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An Empirical Study on the Influence of Possibility to Acquire Permanent Position through Level of Education, Skill Level, and Major Match in Corporate Internship Participants*

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Abstract

This study shed light on the upcoming new trend of internship, which now consider as a gateway to hold a full-time employment in Korea. This paper employed data from undergraduate students' career movement statistics(GOMS: Graduates Occupational Mobility Survey) by Korea Employment Information Service to analyze influence of youth internship's performance by measuring the conformity level based on the nature of work to education background, skill set, and college major as main independent variables.

Descriptively, higher the conformity level of education background, skill set, and college major to nature of job duty which internship takes place, greater the possibility of being hired as a full-time. Among the three variables, skill set was most dominant factor. In addition to finding out significant variables that led to full-time employment, authors here looked closely to the types of internship participation, which result showed that small business internship and corporate internship have higher permanent position conversion rate than participating in public sectors. The limitations and implications of these findings for future research and practice are discussed.

Key Words: Education Level, Skill Level, Major Match, Youth Internship, Internship Participation.

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Ⅰ. Introduction

Ever since LG first adopted internship program in 1984 in Korea, it became almost a necessity for a full-time employment(Lee, 1993). In 1998, due to International Monetary Fund Crisis in 1997, Korean government introduced public joined internship program for public sectors, followed by universities in 1999(Lee & Kim, 2008). In conjunction with economic downfall, internship program landed as a perpetual process for full-time opportunity on account of oversupply in labor market, which led employers to efficiently verify potential full-timers with small risk(Lee & Kim, 2008).

In the recent job market for college graduates, the trend of the internship program has been largely divided into two seasons. The first half of the year will be concentrated in April. If pass the exam after a paper examination and interview examination, A prospective college graduate will participate in the intern course for two months during the summer vacation. Then, they will evaluate the results of the internship for two months and announce the final acceptance in August or September. The second half of the year is concentrated in November and will be finally accepted in February or March after participating in the internship during winter vacation. Companies hire new employees in parallel with the internship program and open recruitment. Although the acceptance rate varies depending on the companies, most of them are accepted at less than 50%. The subjects of the internship program are those who are expected to graduate in the first semester of the fourth grade(Lee, 2019).

In mid 80s, internship program was sprinkled through multinational firms; Samsung, Hyundai, and POSCO in Korea. While 80s were more of adopting test period, the internship became a common gateway for full-time employment in 90s. After millenium, internship program became a mandatory process for companies to filter out potential full-timers, the process of selecting internship participants is not much different from the process of open recruitment. Former internship applying process concerned simply applying curriculum vitae with recommendation letter from school have now changed to full process much alike open recruitment that applicants have to prepare full resume, take personality/aptitude test, and numerous interviews.

Not only the internship applying process have changed but the contents have changed as well. In past, companies offered internship in summer/winter vacation for two to three weeks course mainly introducing the business operation to help participants witness the scope of business and acquire extra admission points when applying These days, internship

opportunities are usually offered to senior college students right before their last semester. Students have to spend at least a month for internship recruitment process, and spend another 8 weeks for working as an intern. Considering internship and open recruitment are only route to full-time jobs, students have to try both means. Students are now under stress more than ever as internship does not guarantee full-time position but cannot disregard the fact that the internship is a strong route for full-time opportunity. Internship became a necessary evil.

So far, researchers agree that internship experience is a plus in the job market, which can translate into students being hired more readily for next jobs(Knouse & Fontenot, 2008). Knouse, Tanner, and Harris(1999) also found that students who had chosen to complete internships were offered jobs more quickly than those who had not opted for internships. Employers rated students whose resumes showed evidence of internship experience higher than ones with no record. However, so called training period or internship program in Korea have distinctive system compare to other developed countries. In most developed countries, internship is a practical training where youth can experience their potential career. In Korea however, internship is served as a prerequisite before applying for a full-time in the same company, driving potential job seekers to take internship vigorously. Being able to participate in internship is important than ever, just getting into the program is a tremendous stress for potential applicants as a result of fierce competition. Internship and open recruitment became exclusive route for future full-time jobs, where former is usually offered to university students at their 7th semester and latter for their last semester. Although internship program offered by private or public entities give notion of positive edge allowing potential workers to get a grip of the field to find out the actual fit between their expectation and reality, we must consider the side-effect as this program became another burden for potential job seekers.

