 2 |
| Internship content associated with the training program | 2 | 0 | 13 | 43 | 2 | 3,72 | 3 |
| The content of the internship is discussed and agreed upon with all the instructors and students | 0 | 0 | 12 | 43 | 5 | 3,88 | 1 |
| The content of the internship is linked to the actual requirements of the training | 2 | 8 | 19 | 29 | 2 | 3,35 | 5 |
| Internship content is widely disseminated to students, instructors, and internship-receiving companies | 0 | 8 | 16 | 32 | 4 | 3,53 | 4 |
| III. Internship time | | | | | | | |
| The internship plan stipulates the start and end times of the internship | 0 | 0 | 6 | 42 | 12 | 4,10 | 1 |
| The internship plan stipulates when to submit the student's internship report | 0 | 0 | 6 | 43 | 11 | 4,08 | 2 |
| IV. Internship-receiving companies | | | | | | | |
| The internship plan clearly defines the responsibilities and authorities of the intern company. | 0 | 19 | 20 | 17 | 4 | 3,10 | 2 |
| The plan clearly defines the role of the intern company | 0 | 23 | 15 | 20 | 2 | 3,02 | 3 |
| The internship plan clearly outlines how the internship company will interact with students and instructors | 0 | 17 | 20 | 21 | 2 | 3,13 | 1 |
| V. Student Responsibilities | | | | | | | |
| The internship plan stipulates the students participating in the internship process. | 0 | 2 | 15 | 39 | 4 | 3,75 | 2 |
| The internship plan stipulates the responsibilities of students when participating in the internship process. | 0 | 1 | 18 | 33 | 8 | 3,80 | 1 |
| The internship plan stipulates the students' rights when participating in internship activities. | 0 | 6 | 20 | 26 | 8 | 3,60 | 4 |
| The internship plan clearly outlines how students will interact with their instructors. | 0 | 4 | 19 | 33 | 4 | 3,62 | 3 |

The results from the summary table show that the subjects all rated the implementation of the contents in the planning work at a relatively good level of implementation, with an average value

of 3.59 and the average value of 3.59. no content is rated below average. In there:

For internship objectives: The content “Clearly defined goals and "Internship goals are disseminated to all students” are the two contents evaluated as best performed with the average value of 3.88. This means that the objective of the internship is clearly defined. Before participating in the internship, all students are informed by the school and informed about the objective of the internship through the following information meeting of the Faculty and the department. In contrast, the content “Internship objective is common to all intern-receiving companies” content with the lowest rating had an average value of 3.35 and was only moderate because the relationship between the school and the internship companies is only shown through the acceptance of students participating in the internship before, during, and after the internship process. Because, unlike students, it is challenging to focus the internship support individuals of the companies that accept the internships. Alternatively, they are uninterested and implemented if an announcement is disseminated via text (Bennett, 2008).

For content and assessment criteria for internships, the point of view "Internship content is discussed and agreed with all instructors and trainees" is evaluated as having the best performance level with a mean value of 3.88. However, the opinion "The content of the internship is tied to the actual requirements of the training" was rated as having the lowest level of performance with an average value of 3.35. Understanding the actual needs of society to train human resources to meet the requirements of society is an essential job of a training institution in general and of the Vinh Long University of Technology Education in particular. However, to do that takes work, requiring the school to have a long-term vision and timely acumen (Bernstein, 1976).

Regarding the aspect of the company receiving the internship, the survey results show that the implementation level of the content "The plan stipulates the role of the intern-receiving company" is not good. This means that in the past, the school has not emphasized the responsibility, authority, and role of the company receiving the internship and how the company interacts with students and instructors. The process of developing an internship plan that only stipulates the responsibilities and obligations of the students and instructors guiding the internship. This has caused many difficulties for students during the internship.

As for the student's responsibility, the performance content is evaluated relatively well. Nevertheless, it is only a relative level and could be doing better. Thus, more than disseminating and exchanging information between the department, Faculty, and Instructors with students to help them understand their responsibilities is needed (Bloom, 1956).

