

## **Dissertation**

### **“To Investigate The Perceptions And Experiences Of Interns In The Arts Sector In Ireland”**

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## Abstract

**Purpose:** The purpose of this dissertation is to investigate past/current perceptions and experience of interns in the arts sector in Ireland.

**Design/Methodology/Approach:** 62 surveys responses based on internship perceptions and experiences were collected, which were undertaken by individuals who are currently undertaking/have undertaken an internship in the arts sector in Ireland. The information was then analysed using SPSS in order to assess any interesting insights from the data.

**Findings:** This study identified a number of findings based on the perceptions and experiences of interns in the arts sector in Ireland, including; relationship between motivations, positive and negative aspects of the internship experience, as well as the benefit of structure. It was found that although the majority of respondents had a generally positive internship experience, they saw a need for structure in order to improve their internship programs.

**Research limitations/implications:** The findings of this research should be taken into consideration with the knowledge that as the study is relatively niche, it was difficult to gather a vast sample size.

**Originality/value:** Internships are currently a great topic of interest, as the experiences vary greatly over all sectors and within sectors. By investigating this area and presenting the results, it can greatly benefit the arts sector in gaining a better understanding of the interns' needs, and thus individuals can be informed as how to improving internship practice in the arts sector in Ireland.

**Key words:** Internship, Arts Sector, Perceptions, and Experiences.

**Paper type:** Dissertation.

## Introduction

Internships schemes are becoming a great topic of interest; this is both in terms of their benefits, as well as their drawbacks. Frenette (2013) states that Internships are not a recent phenomenon, as work-based learning is a long established way of incorporating individuals into an organisation. Yet, internships schemes in their current form have been brought to the public's attention in recent years. According to Beecher et al (2014) Interns have become a fundamental part of a functioning organisation within the arts sector. It is further stated that due to reductions in funding and sponsorship to the arts sector, organisations reliance on interns has risen greatly, in order to sustain their business operations. Daniels et al (2013) consider the fact that although internships are increasingly common within arts industries, there is a lack of research in relation to their significance and their benefits. Beecher et al (2014) also draws relevance to the lack of understanding when it comes to internship schemes, which in turn can lead to a rise in exploitation of workers, as there is no common perception of how these schemes should be run.

The study conducted will focus on the perceptions and experiences of interns in the arts sector in Ireland. In order to explore this, it will firstly examine the current literature based around internships. This will investigate the definition of an internship in a variety of forms and from this, a broad definition of the Arts Sector will be assessed, the other key areas that will be focused on will include; internship motivations, the internship experience, perceived benefits; which will be in relation to the individual and also to the organisation, as well as the potential areas of concern surrounding them. Finally the study will reflect on the literature's variety of recommendations surrounding the proposed best practice for internships. After considering this literature, the author will then outline the proposed research objectives and sub-objectives. A variety of research methodology will then be considered for the study and from this

an appropriate method will be chosen and outlined, in order to gather primary data for the outlined study. Once these areas have been considered the chosen research design, sample and research instrument will be discussed.

Once the data has been collected and analysed, the next section will then highlight the key findings from the primary research conducted. From this there will be a discussion combining the findings and the relevant literature. Finally a set of recommendation will be provided, shaped from the findings and the literature.

## Literature Review

This literature review will broadly examine and assess the previous research conducted on Internships. In order to understand the meaning of an internship, a variety of definitions will be explored. Following this a definition for the arts sector will be identified in relation to this particular study. The various motivations to undertake an internship will then be considered, followed by a broad meaning of the term experience. The study will then examine the literature concerning the perceived benefits of internships for the individual and also the organisation. The potential drawbacks that may be associated with the framework of internships will then be considered, as well as an exploration of the potential areas of concern, as seen in the media in recent years. Once these areas have been explored, the current best practice methods used within internship schemes will be considered, as well as assessing the importance of structure within a typical internship.

### Internship Definition

There is not one simple definition for an internship. Instead it seems that over the years definitions have tailored themselves in order to fit their changing environments. Taylor (1988) defined internships as; “structured and career-relevant work experiences obtained by students prior to graduation from an academic program” (p. 393). It is apparent that this definition is restricting, as it implies that an internship is limited to an undergraduate experience. Whereas, Gault et al. (2000) stated that internships “generally refer to part-time field experiences and encompass a wide variety of academic disciplines and organisational settings.” (p. 125). This definition is also restrictive, as it indicates that an internship is solely part-time.

In the research paper undertaken by Maertz et al (2013), it is taken into consideration that these two definitions are relatively stagnant, as there are a number of defining criteria that can impact the type of internship undertaken. The paper outlined a list of elements by which

internships can be classified, such as; paid vs. unpaid, full-time work vs. part-time, graduate vs. undergraduate internships. Therefore it is clear that an internship cannot be confined to limiting definitions, as there are numerous elements that can define and differentiate each experience. Yet the Irish Congress of Trade Unions (2014) identifies that regardless of the definition of an internship, if it involves an individual completing work of value and they have a similar level of supervision and responsibility as official employees, they should be entitled to the national minimum wage. Whereas CIPD (2009) outline that an internship is non-contractual work, offering an individual experience in the workplace, largely undertaken by graduates entering the labour market for the first time. This definition allows the term internship to encompass a wide range of elements and is not controlled by specifics, yet still assumes certain criteria may be related to internships.

When assessing the internship definition, it is important to assess current trends in Ireland and similar countries. Harmon (2014) observes that in September 2013, there were 86,000 people in publically funded 'labour activation schemes' in Ireland, further stating that the trend of internship culture is hugely expanding across the world, particularly in the United States, with 50% of graduates undertaking an internship by 2008. Page (2013) reveals that over 50% of employers in the U.K have been exposed as saying they would not consider giving a job to a graduate with no previous work experience. Therefore it is difficult for graduates to even consider paid-employment until they have gained job experience/internships. O'Rourke (2014) sheds some light on the expansion of internships in Ireland, by revealing that internship schemes in Ireland were predominantly established in the NGO/charity and non-profit sectors, with the arts sector being a large non-profit sector.

Therefore when examining the definition of internships, it is apparent that over the years internships have been associated with certain specifics, thus the definition must remain loose, as there are



variety of criteria that can differentiate one internship from another. This study will explore internships in terms of the CIPD (2009) definition.

### Arts Sector

It is important to observe that the arts sector encompasses a wide range of industries and for the purpose of this study the Indecon (2012) definition of the wider arts sector will be used, incorporating interns who have undergone work placement in; arts council funding recipient organisations, the film and video industry, literature and publishing organisations, libraries, archives, museums and other cultural entities and the operation of arts facilities. This definition will be used, yet it will not be relied on solely, as although it is seemingly quite broad, it also excludes certain modern trends within the arts sector, which must be taken into consideration. As this definition excludes certain artist industries, for the purpose of this study the author will combine the Indecon (2012) definition.

Azuma et al (2003) see fashion as one of the essential arts of civilisation. Stating that it holds as much significance as any other form of art, such as painting, sculpture, or any of the applied arts. It is therefore of importance within the art world and should be considered for the purpose of this study when considering the arts sector in Ireland. When considering modern trends in the arts sector, it is also essential to reflect on music's significance. According to Schellenberg (2006) music is both an art form and an academic discipline. While Kivy (1991) adds to this by alluding that music is now considered an art form. This is a recent phenomenon in both history and the art world.

Wyszomirski (2004) sees that the benefits of creative industries in the arts sector exceed the need to produce only economic benefit. Their purpose encompasses a wide range of additional benefits to individuals in their everyday lives, including cultural content for public viewing, enhancing people's thought and views of the world, producing creativity, storage of intellectual property, so these industries are becoming more central in everyday life.

Therefore the current research will extend the Indecon (2012) definition, as its existing format excludes relatively modern trends in the arts sector, such as fashion and music. This study will also focus on specific elements outlined by Maertz et al (2013) such as paid and unpaid and full-time and part-time internships. The following section will outline the perceived benefits of an internship to an individual and to an organisation. This next section will examine individual motivation and motivation for undertaking an internship.

## Motivation

When considering the literature based around internships, it is important to assess what drives people to undertake them and what their motivations are. Ryan et al (2000) define motivation as the force to be moved to do something. Expanding on this definition, individuals who have no drive or inspiration to act would be classified as unmotivated, whereas an individual who is active in achieving an end goal is motivated. Herzberg et al (1959) see employee motivation, as being at its best when the attitude of that employee is best understood by the employer. Work motivation is collaboration between the individual and the environment they are immersed in (Tietjen & Myers, 1998).

There are two types of motivators; intrinsic motivators and extrinsic motivators. Hershey (1993) states that intrinsic motivators come from within; an individual is prompted to do something for their own benefit, while according to Blomquist (2013) extrinsic rewards are factors that come from outside in order to motivate people, such as pay, promotion and praise.

In terms of internship motivation, Blomquist (2013) sees that if an individual is undertaking an internship due to intrinsic motivation, this implies they are doing this for pleasure, for example; an individual will feel a sense of satisfaction when achieving a task. Blomquist (2013) further emphasises that in order for the individual to stay intrinsically motivated the intern should want to perform a task and stimulated by a challenge, therefore the internship can remain successful. Whereas if an

intern is extrinsically motivated, this would depend on, as previously stated, the external benefits such as pay and praise. As the majority of internships in the arts sector are unpaid, it would be common for an intern to complete their experience driven by intrinsic motivators.

### **Internship experience**

This section will assess what an experience is. The Oxford Dictionary (2014) defines the word “experience” as practical contact with and observation of facts or events. In the case of internships this would relate to tasks and structure of the internship, as well as how it is perceived. Gentry (1990) observes that what an individual takes away from an experience is dependent on their own perceptions of the experience they have undertaken. According to Mumford (1971) individuals have different needs when it comes to a certain experience, for example an employee’s work environment. It is important that the individual’s work expectations must then be taken into consideration in combination with their work environment. The author states that if the experience does not meet the individual’s needs and expectations, then there may be low job satisfaction, whereas if they are met, there is the potential to have high job satisfaction. This may enable the individual’s motivation to become greater or diminish in an internship. Therefore it is important to link expectations with reality in regards to positive job satisfaction. While it is important to assess the individual benefits of an internship, it is also essential to look at the organisational benefits, which will be outlined in the next section.