Companies vary in terms of recruiting season. Normally, open recruitments are focused in March through April and September through October. Internship recruiting commonly starts near the end of open recruitment in April and October, but this has changed and nowadays many firms recruit interns and full-time positions in parallel time line to secure high-quality human resources for their advantage. Major companies approach recruiting market by using one whole platform, allocating both full-time and intern positions wrapped in one big recruitment. This means the time line for candidate interview(interns and full-time) takes at same period and their first official day to office is same if selected. While open recruitment for full-time jobs only ask for resume, skill test, and interviews, selected interns have to prove themselves for 8 weeks to be selected for full-time. In other words, interns are

constantly under pressure for 2 months. Even after enduring 2 months, their full-time job security is still not stable due to company policy for hiring limited personnel. Biggest problem of these internship program is opportunity cost. For those who are not selected as a full-time, they have to wait for next season which is another 4 months of waiting on account of Korean recruiting culture(major companies only hire semi-annually). So when interns have to leave the company after the 8 weeks of internship, total opportunity cost is half year(Park, 1995).

This study aims to decrease such risk for potential internship appliers, authors suggest which factors to consider when applying for one so that they can increase their probabilities and land as a full-timer. This study extracted three main factors that have high correlation for converging from interns to full-timer. The impact of conformity levels of education background, skill set, and college major to nature of job duty interns partake are explored.

II. Theoretical Background

2.1 Education Background, Skill Set, College Major

Previous studies explored correlation between overeducation and job satisfaction. These researches point out that when one feels the job task is effortless and considers it as low paying job compare to his or her education background, job satisfaction will likely decline and leads to low productivity(Kim, 2005; Park, 2004; Chae et al., 2005). Park(2004) and Uh(1995) also argue low conformity level of education background or skill set to job description affect job satisfaction and turnover.

Kim(2012) has categorized following studies. Kim(2005), Kim(2006), Kim and Kim(2008), Park(2004), Chae, Kim, and Oh(2005) proved that there is negative correlation between salary and overeducation, skill set. Park(2004) calculated employees′ productivity compared to the salary and found that there is loss of 7.8% for overeducated, 5.8% for college major mismatch, and 10.5% for highly skilled(loss % represents less output compare to the cost of individual salary). Undereducated however, do not have any significant affect to wages(Kim & Kim, 2008). Also Kim, Kim, and Jo(2011) used dummy data, setting 1 as people who believed their job duty is effortless compare to their education background and skill set, and 0 as people who believed their job duty is appropriate to their level, to discover that overeducation and higher skill set affect wages negatively.

Park(2004) learned through his findings that people who believed their level is equivalent to their job duty, showed great job satisfaction. Employees with overeducation had lowest job satisfaction, believed that their salary is too low(Kim, 2005; Park, 2004). Kim(2006) also noted that overeducation is second highest factor after salary when in comes to low job satisfaction while there is no difference between undereducated or optimal.

Low conformity level between job duty and education background or skill set also affect job turnover rate. Ninety percent of overeducated people believed that they do not regard current job as permanent. This result was higher among female than male(Park, 2004). However, Uh(1995) argue that education background is not significant factor in turnover rate. He asserts that for people who feel that they are undereducated, are satisfied for overrated salary. For those who feel that they are overeducated do not often get chance for better position elsewhere. Recent research by Cha and Chu(2010) however, showed that both education background and skill set have significant effect to both wages and turnover rate. Findings by data analysis employing Graduates Occupational Mobility Survey 2007 by Korean Employment Information Service proved that when employees believe they have overeducation or higher skill set compare to their job duty or salary, their job satisfaction declines. On the contrary, Kim(2012) detected the major player is not overeducation or higher skill set, it is undereducated background and lower skill set that drives job satisfaction and maintain low turnover rate. As for the match of college major and job description, higher the match, the probability of securing full-time position, maintaining satisfactory income, and job satisfaction is high.