2.3 Actual situation of students' internship organization

Table 3. *Survey results on the actual situation of students' internship activities*

| Contents | Efficiency level | | | | | Mea n | Ran k |
|----------|------------------|-----|--------|-----|---------|----------|----------|
| | Le | Wea | Averag | Goo | Excelle | | |

| | ast | k | e | d | nt | | |
|--|------------|----------|----------|----------|-----------|------|---|
| Assign specific tasks to relevant departments and individuals. | 0 | 16 | 20 | 20 | 4 | 3,20 | 5 |
| Assign specific tasks to students when participating in internship activities. | 0 | 6 | 15 | 37 | 2 | 3,58 | 2 |
| Preparation of documents and related documents for the implementation of internship activities | 0 | 14 | 17 | 26 | 3 | 3,30 | 3 |
| Finalize and concretize documents at each specific stage of internship activities. | 0 | 17 | 18 | 22 | 3 | 3,18 | 6 |
| The close cooperation between the school and the company receiving the internship in the management of students' internships | 2 | 20 | 16 | 20 | 2 | 3,00 | 7 |
| The teaching staff involved in the internship are experienced and enthusiastic about helping students make internship reports. | 0 | 0 | 21 | 36 | 3 | 3,70 | 1 |
| Regularly organize the inspection of the contents of the internship activities. | 0 | 6 | 31 | 23 | 0 | 3,28 | 4 |

The survey results in the table above show that the contents of the management and organization of internship activities at Vinh Long University of Technology Education are performed at an average score with an average value of 3.32.

The best-rated content is "Teachers participating in internships are experienced and enthusiastic about helping students make internship reports," with an average score of 3.7 points. Next is the content "Assigning specific tasks to students when participating in internship activities," with the second-highest average score of 3.58 points. In contrast, the content rated as having the lowest level of good performance was "The close cooperation between the school and the internship-receiving company in the management of the student's internship," with a score of average is 3.00.

This shows that, although students could contact internship-receiving companies, the cooperation between the intern-receiving company and the training institution, Vinh Long University of Technology Education, was carried out closely and regularly. Along with that, tasks such as completing and concretizing documents at each specific stage of internship activities, assigning specific tasks to departments, faculties, and subject groups as well as regularly organize to check the contents of the internship activities that have not been implemented effectively.

2.4 Actual situation of directing student internship activities

Table 4. *Survey results on the Actual situation of directing student internship activities*

| Contents | Efficiency level | | | | | Mean | Rank |
|---|------------------|------|---------|------|-----------|------|------|
| | Least | Weak | Average | Good | Excellent | | |
| Implement the internship plan following the proposed program | 0 | 3 | 10 | 3 | 0 | 3,82 | 1 |
| Directing departments, subject groups, relevant individuals, and students participating in the internship to follow the internship schedule | 0 | 5 | 18 | 31 | 6 | 3,63 | 2 |
| Direct the close cooperation between the school and the company accepting the internship | 0 | 15 | 19 | 22 | 4 | 3,25 | 5 |
| Close supervision for timely direction in each stage of the internship | 3 | 8 | 32 | 16 | 1 | 3,07 | 6 |
| Implement the internship content following the objectives and requirements of the internship | 0 | 4 | 25 | 29 | 2 | 3,48 | 3 |
| Supervising the evaluation of internship reports by instructors for interns | 2 | 2 | 27 | 27 | 2 | 3,42 | 4 |

The survey results on the actual situation of students' practice of directing internships at the Vinh Long University of Technology Education showed that the subjects studied the level of implementation of the contents of the management and directing activities. Internship performance is average (Mean=3.44).

The content that is considered to be the most effective is "Implement the internship plan according to the set program," with the highest average score of 3.82.

Next is the content "Directing departments, departments, subject groups, related individuals and students to participate in activities to implement on schedule," with an average value of 3.63. However, the content "Strictly monitoring for timely direction in each stage of the internship" was evaluated as the least effective implementation with an average score of only 3.07. This tells us that the stages of internship activities have yet to be closely, regularly, and thoroughly supervised by the school.

Therefore, the working process must be more rational and scientific, which will hardly bring efficiency and quality to the internship. This also coincides with the school's lack of rigor in management and implementation, leading to ineffective coordination between the school and the internship-receiving company.