### **Perceived Benefits of Internships**

#### **Individual Benefits**

There a number of individual benefits than can occur from undertaking an internship, which may increase an individual’s motivation. This first element of the individual benefits will address the fact that clearly different benefits can occur, depending on whether the

internship is paid or not. According to Frenette (2013), an unpaid internship is an educational experience. It is a tool used for an individual to gain qualifications, to participate and network in the world of work and also to place oneself in a better position to be able to obtain paid employment, in a highly competitive labour market. While Smith (2010) emphasises the great need for networking and the opportunities to build social connections, in order to further a career. It is also noted that other potential benefits of an internship are an opportunity to acquire technical, organisational and interactional skills. It is clear to see that unpaid internships offer intangible benefits, whereas paid internships offer both intangible and tangible benefits, with the inclusion of wages or an allowance, alongside the broad learning and networking opportunities attached to an unpaid internship.

Evidently throughout the literature, identification of a number of perceived benefits for the individual become apparent, of which learning is key. Meredith (2008) examines learning in its most traditional form as being set in formal surroundings of a classroom, where the teacher transfers his or her own knowledge onto the students. The author further states the “transfer of knowledge” method can result in individuals having a gap between knowledge learned in the classroom and the utilisation of that knowledge in practical situations. As a result there may be an incomplete understanding of what is taught in the classroom. Gault et al (2000) emphasises the need for internships in terms of encountering new elements of the learning, not experienced in a classroom situation. It is emphasised that the intern experience should further this learning, as well as giving the individual the opportunity to obtain new skills and knowledge, specifically communication skills. Callanan et al (2004) also sees the internship experience to be a beneficial way to bridge knowledge studied to the real working world, in addition to developing an accurate self-concept and gaining an understanding of specific career fields and organisational environments. Gentry (1990) sees these types of experiences as “Experiential Learning”, when people do a task, they

understand the task. The author further goes on to consider that this type of learning doesn't solely rely on cognitive learning, which is most commonly learned within an educational environment. Experiential learning is focused on participating and creating contact with an environment.

Wasonga et al (2006) also outline the fundamental element of immersing individuals into an organisation, in order to gain specific knowledge, which cannot be obtained in other setting such as a classroom or in the home. This knowledge can include; understanding the surrounding circumstances of the organisational culture, being aware of gaps in one's experience, the ability to critically reflect on learning, as well as a focus on goal orientation.

Meredith (2008) also highlights the importance for an individual to have a level of understanding of the function of a business and also to have a level of responsibility attached to their actions. This in turn allows the individual to become accustomed to the day-to-day running of an organisation, and allows them to interact with the changing environment, as opposed to a stagnant environment. As a result learning will vary and the individual must adapt to change when it is needed, enhancing the individual capability to be flexible in a situation.

In addition to the benefits of learning in relation to changing environments previously outlined, Wasonga et al (2006) highlights a potential benefit of the internship experience for the individual as the element of Incidental learning, as opposed to intentional learning. This type of learning can arise through the undertaking of everyday tasks. The process of learning is unexpected and can take place through encountering new elements of the task. This can include; learning from mistakes, working through trial and error, or learning through a series of interpersonal experiences.

Holyoak (2013) further emphasises that key learning can be accessed by participating within a community. The knowledge can be obtained by communication with an "expert" and also by teaching others

around you. She expands by stressing the importance of being a “member of the community” in order to obtain necessary skills and knowledge and that “learning by doing” is a key driver in obtaining specific knowledge. Therefore immersing oneself in an internship scheme within an organisation, gives the individual the opportunity to be a part of a working community and this can create benefit when it comes to career progression. Hurst et al (2012) state that internships can be an advantage to the individual as they have the ability to assist in creating their work values and career choices. Internships also have the ability to create networks and may result in direct access to a job. It is clearly identifiable from the literature that there are many potential benefits to the individual, with the focus being on key learning, social networking, career guidance and change and flexibility.

### **Organisational benefits**

As there are individual benefits, there are also benefits to the organisation. Holyoak (2013) considers the potential benefits to an organisation in relation to utilising internships schemes, stating benefits to the organisation are mainly financial, primarily to save on labour costs, but also to save on recruitment, selection and training costs. This would be the case if the intern is employed after the duration of their work placement. Gault et al (2000) also emphasises the direct benefit of internships when recruiting talent, as interns have the opportunity to prove their working ability to their potential employer. Internship schemes also provide the organisation the opportunity to create new leadership and mentoring roles for their own staff, thus adding value and skills to their human capital. Holyoak (2013) highlights this point by looking at the concept of ‘communities of practice’, as mentioned earlier in the literature, in relation to immersing an individual into a community/organisation. This method to create, manage and exchange knowledge within a community, in order to benefit individuals, as well as more senior positions, is a way of acquiring new skills, such as those of leadership and mentoring. Therefore it is clear to see that according to

the literature, the organisational benefits include lower costs in regard to free labour and recruitment and selection, as well as adding value to current employees. Note that in contrast to the aforementioned benefits, there are also a number of negative implications associated with internships.

### Areas of Concern

There are numerous areas of concern when it comes to the topic of internships, especially within the arts sector. There are concerns at the forefront of the media and the literature, that unpaid work is becoming an acceptable route to enter a career path within the creative industries. Gardner (2010) states that “there are theatres and companies who have become over-reliant on this free graduate labour and couldn't run without it”. The article also states that internships are becoming the norm within the industry and it is now being seen as exploitation, as companies can no longer afford to run their business without this help. CIPD are concerned that employers may be breaking the law by employing interns. They state that if an individual is contributing to the business and if their work is genuine and impacting the organisation, they must be paid minimum wage. Tom Richmond, of the CIPD stated "If employees are contributing to the workplace, if they are doing work for you, you have to pay them the minimum wage." Milligan (2010).

Holmquist et al (2014) consider that internships are becoming an accepted form of employment and a feasible replacement to paid work. They propose that the current generation of recent graduates are going to encounter difficulty when attempting to find employment in the traditional sense in today's economy. They further state that an increasing concern in regards to internships and individuals who can complete them are individuals who come from wealthy backgrounds and wealthy families. Therefore there are an abundance of individuals who are missing out on these career opportunities as they cannot support themselves with an unpaid/low paid internship. The article also emphasises that internships are becoming increasingly common in most

fields and are in some cases seen to be an acceptable entry point for young people.

Wood (2011) looks at the topic of funding in the arts sector and how this can be sporadic and can affect budgets, as well as the organisation's ability to employ permanent staff. The author states that within the arts sector unpaid work goes on for too long and may not have any promise of fulltime employment, yet the tasks the intern undertakes are of the same standard as those of paid staff. It is clear that Internships are raising concerns in relation to exploitation of free labour, where there is no intention to provide a paid position and where the individuals carry out work that is contributing to the business and should merit a wage. As there are elements of concern when it comes to internship schemes, the following section will explore various 'best practice' recommendations outlined in the literature, in order to obtain a controlled and beneficial internship.

### **Recommended Best Practice for internships**

Diambra et al (2004) identifies the need for mutually beneficial relationships during the internship working stage. This encompasses accomplishing organisational tasks in tandem with the learning goals of the individual. While Daniels et al (2013) highlight the useful elements of utilising internship schemes for an organisation, as an opportunity to profit from new, fresh ideas, as well as giving staff the opportunity to support and contribute to the learning of an individual. Therefore to add value for both parties involved in the internship, both sides must be mutually be committed to the process.

Shoenfelt et al (2012) recognise the importance of having a written document of the proposed work to be undertaken, which should be provided by each party. The intern should outline deadlines and benchmarks they wish to follow. The employer must also set tasks and objectives for the intern to adhere to, in order to give them focus and goals. The documents can then be seen as a type of contract between the two parties (Shoenfelt, Kottke, & Stone, 2012). In relation to this element,



it is also essential for both parties to have a solid psychological contract, in order to have trust on both sides to fulfill the outlined contract. Hurst et al (2012) state that a psychological contract is “an implicit or explicit promises between an employer and an employee that bind each party to a particular course of action” (p.4). It is important to have an understanding of what is to be undertaken, in addition to having written evidence.

As well as having an understanding of the work that should be undertaken from each party, the literature suggests that it is necessary to continuously evaluate the performance and progress of the intern, in order for them to gain a greater understanding of their experience. Thomas (2013) distinguishes that there are two types of gathering feedback; formal and informal. Formal feedback operates with training plans and benchmarks throughout the internship. Progress is then assessed against these elements. Whereas an informal approach is more casual and sees interns meeting with their supervisors on a regular basis to discuss their progress and to address any concerns they may have. In order to utilise either method, it is fundamental to employ a supervisor. Hurst et al (2012) see the supervisory role as a means of providing direction, encouragement and mentoring a new employee. Interns must experience the company environment and culture and supervisors provide a level of structure and feedback for the newcomers, in order for them to correctly manage their experience.

Structure is highly important when it comes to best practice and successful internship experiences. Renganathan et al (2012) consider that unstructured experiences or learning can be of great value to an individual, yet when it comes to the internship learning experience it highlights that a well-structured internship experience can be very beneficial to both parties. The study further states that generally internships are constrained to a specific time period, usually a short period of time, as a result the intern must maximise their ability to gain the greatest amount of benefits from the entire experience. Structure has the ability to allow the individual to prosper in this allocated time.

It is important to identify the common themes of the Best Practice methods recommended for an effective internship. These elements are identified as follows; the internship must be mutually beneficial for organisation and individual, the individual must outline a timeline and benchmarks of their goals for the internship as a type of contract. The employer must also outline their timeline/tasks/benchmarks as a form of contract and there must be an evaluation process undertaken by a supervisor in order to obtain a successful internship experience. In combination with this the literature also focuses on the importance of this structure and how it can be beneficial to the experience.