2.2 Internship

From applicants' perspective, internship can create a set of realistic expectations for work in the business world(Knouse & Fontenot, 2008). Educational professions recognize that internships seems to offer many benefits: 1. help applicants to find jobs, 2. help applicants to experience the field to see a fit between their expectation and reality, 3. motivate applicants to continue along a career path(Clark, 2003; Divine et al., 2007). From employer's point of view, internship program can be used to hire people who can fit into dynamic labor demand(Bertola, 1990). Companies can reduce uncertainty by actually working with potential colleagues with less expense than hiring as a full-timer. This means low risk. In theory, government can also get benefit through internship as authority can decrease unemployment rate and keep human resource in the labor pool. However there is downfall as well. First of all, from companies point of view, due to disparity in social status, group can be divided in

to two, resulting lower productivity. Carelessness or unskilled can cause unexpected harm to companies. As for interns, works at internship might end up as lame routinized work that does not help interns to gain actual field experience as they hoped for. This might lead to decline of motivation for work or time wasting. This can hurt labor market in the long run.

Previous studies regarding the effect of internship were elaborated by two sides mainly from applicants and employers(Yoh & Lee, 2008; Choi, 2006). Other studies focused on main effects of internship program to set a guideline to enhance internship operational(Yun et al., 2006; Lee et al., 2009). However, these findings are limited by specific category type of internship or certain job category, it is hard to evaluate full effect of internship in labor market. To narrow it down, Nam, Lee, and Joo(2009) discovered that government joined internship program has effect for keeping overeducated people in labor market, rather than opening a new job positions. Other research by, indicates that internship program do actually create jobs and increase job satisfaction, but data was only collected by interns with no proper control set, thus need elaborate methodology concerning those who were not selected as interns(Roh & Hur, 2011). Recently, the form of industry-academy cooperation have been evolved to the state where take individual characteristics into account(Kim & Lee, 2012). These trend has been spotted in Samsung recruitment(Lee & Kim, 2009).

Ⅲ. Research Design

3.1 Data

Graduates Occupational Mobility Survey 2011(hereinafter GOMS) data by Korean Employment Information Service were collected to learn internship to full-time success rate by analyzing the influences of fit between nature of job duty to education background, skill set and college major. Provided by GOMS, authors employed 18,078 college graduates from total 470,558 college graduates who have completed education in August of 2009 to February 2010 in Korea. Of those, 3,095 who have internship experience were finally selected.

3.2 Measurements

This research used binomial logistic regression from variables extracted from GOMS that were self-reported by participants. As for dependent variable, participants were asked

whether their internship experience have successfully continued as full-time in same entity(1=yes, 0=no). Education background, skill set, college major, and individual characteristics were used as independent variables. Education background variable was measured allowing participants to choose their final education(4 years or 2-3 years college). As for skill set, existence of certificates(license) and training career were measured. College major variable was measured from the data provided by Korean Employment Information Service, employed dummy variables to given humanities criteria.

To find out the conformity level based on the difference between nature of job duty and education background, authors asked "How do you grade the balance between the level of internship work(or job duty) and your level of education background?" (1; work is beneath my level to 5; work is above my level). As for conformity level based on the difference between nature of job duty and individual skill set authors asked "How do you grade the balance between the level of internship work(or job duty) and your level of skill set?" (1; work is beneath my skill to 5; work is above my skill). To check the conformity level, authors coded 5 answers into 3 subjects. 1 and 5 as 1: large difference, 2 and 4 as 2: somewhat different, and 3 as 3: highly conformed. For conformity level based on the difference between nature of job duty and college major, authors asked "How do you grade the balance between the level of internship work(or job duty) and college major?" (1; work has nothing to do with what I have learned from school to 5; work is exactly what I have learned in school). Table 1 and 2 describes summary for each variables and its values.