2.5 Actual situation of testing and evaluating students' internship activities

Table 5. *Results of the survey on the actual status of the inspection and assessment of students' internship activities*

| Contents | Efficiency level | | | | | Mean | Rank |
|--|------------------|------|---------|------|-----------|------|------|
| | Least | Weak | Average | Good | Excellent | | |
| Training on assessment of internship activities for instructors and students | 0 | 12 | 28 | 20 | 0 | 3,13 | 6 |
| Develop a system of criteria for evaluating the contents of internship activities | 0 | 15 | 28 | 17 | 0 | 3,03 | 7 |
| Ensure proper assessment of internship activity | 0 | 13 | 25 | 21 | 1 | 3,17 | 4 |
| Appointing experienced and qualified managers to check and evaluate the results of students' internship activities | 2 | 9 | 24 | 21 | 4 | 3,27 | 2 |
| The inspection of the implementation and implementation of the plan of internship activities according to each specific period and time of the plan. | 2 | 6 | 27 | 25 | 0 | 3,25 | 3 |
| Check the coordination between the units related to internship activities | 3 | 15 | 25 | 17 | 0 | 2,93 | 8 |
| Check and evaluate the suitability of the school's curriculum framework with the professional reality | 0 | 8 | 34 | 18 | 0 | 3,17 | 4 |
| Periodically check and evaluate the completion of the content of internship activities of students | 0 | 2 | 30 | 28 | 0 | 3,43 | 1 |

The survey results on the actual status of the examination and evaluation of students' internship activities show that the contents and re-evaluation are practical activities evaluated by the research objects. When performing the lowest, with an average score of 3.22 points. The grading of student's internship performance at Vinh Long University of Technology Education is done quite well. However, the level of practicality assessment in students' internship activities is still very high knowledge, not emphasizing the practical ability and professional manipulation of students, leading to the quality of internship activities could be higher. In addition, checking the coordination of organizations related to internship activities needs to be more focused and closely monitored. Because the school's teaching staff are young and few, in addition to teaching time, they are less interested in fostering to improve their professional capacity and in guiding practice as well as in matters related to teaching activities.

Solutions to improve the efficiency of student internship management at Vinh Long University of Technology Education

Educational organizations raise awareness about the position and importance of internships for staff, lecturers, and students

In order to raise awareness among management staff, lecturers, instructors, and students about the position, role, and importance of graduate internship activities and management of graduate internship activities of the Vinh Long University of Technology Education students according to the standard output approach. From there, it helps the management staff, instructors, and instructors to improve their responsibilities, reach a high consensus on goals, content, and implementation methods, and actively apply flexibly in the organization's Graduate internship. Help students learn self-discipline, actively practice professional skills, and cooperate with instructors and instructors in graduation practice activities, successfully completing training programs. Measures can be implemented through some of the following: (1) Educating and propagating for managers, lecturers, and instructors at the internment institutions about their roles, responsibilities, and obligations for graduate internship and management activities. Graduation internship according to the standard output approach; (2) Regulations on responsibilities, obligations, and rights of lecturers in guiding students to graduate internships; (3) Regulations on the rights, responsibilities, and obligations of the partner unit in accepting interns and guiding the interns to graduate; (4) Regulations on the responsibilities, obligations, and interests of managers and instructors at the internment institution in guiding students to graduate internships; (5) Regulations on the sense of responsibility, obligations, and rights of students participating in graduate internship activities according to the standard output approach (Boyatzis, 1982).

Innovating in developing internship plans for students of Vinh Long University of Technology Education in the direction of a standard output approach

Developing a graduation internship plan for students at the Vinh Long University of Technology Education according to the output standard approach is evaluated quite well. However, there are still many things that could be improved. Therefore, it is necessary to improve the efficiency of building graduate internship plans for students based on output standards. This solution aims to ensure that the graduation internship planning activity is carried out according to a scientific, strict, orderly, and quality process, helping the graduation internship activity to be completed by students who meet the relevant output standards of the training program.