### **Literature Review Summary**

As outlined, there is a wide spectrum of literature based on the internship experience. The literature provides a variety of definitions of the term 'internship' over the years. Yet it is clear that these definitions may only apply to very specific internship programs and it is apparent that therefore the definition for the purpose of the study must be broadened to accommodate the variety of internships undertaken by individuals. The literature also gives a broad definition of the arts sector and it's value, yet the definition of the industries within the arts sector is not all encompassing and therefore further research on the industries was required. In addition new industries were identified to allow for an all-encompassing definition. The key findings suggest that it is important to understand motivations and experiences to greater understand the internship experience. The literature also states the many different benefits to the individual and the organisation, as well as taking into consideration the areas of concern relating to the internship process. The literature also focuses on the current recommended best practice methods that can be used to monitor internship schemes as well as taking into consideration the importance of structure in relation to the experience. This section provides a great amount of secondary data and significantly informs the research objectives for this study. The following section will thus outline and explore the methodology of this study.

## Research Methodology

This chapter will be divided into seven sections. The first of these sections will outline the *'Research Objectives'*, which will also present the sub-objectives. This section will also provide the academic grounding behind the chosen questions. The second section – *'Appropriate Research Methodology'* will concentrate on finding the appropriate research method for this study. Quinlan (2011) states that there are many different methodologies used in conducting research, which is why this section is essential in order to assess the appropriate research methods for this particular study. It will evaluate quantitative, qualitative and mixed research methods and from the assessment of all three methods, the most suitable research method will be chosen. From this, the third section, *'Research Design'*, will then detail the description of the methodology that will be used. The next section, *'Sample Selection'* will detail the sample selected to participate in the study in order to obtain conclusions from the study. The final section, *'Chosen Research Instrument'* will also detail the structure of the questionnaire and its academic grounding. From this the *'Ethical considerations'* will be measured in terms of this study. The final section, *'Data Analysis'* will outline the analysis procedures, which will be utilised for this study.

## Research Objectives

### **To investigate the perceptions and experiences of interns in the arts sector in Ireland**

#### ***1. To explore an individual's motivations for entering an internship in the arts sector***

As previously stated in the literature, key findings suggest that when considering internships, it is important to assess what drives people to undertake them, what their motivations are and if they are intrinsic or extrinsic. Blomquist (2013) sees that if an individual is undertaking an internship due to intrinsic motivation, this implies they are doing this for pleasure, whereas if an intern is extrinsically motivated to undertake an internship, this would depend on, external benefits, provided by an employer or supervisor, such as pay and praise. As the majority of internships in the arts sector are unpaid, it would be common for an intern to complete their experience driven by intrinsic motivators.

#### ***2. To investigate the positive and negative aspects associated with undertaking an internship in the arts sector***

Gentry (1990) sees that what an individual takes away from an experience is dependent on their own perceptions of the experience they have undertaken. When looking at the internship experience in the arts sector, it is important to consider potential positives and negatives associated with undertaking an internship within this sector. From assessing the research it is clear that there are a variety of potential benefits to the individual, such as key learning, social networking, assisting their career choice and adjusting to change and flexibility in the workplace. With this there is also the potential to experience a negative internship, with Gardner (2010) observing that internships are becoming the norm within the arts industry and is now being seen as exploitation.

#### ***3. To examine if the inclusion of structure in the internship can benefit the internship experience***

Renganathan et al (2012) highlight that when it comes to the internship learning experience it can be beneficial to both parties to

provide a well-structured program for the individual. According to Shoenfelt et al (2012) it is highly important to have a written document of the proposed work to be undertaken, with the intern stating deadlines and benchmarks they wish to follow. While the employer should also set tasks and objectives for the intern to adhere to, in order to give them focus and goals.

## Appropriate Research Methods

In order to achieve the objectives proposed, research must be conducted. Amaratunga et al (2002) accepts that there is no definitive definition of research in the literature, as it has different implications for different individuals. Yet it is stated that research must include; a process of investigation, a systematic and methodical approach, as well as the ability to create or increase knowledge.

According to Creswell (2003) it is highly valuable to consider a full range of different possibilities for research and data collection for a study. Therefore this section will outline different potential research methods, appropriate to this study. It will assess quantitative research, qualitative research and mixed methods research. Quinlan (2011) states that qualitative research is based on the focus of words rather than numbers in the collection of data. This type of research is also subjective, inductive, constructive and also interpretive. Amaratunga et al (2002) further defines qualitative research as rich and detailed, as it is conducted through making contact with a life situation. Quinlan (2011) emphasises that the use of this method can allow for broader findings and detailed insights, which can provide new ideas and concepts to a study. Quinlan (2011) further defines quantitative research as primarily focusing on the gathering of numeric data. Amaratunga et al (2002) states that quantitative research is focused on the development of testable hypothesis and theories.

Quinlan (2011) further outlines that the mixed method approach to research refers to combining both qualitative and quantitative research methods in a study. Yet both types of research methods have different philosophical foundations, collating capacity and conclusions that can be made. Yet Amaratunga et al (2002) views combining both methods as a strength for a study, as it creates the ability to gain powerful insights, as well as assisting the researcher in making conclusions based on a specific study.

Quinlan (2011) identifies that qualitative and quantitative researchers engage differently in research, stating that each type of researcher makes different assumptions, while also expecting different results from the conducted research. Therefore it is important to assess if qualitative research, concerned with exploring experiences, perceptions and understandings appropriate to the study, or is quantitative research, focused on facts is appropriate. From reviewing the literature, it is clear to see that there are a variety of research methods used to access information for studies concerning internships. These methods are both Qualitative and Quantitative, with the preferred methods being; the use of surveys, surveys with open-ended questions, questionnaires and in-depth interviews.

After reviewing both qualitative and quantitative methods, for the purpose of this study Quantitative will be utilised, as it is important for the researcher to gain a comprehensive picture of internships in the arts sector in Ireland. A quantitative survey enables the research to reach a large number of participants to be surveyed. This method will be used as the population sample is large and it is an effective and efficient way to reach and engage with large research populations. Quinlan (2011) highlights that questionnaires/surveys are also appropriate for geologically scattered populations, as they are accessible via the Internet (Quinlan, 2011). As this study is focused on the Arts sector in Ireland, the use of online questionnaires enables the researcher to be inclusive of more interns, all over the country.

### **Research Design**

The methodology used will be a quantitative method, specifically the use of online surveys. Moskowitz et al (2007) highlight the benefits of utilising the Internet as a convenient way of collecting data for research, as it is inexpensive and is a platform to distribute a study easily. Online surveys are an effective method of gathering information and data for research objectives. Researchers have the ability to cut down on their time spent on distributing and collecting their primary research (printed

paper surveys), due to the ease of online survey websites, rather than using time consuming outdated methods. The use of online services can also cut down on printing costs, as well as being a more ecological method. Through the wide range of online survey services available to researchers, there is an element of flexibility and assistance in the creation of a survey, as well as providing automatic data formation and table generators. It is also emphasised that Internet surveys are also less of a burden for the participants to complete. Tingling et al (2003) reiterates that online surveys increase the ability to reach a larger population, remote populations and hard to target populations.

With the benefits of the online survey, there are also a number of weaknesses to consider. Evans et al (2005) outline the potential weaknesses of online surveys, which include; unclear answering instructions, which is a major issue if the survey is not set out clearly, as they are self-administered. If the survey is unclear it may result in the individual feeling frustrated and this may encourage them to abandon the survey and leave it incomplete. This can also be extended to technical difficulty, where the website or webpage may have an issue and as a result the respondent may not be able to complete the survey. Another weakness of the online survey, compared to other research methods, is the fact that it is an impersonal approach, with no human contact. This which can also affect the responses given, as there is no opportunity to encourage the individual to share excess information that could be useful to the study. There is also the issue of privacy and security, in regards to how the information will be used and who will be able to access the information. Finally, a common fear with online surveys is the potential of a low response rate and as a result not enough data is obtained in order to properly represent a full understanding of sample population.

Through assessing the positives and negatives of quantitative research and online surveys, the study can consider and be more aware of potential attributes and downfalls of online surveys. The chosen survey service will be SurveyMonkey.com, as it is inexpensive and allows the



author to create, design and distribute surveys to their sample population. Survey monkey also allows the author to collect and analyse the responses and results (SurveyMonkey, 2014). Once the results from the sample population have been collected they will be further analysed and presented with SPSS, as it can handle a large amount of information and can assess the information and present interesting trends from the data. It is also commonly used in social science research, as well as business research, which is useful for this study (UVM).

### Sample Selection

The sample will contain individuals who have undertaken full-time and part-time, unpaid and unpaid internships within the arts sector in Ireland. This sample selection will also include individuals in education and also not currently in education. For the purpose of this study the Indecon (2012) definition of the wider arts sector will be used; arts council funding recipients, film and video, literature and publishing, library, archives, museums and other cultural entities and the operation of arts facilities. As this definition is excluding certain artist industries, for the purpose of this study the author will combine this definition, as previously stated in the literature, by combining the Azuma et al (2003) belief that fashion holds an essential within the arts world today. As well as combining Kivy (1991) observations based on music being considered an art form and therefore both sectors should be recognised within the arts sector. The author will extend the Indecon (2012) definition, as it is excludes relatively modern trends in the arts sector, such as fashion and music. The sample will exclude those who have completed internships in other sectors. In order to gain a comprehensive overview of interns in the arts sector, this study will need 60-100 participants to complete the survey.

## Research Instrument

Through researching this topic it became clear that although there is extensive research conducted regarding internships, there are no questionnaires researching experiences and perceptions of interns in the arts sector in Ireland. Therefore in order to carry out this research a survey will be formulated and constructed in order to collect the necessary information from the sample selection for this study. The survey will be divided into 29 questions assessing different factors regarding internship motivation, positive and negative elements of the internship and finally the inclusion of structure. The online survey and responses will be detailed and can be found in the **Appendix A**.

### Online Survey

#### *Age, Gender (Q.1-2)*

Firstly the survey will ask the respondents their age, focusing on most common ages of post leaving cert to completing 3<sup>rd</sup> level education, most common post 3<sup>rd</sup> level education, post-graduate, masters and PhD ages and most common post education, change of career path and retraining age. Gender will also be asked. These questions will be set out on a multiple choice scale.