<Table 1> Variables and its values

Classification	N	Minimum Value	Maximum Value	Mean	SD
Full-Time	3021	.00	1.00	.20	.40
Job Duty-College Major	3095	1	5	3.27	1.26
		1	3	2.20	.82
Job Duty-Education Background	3088	1.00	3.00	2.49	.62
Job Duty-Skill Set	3074	1.00	3.00	2.48	.62
Male	3095	.00	1.00	.50	.50
Age	3086	19.17	59.58	26.63	2.62
2-3 Years College	3095	.00	1.00	.15	.35
4 Years College(University)	3095	.00	1.00	.84	.36
Married	3095	.00	1.00	.04	.21
Gyeongin Area	3095	.00	1.00	.24	.42
Chungcheong Region	3095	.00	1.00	.13	.34
Yeongnam Region	3095	.00	1.00	.21	.40

Honam Region	3095	.00	1.00	.09	.29
Department of Social Studies	3095	.00	1.00	.29	.45
Department of Education	3095	.00	1.00	.03	.18
Department of Engineering	3095	.00	1.00	.27	.44
Department of Science	3095	.00	1.00	.13	.34
Department of Medicine	3095	.00	1.00	.04	.19
Department of Arts	3095	.00	1.00	.09	.28
Certificates(License)	3095	.00	1.00	.75	.43
Training Program	3095	.00	1.00	.24	.42
Small Business Internship	3095	.00	1.00	.20	.40
Global Internship	3095	.00	1.00	.05	.22
Corporate Internship	3095	.00	1.00	.46	.49

<Table 2> Frequency Analysis

Classification		N	%
Gender	Female	1,538	49.7
	Male	1,557	50.3
Marriage	Single	2,949	95.3
	Married	146	4.7
Education Background	2-3 years	482	15.6
	4 years	2,613	84.4
Major	Humanities	390	12.6
	Social Science	914	29.5
	Education	113	3.7
	Engineering	837	27.0
	Science	429	13.9
	Medicine	128	4.1
	Arts	284	9.2
School Location	Seoul	963	31.1
	Gyeongin Area	753	24.3
	Chungcheong Region	423	13.7
	Yeongnam Region	653	21.1
	Honam Region	303	9.8
Certificates	No	765	24.7
	Yes	2,330	75.3
Training Program	No	2,346	75.8
	Yes	749	24.2

Internship Types	Small Business	624	20.2
	Public Sectors	850	27.5
	International	169	5.5
	Corporate	1,452	46.9
Internship Evaluation	No	1,213	39.3
	Yes	1,876	60.7
	N/A	6	-
Full-Time Conversion	No	2,389	79.1
	Yes	632	20.9
Job Duty - Education Background	Highly Different	220	7.1
	Somewhat Okay	1,109	35.9
	Highly Conformed	1,759	57.0
Job Duty - Skill Set	Highly Different	211	6.9
	Somewhat Okay	1,149	37.4
	Highly Conformed	1,714	55.8
	N/A	21	-
Job Duty-Major	Large Difference	811	26.2
	Somewhat Okay	854	27.6
	Highly Conformed	1,430	46.2
Total		3,095	100