School leaders need to clearly define the resources needed to implement the graduation internship plan to develop learners' competencies, which is the condition for making the graduation internship plan possible. In the plan, it is necessary to set specific standards and criteria for the departments, subjects, and lecturers to implement. In addition to human resources, it is necessary to ensure resources in terms of facilities and conditions to support graduate internship activities. The graduation internship plan must be specified in each content, each stage of the graduation internship process, according to the reality of each school year, and clearly define the work that the lecturers and students must perform within a certain period. Choosing the form of organization for graduate internship activities must promote students' positivity, initiative, creativity, and ability to form, apply and consolidate knowledge, skills, and professional attitudes of students. Methods

and forms of testing and assessing students' learning outcomes must be appropriate, focusing on assessing students' ability to apply knowledge, skills, and attitudes in performing learning tasks, ensuring assessing students' abilities (Bulkaliya, 2012).

Innovating, examining, and evaluating graduate internship activities of students at Vinh Long University of Technology Education

The goal of the solution is to develop a comprehensive, objective, and reliable method of testing and evaluating internships according to the competency framework and output standards, contributing to innovating the method of testing and evaluating internship activities graduation, in line with the requirements of vocational skills training for students in the current context, helping to assess internships accurately. Measures can be implemented through some of the following contents: (1) Develop criteria for evaluating internship graduation with each internship content in the direction of meeting the output standards of the training program; (2) Develop evaluation criteria for Internship Report, Graduation Thesis/Graduation Thesis; (3) Implement the principle of assessment according to the capacity of the interns; (4) Regulations on coordination in the assessment of graduation internships between the lecturers of the intern company and the instructors of the institutions that receive the interns.

3. Conclusion

Graduation internship is an activity that plays a crucial role in training career skills for students in general and Vinh Ling University of Technology Education in particular. Graduation internship activities, according to the standard output approach, are a system of activities in the natural working environment of students before graduation under the guidance of instructors and instructors at practical establishments. The practice aims to apply the acquired knowledge to consolidate knowledge, form, and develop professional skills and attitudes, thereby meeting the output standards of the training program.

Management of graduate internship activities of students according to the output standard approach is a collection of organized, purposeful, oriented, and planned impacts of the subject managing graduate internship activities to management object through the implementation of management functions in order to achieve the goal of graduation internship of students of Vinh Long University of Technology Education , meeting the requirements of the training output standards. In other words, the management of graduate internship activities according to the output standard approach is the application of Standards to perform management functions in the management of graduate internship activities. Participating in the management of graduate internship activities of, students has many subjects with different roles, functions, and tasks, influenced by many subjective and objective factors.

References

- Alpert, Frank, Joo-Gim Heaney and Kerri Kuhn (2009), "Internships in Marketing: Goals, Structures, and Assessment--Student, Company, and Academic Perspectives," *Australasian Marketing Journal*, Vol. 17, 36– 45.
- Amant, K. S. (2003). "Expanding internships to enhance academic- industry relations: A perspective in stakeholder education". *Journal of Technical Writing & Communication*, 33(3), 231-241.
- Bales, K., (1979). "Experiential learning: A review and annotated bibliography". *Journal of Cooperative Education*, 16 (winter), 70-90.
- Barr, T.F., and McNeilly, K.M., (2002). "The value of students' classroom experiences from the eyes of the recruiter: Information, implications, and recommendations for marketing educators". *Journal of Marketing Education* 24 (2), 168-173.
- Barry, K., and King, L. (1997). *Beginning Teaching*, 2th Ed, Australia: Social science press.
- Bennett, R., Eagle, L., Mousley, W., & Ali-Choudhury, R. (2008). "Reassessing the value of work-experience placements in the context of widening participation in higher education". *Journal of Vocational Education & Training*, 60(2), 105-122. doi: 10.1080/13636820802042339
- Bernstein, J., (1976). "Urban field education: An opportunity structure for enhancing students' personal and social efficacy". *Human Relations* 29(7), 677-685.
- Bloom, B. S., Englehatt, M. D., Furst, E. J., Hill, W. H., and Krathwohl, D. R. (1956). *Taxonomy of Education Objectives: Handbook I - Cognitive Domian*, New York: McKay
- Boyatzis, R. E. (1982). *The Competent Manager*. NY: John Wiley and Sons
- Bulkaliya, R. (2012). "The potential benefits and challenges of internship programmes in an ODL institution: A case for the Zimbabwe Open University", *International Journal on New Trends in Education and Their Implications*, 3(1), pp. 118-133.