#### *Education (Q.3-6)*

The literature based around internships focuses on heavily on student internships, college placements and post-graduate internships, therefore it is important to assess into what level of education the respondent falls, or if they are not currently in education. When assessing the education levels of the respondents the National Framework of Qualifications (2014) definitions will be used. These questions will be asked on a multiple-choice scale.

#### *Internship Details (Q.6-9)*

The survey will also identify if the respondents are currently undertaking an internship or if they have previously undertaken an internship, as well as identifying how many internships they have undertaken. For the purpose of the survey the respondents will have to

focus on one particular internship they have undertaken, if they have completed more than one, so that their answers can be more focused. This section will also assess when the internship was undertaken, to identify in the internships more recently completed whether the feedback is better or worse. The survey will then identify what area in the arts sector the respondents have completed their internship in. This will be based on the Indecon (2012) definition of the wider arts sector; arts council funding recipients, film and video, literature and publishing, library, archives, museums and other cultural entities and the operation of arts facilities. It will also be combined with modern trends such as music and fashion, as this definition is limiting, as previously stated. This question can help to assess if there are certain industries within the arts sector that provide better or poorer internship experiences. These questions will be asked on a multiple-choice scale.

*Internship specifics (Q.10-14)*

The survey will then assess whether the internships were paid or unpaid or offered paid expenses, in order to measure if interns experience a more satisfying internship if they are rewarded with extrinsic benefits, as according to Jeske et al (2014) those who complete paid internship have a better experience than those who complete unpaid or low paid internships. These questions will be asked on a multiple-choice scale.

The survey will then assess the role of the intern and if they had a defined role in their internship. As previously stated in the literature review, Shoenfelt et al (2012) see the importance of having a written document of the proposed work to be undertaken, which should be provided by each party, combined with the intern's pre-outline deadlines and benchmarks they wish to follow. As well as this employer must also set tasks and objectives for the intern to adhere to, in order to give them focus and goals in order for the internship to provide a more beneficial experience to both parties. Hurst et al (2012) also sees that there is an anticipatory socialisation stage the intern will experience, where they will have certain expectations regarding their role. While once they have

commenced their internship their role will then become clear to the individual over time. Therefore the stage of the internship is important to consider while assessing the role – if they are currently completing their internship or if they have completed it. The following question will further assess this by asking about the intern's role and what responsibilities they were given, in an open-end question format. Therefore this question will assess if interns have a well-defined role and structure and has it/will it benefit their overall experience.

The length of the internship will then be assessed, to examine if it contributes to a positive or negative experience. Hurst et al (2012) identifies that while internships are generally temporary in nature, while Anthony (1981) states that internships should last for a short, yet substantial period of time, for example three months, in order to maximise the experience of the intern for the individual and the employer. Thessin et al (2013) highlight that a number of elements including duration of internship can highly affect the overall experience. This question will be an open-ended question, with comment box.

*Further employment (Q.14-16)*

The next questions will focus on the internships ability to be used for future employability within a specific company. Hurst et al (2012) identifies that internships provide individuals with a significant amount of time to make an impression on the company/employer in terms of their future progression and employment, as employers may use an intern pool for future hiring purposes. There will be a question assessing the perceptions in regards to this matter, if their internship led to future employment, or if they feel this will be the case. Wedlock et al (2011) see the level of importance individuals place on acquiring new skills in order to held them gain future employment. These two questions will have a multiple-choice option to chose from, which will include: Full-time work, Part-time work, Occasional work, No work and Not applicable.

There will be a question assessing individual's perceptions based on whether they believe their internship will benefit them in seeking paid

employment in the future. This set of questions will assess whether there was a significant amount of structure in order to proceed to further employment and also if it was a positive experience, which enabled the intern to further their employment. This question will use a Likert scale, in order to measure the respondent's level of agreement, as the Likert scale allows the study to uncover a degree of opinion, rather than simply using a yes/no option (Survey Monkey, 2014).

*Motivation (Q.17)*

The next set of questions will focus on individual's motivations to undertake an internship in the arts sector.

To gain experience and training – The Emerald Group (2014) review article sees the importance of internships as being an opportunity for individuals to build skills and gain training for the particular field they chooses to work in. They also have the ability to provide individuals with practical experience of the field.

College requirement – Hynie et al (2011) state that internships are a helpful opportunity for experience and training for students. While Sybouts (1968) states that the reason for the integration of internships in education is to improve educational programs and courses, therefore individuals can obtain real world skills and training.

Way to get into field – Holmquist et al (2014) observes that young people cannot access entry point of job therefore in some cases individuals have no other option than to undertake internships.

For enjoyment - Hershey (1993) states that intrinsic motivators come from within; and therefore you are prompted to do something for your own benefit/enjoyment, such as an internship, in this particular case. This question will help to assess what the individual motivations are to undertake an internship in the arts sector. These questions will also use a Likert scale, in order to rate the level of opinion of the respondents.

### *Structure (Q.18-20)*

The next set of questions will focus on the individual's experience of their internship in the arts sector.

Purpose clearly outlined from start – as previously seen in the literature review Shoenfelt et al (2012) recognises the importance of having a written document of the proposed work to be undertaken, which should be provided by each party.

Deadlines - Shoenfelt et al (2012) also outline that deadlines and benchmarks should be set by the intern and the employer.

Tasks –Shoenfelt et al (2012) also sees the importance of the employer setting tasks and objectives for the intern to adhere to, in order to give them focus and goals. This will be rated on a Likert scale.

The next element of the study to be explored will be the impact of being assigned a supervisor. Therefore this question will ask if the intern was assigned a supervisor in their internship, as Hurst et al (2012) see the supervisory role as a means of providing direction, encouragement and mentoring a new employee. Interns must experience the company environment and culture and yet supervisors provide a level of structure and feedback for the newcomers, in order for them to correctly manage their experience. This question will be asked on a Likert scale, also. It will help to assess if the addition of structure assisted their experience.

### *Feedback/Structure (Q.20-26)*

This section will further assess if the intern worked closely with their supervisor and whether they were able to give them feedback about the experience. Hattie et al (2007) see that feedback is given by a specific agent and concerns an individual's performance or understanding in regards to their work. Therefore this is important to both supervisor and intern, in order to improve what can be improved. The following question will assess if feedback was given, formal or informal. The question of how often feedback was given will be posed, in order to evaluate if feedback is given regularly, if this affects the internship and if the feedback is given infrequently/never does this affect the internship experience negatively.

As feedback has been mentioned to be essential in a successful working experience, it is important to consider if feedback is being received and processed by the employer, to improve the internship experience for all involved. Feedback will also help to see if it assists the overall experience. The respondent will be asked if their internship was structured enough, if they became more capable and if they learned a sufficient amount of information and skills. Followed by this, an open-ended question enquiring as to whether the intern felt the inclusion of a structure could have benefitted their experience. As previously seen in the literature and in the methodology, structure is highly important for an internship experience. These questions will use a combination of multiple choice questions and Likert scales, as well as open-ended questions in order to undertake an element of qualitative analysis for the study, this combination of questions will allow the study to best analyse the results.

#### *Experience (Q.27-29)*

This section will focus on how the individual perceived their current /previous experience, in terms of it being positive or negative. Aforementioned, Gentry (1990) observes that what an individual takes away from an experience is dependent on their own perceptions of the experience they have undertaken. Firstly the respondent will be asked if their internship was structured enough, if they became more capable and if they learned a sufficient amount of information and skills, this will be presented in a Likert scale. Followed by an open-ended question enquiring as to if they intern felt the inclusion of a structure could have benefitted their experience, as previously seen in the literature and in the methodology, structure is highly important for an internship experience. Following this the respondents will be asked to rate their level of agreement with the following statements, with a Likert scale; I enjoyed the internship, I was treated as an equal, I found the work challenging, I learned the function of the business, I felt my work created value, my expectation of the internship were met, it assisted my career choice positively, I would undertake another internship in the arts sector after

my experience. This will allow the study to assess if their experience was positive or negative. Following this question, the respondents will be asked whether they would or would not complete another internship in the arts sector and to give a reason for their answer, as this will be a great indicator of the overall effect of their positive and negative experiences. The final question will allow the respondent to insert any other comments they wish to add, this format will allow the study to undertake qualitative analysis, delving deeper into the perceptions and experience. The entire list of online survey questions can be found in **Appendix A**.

### Questionnaire Procedures

As previously seen in the above section, there will be a variety of question types and styles used, therefore within the questionnaire it will be essential to instruct the respondent appropriately. The survey will have an introductory paragraph to briefly explain what the purpose of the survey is, as well as comments and instructions throughout the survey, giving the individual the appropriate information in order to answer the questions with the appropriate knowledge.

### Ethical Considerations

When gathering and analysing research, there are a number of ethical considerations to be aware of, surrounding this study. Firstly it is essential to ensure participants are fully aware of the content of the study and have given informed consent. Therefore it is essential to be very specific as to what the purpose of the study is. It is the author's responsibility to ensure confidentiality and anonymity to the best of their ability, stating that the information given will be observed by; the researcher themselves, their supervisor and an external examiner. It is also essential to inform each participant that names and company information given will not be used in the study, nor will the information provided be identifiable back to participants (Quinlan, 2011). The survey responses will be held on a personal computer. The information will be held for 1 year and will then be deleted, therefore if any official outside



bodies call upon the information there will be no documents to provide (BBC, 2013). They will be kept for 1 year in order to be available to the college in relation to re-checks.

### **Data analysis**

Once an appropriate number of responses have been gathered through surveymonkey.com, the information will then be automatically entered into an excel document, where the information will be changed into numeric data, in order to prepare it for the SPSS analysis. When the information has been successful entered and edited in SPSS, there will be a number of non-parametric correlations, independent samples t-test and one-way ANOVAs, in order to assess any interesting results found in the data, in relation to the research objectives.

## Findings

This section will outline the most prominent and relevant findings, which were observed from the gathering of survey data. Firstly there will be a broad overview of some key elements and trends found from the survey results. There will then be descriptions of a series of analytical tests conducted using the survey findings using SPSS, in relation to the research objective; To investigate the perceptions and experiences of interns in the arts sector in Ireland and the sub-objectives; to explore an individual's motivations for entering an internship in the arts sector, to investigate the positive and negative aspects associated with undertaking an internship in the arts sector, and to examine if the inclusion of structure in the internship can benefit the internship experience.