Frequency analysis and statistics values illustrate that total numbers of successfully full-time tuned over are 632(20.92%) to those who failed, 2,389(79.1%). Average value for discrepancy between college major and job duty was 3.27, meaning lot of interns believe what they have learned in school were actually practical in field. To be specific, 384(12.4%) responded 'no fit between the college major and job duty', 427(13.8%) said 'not quite', 854(27.6%) replied 'somewhat fit', 833(26.9%) said 'good fit', and 597(19.3%) responded 'fit perfectly.' This result was then transformed to 3 points scale, 1 meaning high discrepancy between college major and job duty, 2 somewhat fit, and 3 highly matched. Total value were changed from 3.27 to 2.20. Conformity level between job duty to education background and skill set were 2.49 and 2.48 respectfully. For the fit between job duty and education background, 220(7.1%) participants responded 'highly different' 1,109(35.9%) said 'somewhat okay' and 1,759(57%) said the job duty highly matched to their education level. As for the fit between job duty and individual skill set, 211(6.9%) replied 'highly different', 1,149(37.4%) said 'somewhat okay' and 1,714(55.8%) said 'highly conformed.'.

3.3 Models

To analyze the impact of the conformity level between education background, individual skill set, and college major to internship job duty, researchers used following regression analysis. Model 1 describes standard function without 3 main variables, individual characteristics values were only used.

(1) $Y=\alpha+\beta 1x1 +\beta 2x2 + \beta 2x2 + e$

Independent variable Y represents success rate from internship to full-time. x1 represents individual characteristics that relates to educational background, skill set, and college major (location of school, years of college, major, certificates, and training program experience and etc.) x2 represents individual status (gender, marriage, age, and etc. x3 represents internship type (small business, global business, and etc.) e represents error term.

(2) $Y=\alpha+\beta 1x1 +\beta 2x2 +\beta 3EJM + e$

EJM(education background - job duty match) factor was added to model 1.

(3) $Y=\alpha+\beta 1x1 +\beta 2x2 +\beta 3SJM + e$

SJM(skill set-job duty match) factor was added to model 1.

(4) $Y=\alpha+\beta 1x1 +\beta 2x2 +\beta 3SJM + e$

MJM(college major - job duty match) factor was added to model 1.

(5) $Y=\alpha+\beta 1x1 +\beta 2x2 +\beta 3EJM +\beta 4SJM + \beta 5MJM + e$

EJM, SJM, and SJM factors were added to model 1.

Ⅳ. Empirical Analysis

Binomial logistic regression was used to analyze the impact of job duty - education background, job duty - skill set, and job duty - college major conformity level that cause differences in success rate of internship to full-time as shown in Table 3.

<Table 3> Impact of Conformity Level of Main Factors for Success Rate of Full-Time Conversion I

Class	Model 1			Model 2			Model 3		
	β	SE	Exp(B)	β	SE	Exp(B)	β	SE	Exp(B)
College	-.431**	.142	.650	-.416**	.143	.660	-.417**	.143	.659
Gyeongin Area	-.465**	.138	.628	-.451**	.138	.637	-.452**	.139	.636
Chungcheong Region	-.141	.158	.868	-.140	.159	.869	-.129	.159	.879
Yeongnam Region	.009	.136	1.009	.013	.136	1.014	.020	.137	1.020
Honam Region	-.244	.191	.783	-.214	.192	.807	-.212	.192	.809
Social Science	-.244	.178	.783	-.240	.179	.787	-.267	.179	.766
Education	-.277	.354	.758	-.290	.355	.749	-.286	.356	.751
Engineering	-.061	.180	.941	-.055	.180	.947	-.071	.181	.932
Science	.013	.199	1.013	.013	.200	1.013	-.021	.201	.979
Medicine	.447	.259	1.563	.444	.260	1.558	.407	.261	1.502
Arts	.017	.215	1.017	-.007	.216	.993	-.050	.217	.951
Certificates	.025	.112	1.025	.019	.112	1.019	.029	.112	1.030
Training	.275*	.107	1.317	.287**	.108	1.333	.295**	.108	1.343
Male	.535**	.122	1.707	.540**	.123	1.717	.528**	.123	1.696
Married	.114	.226	1.121	.104	.226	1.110	.132	.228	1.141
Age	-.027	.026	.973	-.028	.026	.972	-.029	.026	.971
Small Business Intern	2.692**	.223	14.767	2.678**	.224	14.557	2.674**	.224	14.496
Global Intern	.563	.387	1.757	.564	.387	1.757	.570	.388	1.768
Corporate Intern	2.366**	.215	10.656	2.324**	.216	10.219	2.327**	.216	10.245
Education - job duty				.274**	.081	1.316			
Skill Set - Job Duty							.352**	.082	1.421
College Major - Job Duty									
Constants	-2.449	.697	.086	-3.121	.728	.044	-3.266	.731	.038
No.	3,012			3,006			2,992		
-2LL	2687.105			2674.991			2654.042		
Pseudo R^2 (NagelkerkeR^2)	.197			.202			.204		