A number of 62 survey responses were collected. A key overview of the characteristics of the respondents shows the largest number of respondents being 23 to 25, female, not currently in education, the highest level of education completed being an Honours Bachelors Degree, the majority not currently undertaking an internship in the arts sector, between 2011/2012. The distribution of individuals in the arts sector industries was relatively even, with the majority of the respondents completing their internship in Museums and Culture and the lowest rate of participation was in Libraries and Archives industries, with a large sum of the population undertaking unpaid internships. *Table 1* below highlights the most common and least common trends based on the characteristics of the collected respondents of the survey.

### Most Common/Least Common Characteristics of Survey Respondents

	<b>Category</b>	<b>Percentage</b>
<b>Age</b>	23 to 25	58.06%
	18 to 22	11.29%
<b>Gender</b>	Female	80.65%
	Male	19.35%
<b>Education</b>	Not currently in education	61.29%
	Currently in education	38.71%
<b>Undertaking Internship</b>	Not currently undertaking	79.03%
	Currently undertaking	20.97%
<b>Level of education</b>	Honours Bachelors Degree	66.13%
	Junior Certificate/PhD	0%
<b>Year of Internship</b>	2011/2012	46.77%
	2009/2010	8.06%
<b>Arts Sector Industry</b>	Museums and Culture	32.26%
	Libraries and Archives	3.23%

Table 1

In relation to the research objectives and sub-objectives, a series of non-parametric correlations, independent sample t-tests and one-way ANOVAs were conducted in order to analyse the results and to identify any significant findings.

## Sub-Objective 1: 'To explore an individuals motivations for entering an internship in the arts sector'

### Internship Motivations

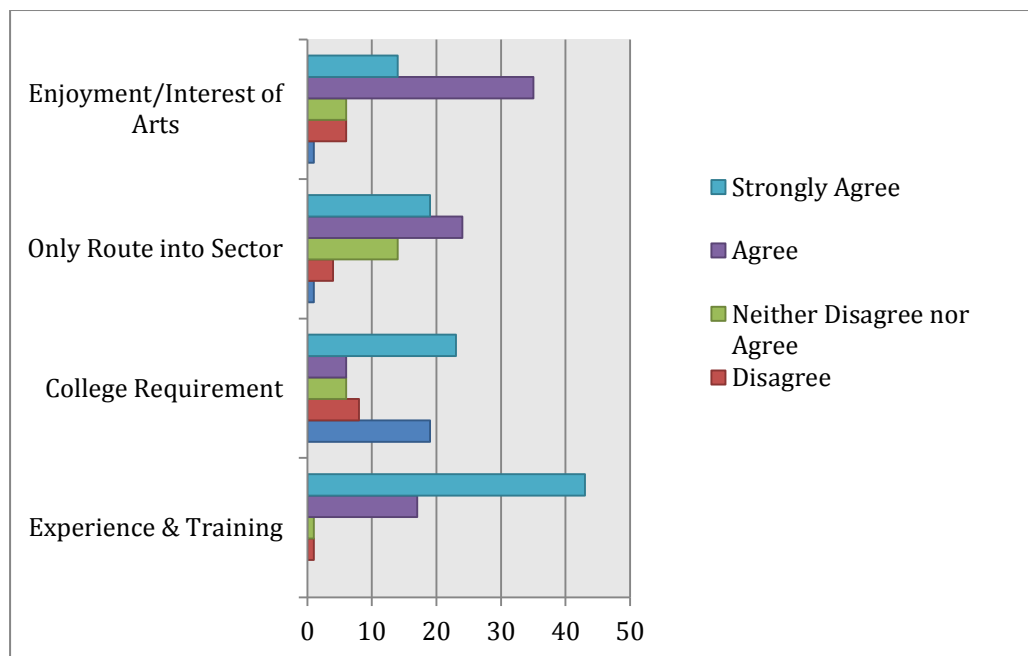


Fig 1

The above diagram, *Fig 1*, outlines a variety of motivations to enter an internship in the Arts Sector in Ireland, highlighting the number of respondents who strongly agree, agree, neither disagree nor agree, disagree and strongly disagree with specific motivations. A number of 62 respondents completed this question. The preliminary data shows that the most popular motivation (strongly agree) was to gain experience and training, with the least popular motivation (strongly disagree) being to complete a college requirement.

This section will thus highlight the findings in relation to the sub-objective; '***To explore an individuals motivations for entering an internship in the arts sector***'. Firstly a series of non-parametric correlations were conducted on the survey data, it was necessary to use non-parametric, rather than parametric, as the numbers of respondents were small, therefore meaning there is no guarantee that these numbers can represent the entire population of individuals completing/having

completed an internship in the arts sector in Ireland. When assessing this it is important to note that when looking at the significance value, for the purpose of this study anything with a P value below 0.05 is of significance.

### Motivation Correlations

Spearman's rho			To gain experience and training	To complete a college requirement	It was the only feasible route into the arts	For enjoyment/ interest in the arts	Do you think your internship will benefit you when seeking employment in the future
	Correlation coefficient	Sig (2-tailed)					
	1.000	62					
	-0.175	62					
	0.095	62					
	0.146	62					
	-0.267*	62					
	0.076	62					
	0.239	62					
	0.187	62					
	0.146	62					
	0.095	62					
	0.174	62					
	1.000	62					
	-0.175	62					
	0.095	62					
	0.464	62					
	0.187	62					
	0.291*	61					
	-0.233	61					
	0.036	61					
	0.556	61					
	-0.76	61					
	0.071	61					
	0.036	61					
	0.239	61					
	0.061	61					
	0.061	61					
	0.104	61					
	0.424	61					
	1.000	61					
	0.291*	61					
	-0.233	61					
	0.036	61					
	0.556	61					
	-0.76	61					
	0.071	61					
	0.036	61					
	0.239	61					
	0.061	61					
	0.061	61					
	0.104	61					
	0.424	61					
	1.000	61					
	0.291*	61					
	-0.233	61					
	0.036	61					
	0.556	61					
	-0.76	61					
	0.071	61					
	0.036	61					
	0.239	61					
	0.061	61					
	0.061	61					
	0.104	61					
	0.424	61					
	1.000	61					
	0.291*	61					
	-0.233	61					
	0.036	61					
	0.556	61					
	-0.76	61					
	0.071	61					
	0.036	61					
	0.239	61					
	0.061	61					
	0.061	61					
	0.104	61					
	0.424	61					
	1.000	61					
	0.291*	61					
	-0.233	61					
	0.036	61					
	0.556	61					
	-0.76	61					
	0.071	61					
	0.036	61					
	0.239	61					
	0.061	61					
	0.061	61					
	0.104	61					
	0.424	61					
	1.000	61					

Table 2

The above table, Table 2 shows a Spearman's correlation. This is used to compare ordinal data, to examine if there are any significant relationships between any of the motivation questions outlined. Each significant correlation is highlighted with a \*.

The first element that bared relevance within this spearman's rho test, in relation to motivation was the correlation between the individual believing their internship will benefit them when seeking paid employment in the future, therefore money is their motivator and the motivation to undertake an internship in order to gain experience and training. This highlighted a mild positive relationship between the two elements (Spearman's rho= 0.291; p=0.023).

Another significant element within the data, shown in *Table 2*, is the negative correlation between an individual believing that an internship is the only feasible route into the arts sector and completing an internship for a college requirement. This test was conducted to assess the strength of the relationship. There is a negative in this instance, therefore this highlights that there is a mild negative relationship between those individuals who are undertaking an internship for a college requirement, who also do not feel an internship is the only route into the arts sector (Spearman's rho= -0.267; p=0.036).

Another interesting correlation was between individuals completing an internship due to the belief that it is the only feasible route into the arts sector and those who were undertaking an internship for enjoyment and interest in the arts (Spearman's rho= 0.239; p=0.061). There is a mild positive relationship between these elements and therefore those completing their internship, as they feel it is the only feasible route into the arts sector, and also feel they are undertaking the internship for enjoyment and interest in the arts. Although this is not a significant correlation, it is indicative of further research, as this would be thought to be more significant within the correlations. If there were a larger number of respondents, this could have potentially been a significant correlation.

## Sub-Objective 2: 'To investigate the positive and negative aspects associated with undertaking an internship in the arts sector'.

This section will highlight the findings in relation to the sub-objective; '***To investigate the positive and negative aspects associated with undertaking an internship in the arts sector***' by conducting an overall analysis of the perceptions and experience of the intern.

### Individual Perception of a Positive Internship Experience

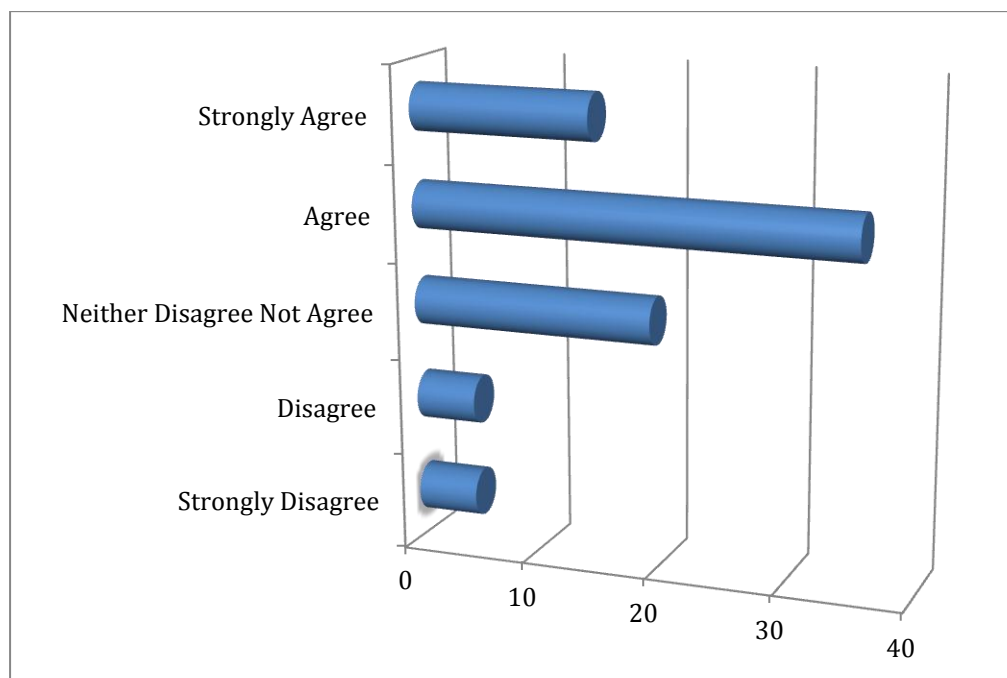


Fig 2

The above bar chart, *Fig 2*, demonstrates the number of individuals who believed their internship experience was positive overall. It is clear to see that the majority of individuals, at 35.48% agree that their internship experience was positive, while 14.52% of individuals strongly agree that their internship was positive. Although 19.35% neither disagree nor agree, only a very small proportion of respondents disagree (4.84%) and strongly disagree (4.84%) that the experience was positive.

Firstly a one-way ANOVA was conducted in order to determine if there are any significant differences between groups (Laerd Statistics , 2014) and in this case between arts sectors, in relation to the overall experience of the internship being positive.

### Experience in Different Arts Sector Industries

My overall experience was positive

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Film	6		
Lit	8	3.00	1.195	.423	2.00	4.00	1	4
Library	2	4.50	.707	.500	-1.85	10.85	4	5
Fashion	8	4.13	.354	.125	3.83	4.42	4	5
Music	5	3.60	1.517	.678	1.72	5.48	1	5
Museums	20	3.95	.999	.223	3.48	4.42	1	5
Other	13	3.69	.947	.263	3.12	4.26	2	5
Total	62	3.81	1.022	.130	3.55	4.07	1	5

### ANOVA

My overall experience was positive

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.550	6	1.425	1.422	.223
Within Groups	55.128	55	1.002		
Total	63.677	61			

Table 3

The one-way ANOVA, outlined in *Table 3*, established that there were no significant differences between people who had undertaken internships in the different arts sectors,  $F(6,55) = 1.422$ ;  $p = .233$ , shown in *Table 3* above.



### Positive/Negative Aspects Correlations

Spearman's rho																		
	Correlation coefficient Sig (2-t) N	I enjoyed the internship	1.000	.698**	.486**	.651**	.663**	.625**	.854**	.270	.000	.036	.274**	.311*	.338**	.275*	.385**	1.000
	Correlation coefficient Sig (2-t) N	I was treated as an equal	1.000	.698**	.433**	.632**	.571**	.502**	.727**	.267*	.000	.036	.274**	.311*	.338**	.275*	.385**	1.000
	Correlation coefficient Sig (2-t) N	I learned the function of the business	1.000	.486**	1.000	.560**	.496**	.570**	.524**	.274**	.000	.031	.274**	.311*	.338**	.275*	.385**	1.000
	Correlation coefficient Sig (2-t) N	I felt my work created value	1.000	.651**	.560**	1.000	.679**	.638**	.659**	.311*	.000	.014	.311*	.311*	.338**	.275*	.385**	1.000
	Correlation coefficient Sig (2-t) N	My expectations of the internship were met	1.000	.663**	.496**	.679**	1.000	.657**	.720**	.338**	.000	.007	.338**	.338**	.338**	.275*	.385**	1.000
	Correlation coefficient Sig (2-t) N	It assisted my career choice positively	1.000	.625**	.570**	.638**	.657**	1.000	.655**	.274**	.000	.031	.655**	.655**	.655**	.274**	.385**	1.000
	Correlation coefficient Sig (2-t) N	My overall experience was positive	1.000	.854**	.727**	.659**	.720**	.655**	1.000	.385**	.000	.002	.655**	.655**	.655**	.385**	.385**	1.000
	Correlation coefficient Sig (2-t) N	I would undertake another internship	1.000	.270	.267*	.274**	.275*	.385**	.385**	1.000	.002	.002	.385**	.385**	.385**	.385**	.385**	1.000

Table 4

In relation to the positive and negative aspects related to internships, a series of non-parametric correlations were conducted, in order to assess if there were any significant correlations. This highlighted

a number of significant correlations, presented in *Table 4*. This table presents a large number of significant findings. As stated previously, if the correlations are of significance, they are highlighted with a \*, this table has presented \*\* beside certain correlations as they are of more significance and therefore these correlations will be discussed.

This section will address the correlations between Individuals who enjoyed their internship. There was a positive correlation between this and those who have the perception that they were treated as an equal (Spearman's  $\rho=0.698$ ;  $p<0.001$ ). There was also a positive correlation between this and the individual believing they learned the function of the business (Spearman's  $\rho=0.486$ ;  $p<0.001$ ). In addition to this it had a positive correlation with the individual feeling their work created value (Spearman's  $\rho=0.651$ ;  $p<0.001$ ). This also had a positive correlation with the individual feeling their expectations of the internship were met (Spearman's  $\rho=0.663$ ;  $p<0.001$ ). Another positive correlation was identified between this and the individual perceiving that their internship assisted their career choice positively (Spearman's  $\rho=0.625$   $p<0.001$ ). It finally had a positive correlation between this and the individual's overall experience being positive (Spearman's  $\rho=0.854$ ;  $p<0.001$ ).

Further to this, this section will look at the relationship between individuals who feel they were treated as an equal. Firstly there was also a positive correlation between this and the individual believing they learned the function of the business (Spearman's  $\rho=0.433$ ;  $p<0.001$ ). It secondly had a positive correlation with the individual feeling their work created value (Spearman's  $\rho=0.632$ ;  $p<0.001$ ). Thirdly, it had has a positive correlation with the individual feeling their expectations of the internship were met (Spearman's  $\rho=0.571$ ;  $p<0.001$ ). Fourthly it also had a positive correlation with the individual perceiving that their internship assisted their career choice positively (Spearman's  $\rho=0.502$   $p<0.001$ ). Lastly it had a positive correlation between this and the individual's overall experience being positive (Spearman's  $\rho=0.727$ ;  $p<0.001$ ).

This section will look at the relationship between individuals who felt they were treated as an equal. There was also a positive correlation between this and the individual believing they learned the function of the business (Spearman's  $\rho=0.433$ ;  $p<0.001$ ). It also had a positive correlation with the individual feeling their work created value (Spearman's  $\rho=0.632$ ;  $p<0.001$ ). In addition it had a positive correlation with the individual feeling their expectations of the internship were met (Spearman's  $\rho=0.571$ ;  $p<0.001$ ). It was also established that it had a positive correlation with the individual perceiving that their internship assisted their career choice positively (Spearman's  $\rho=0.502$   $p<0.001$ ). It finally had a positive correlation between this and the individual's overall experience being positive (Spearman's  $\rho=0.727$ ;  $p<0.001$ ).

This section will look at the relationship between individuals who feel they learned the function of the business. Firstly there was a positive correlation between this and the individual perceiving that their work created value (Spearman's  $\rho=0.560$ ;  $p<0.001$ ). Secondly it also had a positive correlation with the individual feeling their expectations of the internship were met (Spearman's  $\rho=0.496$ ;  $p<0.001$ ). Thirdly it had a positive correlation with the individual perceiving that their internship assisted their career choice positively (Spearman's  $\rho=0.570$ ;  $p<0.001$ ). It lastly had a positive correlation between this and the individual's overall experience being positive (Spearman's  $\rho=0.524$ ;  $p<0.001$ ).

This section will look at the relationship between individual's who their work created value. There was positive correlation with the individual feeling their expectations of the internship were met (Spearman's  $\rho=0.679$ ;  $p<0.001$ ). This also had a positive correlation with the individual perceiving that their internship assisted their career choice positively (Spearman's  $\rho=0.638$ ;  $p<0.001$ ). It finally had a positive correlation between this and the individual's overall experience being positive (Spearman's  $\rho=0.659$ ;  $p<0.001$ ).

This section will look at the relationship between individual's who felt their expectations were met. This also had a positive correlation with

the individual perceiving that their internship assisted their career choice positively (Spearman's  $\rho=0.657$ ;  $p<0.001$ ). It was identified that it had a positive correlation between this and the individual's overall experience being positive (Spearman's  $\rho=0.720$ ;  $p<0.001$ ). It finally had a mild positive correlation with the individual feeling that they would undertake another internship in the arts sector (Spearman's  $\rho=0.338$ ;  $p=0.007$ ).

This section will look at the relationship between individuals who felt their internship assisted their career choice positively. It was established that it had a positive correlation between this and the individual's overall experience being positive (Spearman's  $\rho=0.655$ ;  $p<0.001$ ). Finally there was a mild positive correlation between this and Individuals who believe this overall experience was positive also believe they would undertake another internship in the arts sector (Spearman's  $\rho=0.385$ ;  $p= 0.002$ ).

### Sub-Objective 3: 'To examine if the inclusion of structure in the internship can benefit the internship experience'

This section will highlight the relevant findings in relation to the sub-objective; '*To examine if the inclusion of structure in the internship can benefit the internship experience.*' Firstly a series of non-parametric correlations will be highlighted, to assess any significant relationship between the data.