<Table 4> Impact of Conformity Level of Main Factors for Success Rate of Full-Time Conversion II

Class	Model 4			Model 5		
	β	SE	Exp(B)	β	SE	Exp(B)
College	-.424**	.142	.655	-.414**	.143	.661
Gyeongin Area	-.472**	.138	.624	-.458**	.139	.633
Chungcheong Region	-.154	.158	.857	-.137	.159	.872
Yeongnam Region	.004	.136	1.004	.017	.137	1.017
Honam Region	-.247	.191	.781	-.217	.193	.805
Social Science	-.283	.180	.754	-.293	.181	.746
Education	-.314	.355	.730	-.309	.356	.734
Engineering	-.106	.182	.899	-.101	.183	.904
Science	-.027	.201	.973	-.048	.202	.953
Medicine	.366	.263	1.442	.353	.265	1.424
Arts	-.034	.217	.967	-.082	.218	.921
Certificates	.025	.112	1.026	.030	.113	1.031
Training	.275*	.107	1.316	.294**	.108	1.341
Male	.536**	.122	1.709	.529**	.123	1.697
Married	.109	.226	1.115	.129	.228	1.138
Age	-.027	.026	.973	-.029	.026	.971
Small Business Intern	2.674**	.224	14.493	2.663**	.224	14.339
Global Intern	.528	.388	1.695	.545	.388	1.725
Corporate Intern	2.337**	.216	10.353	2.312**	.216	10.095
Education - job duty				-.028	.134	.972
Skill Set - Job Duty				.359**	.135	1.432
College Major - Job Duty	.108	.062	1.114	.072	.063	1.074
Constants	-2.639	.703	.071	-3.345	.737	.035
No.	3,012			2,992		
-2LL	2683.989			2652.713		
Pseudo R^2 (Nagelkerke R^2)	.199			.205		

* p<05, ** p<.01

Variance inflation factor values were minimum 1.014 to maximum 3.195 which overall were

less than 10, indicate there is no issue of multicollinearity among independent variables. As for individual characteristics that concern main variables, those who are in 2 or 3 years colleges or those who live in Gyeongin area had significantly higher success rate of internship to full-time conversion. Conversion rate was significantly higher for participants who had training program experience. Male, compare to female, had better chance of becoming full-time. As for full-time conversion rate in internship types, small business and corporate internship were significant, but not internship at public sectors or internship in abroad.

Values derived from model 2 describes, participants' perception of their fit between job duty and education background led higher chances of them getting full-time offer. Values derived from model 3 illustrates, participants' perception of their fit between job duty and their skill set led higher chances of them getting full-time offer as well. As for fit among college major and job duty, result was only significant in less than 0.10 but not 0.05. This implicates, college major factor only played as partial player in terms of impact of full-time conversion rate. Though conformity level among both individual skill set and college major to job duty in model 5 did not affect full-time conversion rate, conformity level between skill set and job duty alone had major impact to full-time conversion rate.