#### Individual Perceptions of Structure as Beneficial

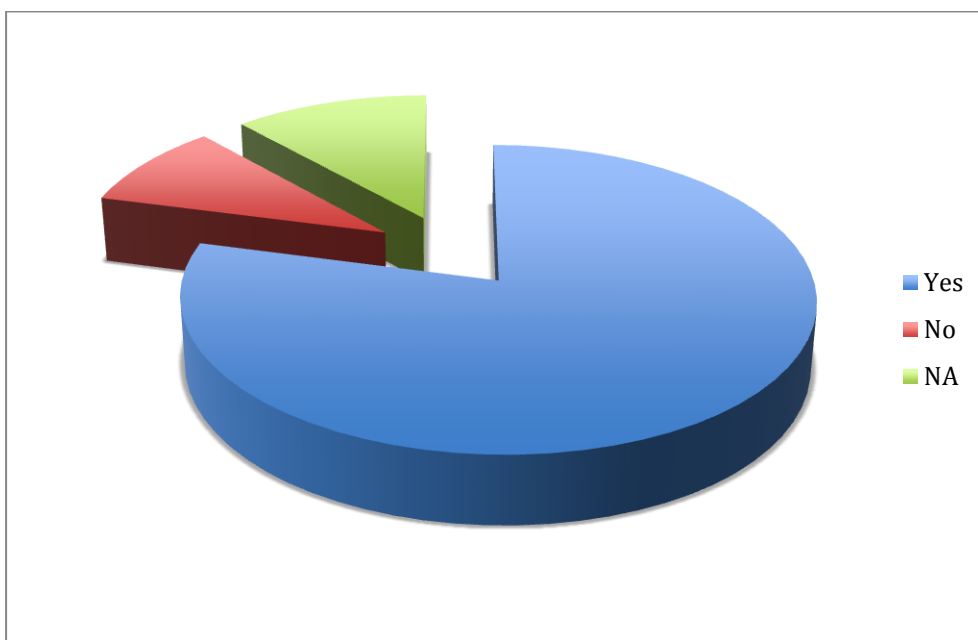


Fig 3

A total of 44 respondents answered the question 'Do you feel the inclusion of structure could have benefitted your experience? Why is this?' From assessing this preliminary data, outlined in *Fig 3*, it became clear that an overwhelming 79% of the respondents stated that they feel the inclusion of structure would be beneficial to the experience, while only 9% of respondents see structure as not being beneficial. From this further correlations and independent sample t-tests were conducted to investigate if there are any interesting findings.

Structure Correlations

Spearman 's rho	Correlation coefficient Sig (2-tailed) N	Tasks & Projects	1.000	.378**	.627**	.031	.778	.587**	.032	.233	.368**	1.000	.673**	.154	.80					
	Correlation coefficient Sig (2-tailed) N	Future paid employment	.003	1.000	2.59*	-1.39	.437**	.000	.016	.003	.000	.000	1.000	.006	.008					
	Correlation coefficient Sig (2-tailed) N	Purpose outlined	.000	.044	1.000	.012	.563**	.000	.002	.167	.002	.002	.000	.000	.002					
	Correlation coefficient Sig (2-tailed) N	Future employment	.031	-1.39	.021	1.000	.020	-.032	-.264*	-.184	.076	-.184	.006	.000	-.070					
	Correlation coefficient Sig (2-tailed) N	Deadlines from beginning	.000	.000	.000	.880	.752**	.000	.68	.000	.000	.000	.000	.000	.000					
	Correlation coefficient Sig (2-tailed) N	Received feedback	.587**	.436**	.563**	.032	.752**	1.000	.368**	.003	.000	.000	.000	.000	.577**					
	Correlation coefficient Sig (2-tailed) N	Gave feedback	.100	.391	.178	-.264*	.233	.368**	1.000	.003	.000	.000	.000	.000	.000					
	Correlation coefficient Sig (2-tailed) N	Feedback considered	.437	.002	.167	.048	.003	.003	.000	.000	.000	.000	.000	.000	.162					
	Correlation coefficient Sig (2-tailed) N	Structured enough	.704**	.343**	.575**	.076	.581**	.154	.348**	.100	.006	.006	1.000	.578**						
	Correlation coefficient Sig (2-tailed) N	Learning/ Skills	.571**	.407**	.380**	.070	.577**	.180	.336**	.162	.008	.008	.578**	1.000						

Table 5

The above table, *Table 5*, will assess the relationships between structural elements, as it highlights the significant data found. There was a positive correlation between the individuals who were assigned tasks and specific projects from the beginning of their internship with individuals who feel their internship will benefit them in seeking paid employment in the future. It is therefore more likely that if they have tasks and specific projects set out from the beginning of their internship, they will have the perception that their internship will benefit them in seeking paid employment in the future (Spearman's  $\rho=0.378$ ;  $p=0.003$ ).

Also relevant is the relationship between the purpose of the internship being clearly outlined from the start date and perceiving that the internship will benefit the individual when seeking future employment. There is a positive correlation between these elements (Spearman's  $\rho=0.258$ ;  $p=0.044$ ). Similarly, there was a positive correlation between the implementation of deadlines set out from the beginning of the internship and whether the individual believes this will benefit them in seeking paid employment (Spearman's  $\rho=0.437$ ;  $p<0.001$ ).

Individuals who feel they have learned a sufficient amount of information and skills also feel their internships will benefit them in seeking paid employment in the future (Spearman's  $\rho=0.407$ ;  $p=0.001$ ). Individuals who feel that they are learning/have learned a sufficient amount of skills also feel the purpose of their internships were clearly outlined from the start (Spearman's  $\rho=0.380$ ;  $p=0.002$ ), as well as having tasks and specific projects outlined from the beginning (Spearman's  $\rho=0.571$ ;  $p<0.001$ ).

In relation to feedback as an aspect of structure, there was a positive correlation between receiving feedback and the individual having the perception that their internship will benefit them in seeking future paid employment (Spearman's  $\rho=0.446$ ;  $p<0.001$ ). There was also a positive correlation between individuals receiving feedback and having the purpose of their internship clearly outlined from the start date

(Spearman's  $\rho=0.494$ ;  $p=0.000$  ( $p<0.001$ )), as well as, having tasks and specific projects outlined from the beginning (Spearman's  $\rho=0.461$ ;  $p<0.001$ ).

When considering feedback, it is important to also consider the individuals giving feedback to their employer. Individuals who gave feedback to their employer also believe that their internship will lead to future employment (Spearman's  $\rho=0.391$ ;  $p=0.002$ ). Whereas individuals who did not give feedback to their employers feel their internships will not lead to future employment (Spearman's  $\rho= -0.264$ ;  $p= 0.048$ ). Individuals who believe their feedback was taken into consideration also perceive that their internship will lead to future employment (Spearman's  $\rho=0.454$ ;  $p<0.001$ ). Individuals who believe their internship is/was structured enough, also feel their internship will benefit them in seeking paid employment in the future (Spearman's  $\rho=0.343$ ;  $p=0.007$ ).

An independent samples t-test was also conducted to establish whether there were any differences in the experience of interns who had been assigned a supervisor compared to those who were not. This test revealed that those assigned a supervisor were significantly more satisfied with their experience ( $M = 4.02$ ;  $SD = .965$ ) than those who were not ( $M = 3.24$ ;  $SD = .970$ ),  $t(60) = 2.860$ ,  $p = .006$ .



## Feedback

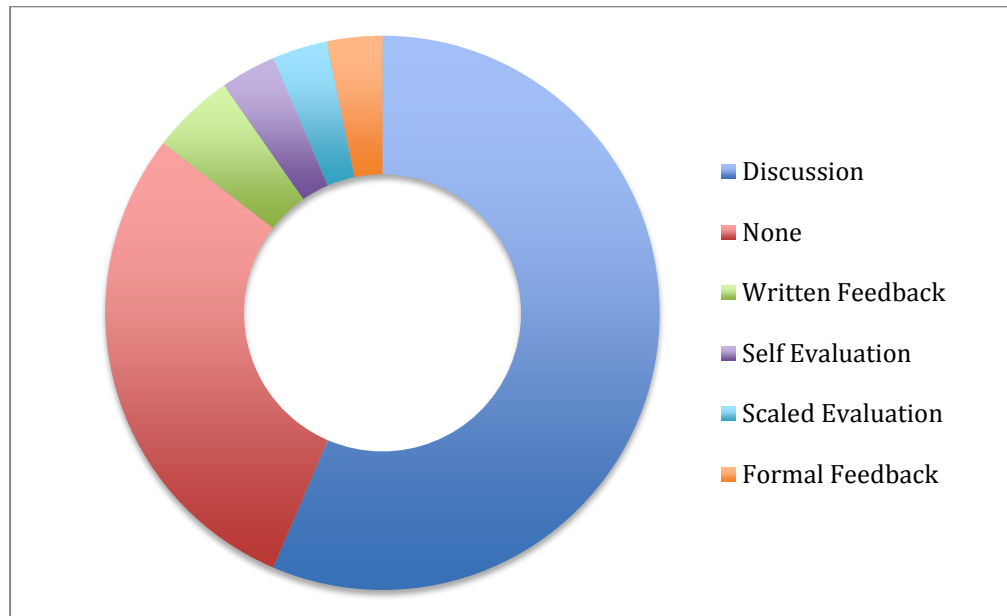


Fig 4

It's clear to see from this preliminary data outlined in Fig 4 that the most common form of feedback is discussion (56%) or simply no feedback at whatsoever (29%).

## Feedback Independent Samples T-Test

Group Statistics					
	How often do/did you receive feedback?	N	Mean	Std. Deviation	Std. Error Mean
I became/am becoming more capable and confident at the job with time	Infrequently	22	3.95	.899	.192
	Regularly	21	4.43	.507	.111
I am learning/have learned a sufficient amount of information and skills	Infrequently	22	3.50	1.102	.235
	Regularly	21	4.24	.768	.168
I enjoyed the internship	Infrequently	22	3.86	1.082	.231
	Regularly	21	4.48	.602	.131
I learned the function of the business	Infrequently	22	3.91	.868	.185
	Regularly	21	4.52	.602	.131
I felt my work created value	Infrequently	22	3.36	1.329	.283
	Regularly	21	4.38	.669	.146
My expectations of the internship were met	Infrequently	22	3.18	1.181	.252
	Regularly	21	4.00	.949	.207

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
I became more capable and confident at the job with time	.062	.805	-2.116	41	.040	-.474	.224	-.926	-.022
I am learning/have learned a sufficient amount of information and skills	2.555	.118	-2.536	41	.015	-.738	.291	-1.326	-.150
I enjoyed the internship	1.467	.233	-2.279	41	.028	-.613	.265	-1.153	-.073
I learned the function of the business	1.26	.725	-2.687	41	.010	-.615	.229	-1.077	-.153
I felt my work created value	14.184	.001	-3.147	41	.003	-1.017	.323	-1.670	-.364
My expectations of the internship were met	3.071	.087	-2.498	41	.017	-.818	.328	-1.480	-.157
			-2.510	39.666	.016	-.818	.326	-1.477	-.159

Table 6 (Group Statistics & Independent sample t-test)

The above tables, *Table 6*, demonstrates the relevant significant findings of an independent t-test, conducted to establish whether there were any differences between individuals who were given feedback regularly and infrequently. The test disclosed that individuals who received feedback regularly became more capable and confident with the job with time (M=4.43; SD=0.507), compared to individuals who received feedback infrequently (M=3.95; SD=0.899),  $t(41) = -2.116$ ,  $p = 0.040$ . When assessing the level of feedback in an internship, those who received feedback regularly feel they are learning/have learned a sufficient amount of skills (M=4.24; SD=0.768), compared to those who received feedback infrequently (M=3.50; SD=1.102),  $t(41) = -2.536$ ,  $p = 0.015$ .