Ⅴ. Implication and Limitation

Korea is no exception to current economic recession around the globe. Advances in information technology accelerates this phenomena. Unemployment rate is higher than ever, thus gives leverage to employers, but more competition for potential employees. Original spirit of internship that help benefit youth from experiencing work environment have changed to work hard with less money circumstances. Internship is now considered as a one and only gateway for landing a full-time job. In this vein, findings from this research helps potential work finders to be aware of the probabilities of becoming full-timer when they approach internship. Findings imply when applying for internship, one must turn over his or her mind to see whether applying position matches their education background, skill set or college major. Among three, skill set match shows highest conversion rate to full-time position. Aiming at permanent position, small business or corporate internship have better chance than working at the public or international sectors. With regard to the full-time conversion is now important than ever to potential job seekers, this study provides meaningful highlight when

applying for internship. However, this study has its limits for not suggesting sufficient literature background for each variables. Also, conformity levels between the nature of work to such factors were not throughly specified, for instance, there were cases of high level of the job duty compare to low level of individual skill set, or vice versa. In this study, both cases were considered as low level of conformity. Findings only relates to interns converging to permanent position in same company, which lack those who had internship experience in other companies different from their current full-time job. In addition, data were collected through form of self-reporting survey, which can dilute the validity. Lastly, this research only provides current phenomena, insufficient to predict future movement of labor market. Building on the discovery, authors hope that both employers and potential employees can cooperate to compose improved internship program that can help both sides.

In the future, universities are expected to have more efficient results when participating in small and medium-sized companies or private large companies than in public companies. This is because most public companies take written tests regardless of the internship program. Especially for engineering college students related to technical level, the possibility off full-time employment will be even higher if the internship program is properly utilized.

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인턴 참여자들의 교육수준, 기술수준, 전공일치가 인턴참여 직장에서 정규직 채용 가능성에 미치는 영향에 관한 연구*

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국문요약

본 연구는 인턴 참여자들의 업무의 교육수준 및 기술수준 그리고 전공일치가 청년인턴제 성과에 미치는 영향을 분석하기 위해 한국고용정보원에서 제공하는'2011 대졸자 직업이동 경로조사: 2010 GOMS(Graduates Occupational Mobility Survey) 데이터를 활용하여 분석하였다. 분석결과, 인턴 참여자들의 업무의 교육수준 및 기술수준 그리고 전공일치 수준이 높을수록 인턴으로 참여한 직장에서 정규직으로 채용될 가능성이 높은 것으로 나타났다. 특히, 기술수준 일치여부가 가장 크게 영향을 미치는 것으로 나타났다. 또한 인턴참여 종류가 인턴참여 직장에서 정규직으로 전환될 가능성에 미치는 영향을 분석한 결과, 참여한 인턴제 중 행정인턴제(중앙행정기관, 공공기관 등)에 참여한 경우 보다는 중소기업 청년인턴제에 참여한 경우와 기업 자체 운영 인턴제에 참여한 경우, 참여한 직장에서 정규직으로 채용된 경험이 유의미한 정(+)의 영향을 미치는 것으로 나타났다. 이와 같은 연구결과는 신규 대졸자의 청년인턴제 참여에 대해 다음과 같은 시사점을 제공한다. 먼저 청년 구직자들이 인턴제에 참여할 경우, 자신의 교육수준 및 기술수준 그리고 전공이 일치하는 인턴업무를 수행할 수 있을 때 지원하는 것이 정규직 채용 가능성이 높다는 것이다. 또한 행정인턴제와 글로벌(해외) 인턴제의 참여 보다는 중소기업 청년인턴제와 기업 자체 운영 인턴제에 참여하는 것이 해당 일자리 내에서 정규직화 될 수 있는 가능성이 높다는 것을 인식하고 자신의 교육수준 및 기술수준 그리고 전공을 고려하여 참여할 인턴제를 선택해야 한다는 점에 주목해야 할 것이다.

주제어 : 교육수준, 기술수준, 전공일치, 청년인턴제, 인턴참여.

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