Individuals who received feedback regularly also feel they enjoyed the internship (M=4.48; SD= 0.602), in comparison to those who received feedback infrequently (M=3.86; SD= 1.082),  $t(41) = -2.279$ ,  $p=0.27$ . Individuals who were given feedback regularly feel they learned the function (M=4.52; SD=0.602), rather than those who received feedback infrequently (M=3.91; SD=0.868),  $t(41) = -2.687$ ,  $p=0.010$ . This is also the case in terms of individuals receiving feedback regularly who feel that their expectations of the internship were met (M=4.00; SD=0.949), rather than people who received feedback infrequently (M=3.18;SD=1.181),  $t(41) = -2.498$ ,  $p=0.16$ . An interesting finding from an independent sample t-test shows that individuals who received feedback regularly feel that their work created value in their internship (M=4.38; SD=3.36), whereas individuals who received feedback infrequently didn't feel strongly about this aspect (M=3.36;SD=1.329),  $t(41)=-3.192$ ,  $p=0.003$ . (21 respondents received no feedback at all).

## Qualitative Analysis

Within the survey, there were a number of open-ending questions, which allow the study to gain a deeper insight and understanding of the experience and perceptions of the interns in the arts sector in Ireland.

The open-ended question 'Why would or wouldn't you complete an internship in the arts sector after your experience?' was posed and there were a variety of responses received. This section will outline some of the interesting comments received.

### Individuals Who Would Completed Another Internship

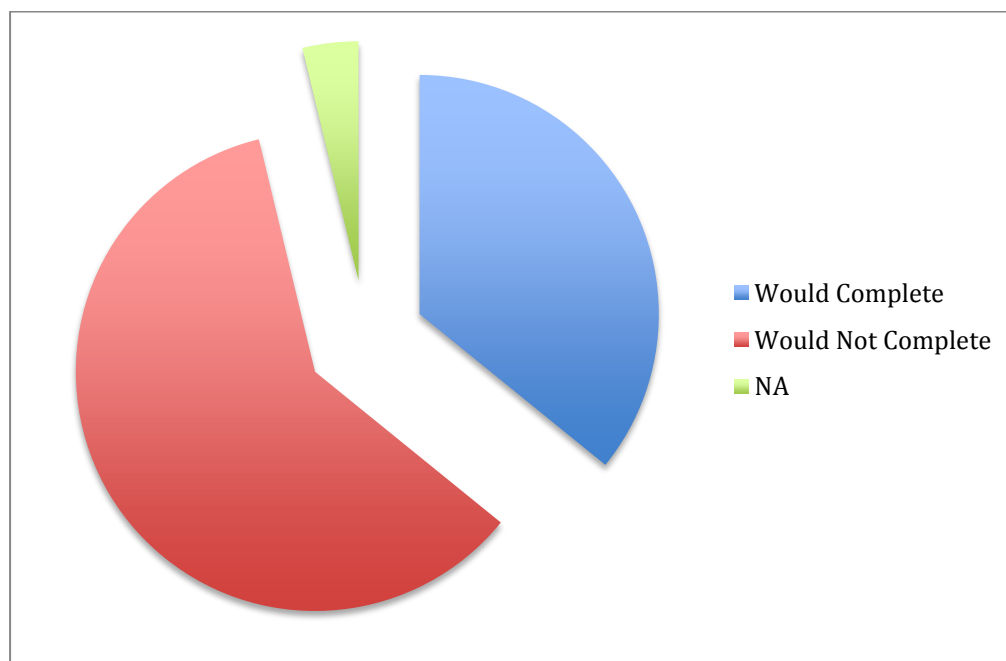


Fig 5

As the pie chart shows 60% of survey respondents would not complete another arts sector internship, while 36% state that they would consider it. The 53 responses gathered presented some interesting positive and negatives aspects, indicating why an individual would or would not complete another internship, based on their current/previous experiences. The next section will highlight some interesting comments given by the survey respondents.

## Responses

<p><b>Would consider undertaking another internship:</b></p>	<p>“If I found a full time job I like (I wouldn’t undertake another internship in the arts sector), otherwise another internship would be valuable”.</p>
	<p>“I would to get more experience and better references for my CV. Also to improve myself as a working individual and to gain more contacts in the arts sector”</p>
	<p>“If I felt that it could provide me with an entirely new skill/skill set but I wouldn’t complete another similar internship, after my experience”.</p>
	<p>“There is no other choice but to do another one in Ireland. It makes your job prospects better when going abroad but I still found it helpful in finding employment in Ireland”</p>
	<p>“To gain experience and due to the limited opportunities for paid employment in the arts sector in Ireland”.</p>
	<p>“I felt there wasn’t enough feedback. I would try to get an internship that was more beneficial”.</p>
<p><b>Would not consider undertaking another internship:</b></p>	<p>“It was a tough experience overall, so I don’t think I could do it again”</p>
	<p>“No, due to fear of being taken advantage of, not having a clear role and I am in need of an income”.</p>
	<p>“I am unable to afford to do this and I need paid work to help to save for future education”</p>

	“The main reason I would be hesitant to complete another internship is that they are often unpaid, but my experience of completing an internship in the arts sector was very positive”.
	“I would not complete another internship, as I was not treated well by the employer and was bullied throughout the period. I was never listened to and it ruined my confidence”

Table 7

From analysing the relevant comments and insights, it is apparent that there are a variety of positive and negative aspects, which weigh heavily on an individual considering completing another internship. When looking at those who would complete another internships their motivations are based on; lack of opportunities, to gain experience, references, contacts and new skills. Whereas, when assessing the negative aspects, they contain; lack of income and fear of being treated unfairly.

The survey also included an open-ended question, which provided the study with some interesting insights in relation to structure. The question ‘Do you feel the inclusion of a structure could have benefitted your experience? Why is this?’ was asked.

<b>Would structure benefit the internship experience:</b>	“Yes, it would have – Giving the interns specific goals for useful experiences to help in future jobs would have been beneficial. It was more like taking on whatever work the permanent staff didn’t feel like doing”,
	“Yes, I would have had more goals to achieve and less time feeling awkward not knowing what I should be doing”.
	“Yes, structure is key to progress”.

	<p>“Yes, it would have given a greater sense of achievement and a better marker of little achievements along the way and thus keeping me motivated.”</p>
	<p>“I think if my internship was more structured, I would have had more focus and would possibly been able to achieve more, as I would have completed tasks by their deadlines and would have then been able to take on a new task. It would have helped me learn more too.”</p>
	<p>“Having done a few different internships – structured are more beneficial, as I knew what I was going to learn and how I was going to learn it.”</p>

Table 8

When assessing the responses, it became clear that there was a common theme, being that in the 44 responses received, the majority felt the inclusion of structure in their internship would have been more beneficial.

Throughout this section the most prominent and relevant findings have been demonstrated and analysed, based on individual motivations to enter an internship in the arts sector, the positive and negative aspects associated with internships and finally whether if the inclusion of structure can benefit the internship experience. The data was analysed using SPSS. The next section will then address these findings in relation to the literature, grounded around internships. Entire list of survey responses can be found in **Appendix B**, while all tables and charts can be found in **Appendix C**

## Discussion

Throughout the Findings section, a variety of significant data was discovered. In order to gain a full understanding of the relevance of these discoveries, this section will evaluate the research objective and sub-objectives, in relation to the findings, in combination with the appropriate literature. The study aimed to investigate the perceptions and experiences of interns in the arts sector in Ireland, with the sub-objectives focusing on exploring the individual's motivations for entering an internship in the arts sector, investigating the positive and negative aspects associated with undertaking an internship and finally examining whether the inclusion of structure in the internship can benefit the internship experience.

When reviewing the findings centered around ***Sub-Objective 1: To explore an individual's motivations for entering an internship in the arts sector***, it is clear that there are a variety of reasons why an individual would enter an internship in the arts sector, with the most popular motivation being to gain experience and training. Through undertaking non-parametric correlations on SPSS, it became clear that there are a number of relationships between the motivations outlined in the survey. A positive correlation was identified between the undertaking of an internship to gain experience and training and the individual perceiving that their internship will benefit them when seeking future employment. This highlights an interesting relationship between intrinsic and extrinsic motivations. Hershey (1993) states that intrinsic motivators come from within; therefore an individual is prompted to do something for their individual benefit, such as to gain experience and training to improve their employability in the future, while according to Blomquist (2013) extrinsic rewards are factors that come from the outside to motivate people, such as wage. The study outlines that although there are two separate types of motivation, there can also be a close relationship between the two.



Whilst looking at the findings in relation to motivation, another significant relationship was identified between individuals believing that an internship is the only feasible route into the arts sector and those who have completed an internship for a college requirement. There was a negative correlation in this case. This has an intriguing relationship, as individuals who are motivated by their college requirement also do not feel that an internship is the only route into the arts sector. This may potentially be the case as the individuals may not have entered the workforce as of yet and therefore have not experienced job-hunting in the current arts sector. Holmquist et al (2014) consider that internships are becoming an accepted form of employment and a replacement to paid work. They propose that the current generation of recent graduates are going to encounter difficulty when attempting to find employment in the traditional sense in today's economy. This aspect of the study would be of value to study further, over the course of time to investigate if individual perception alters over time.

When considering ***Sub-objective 2: To investigate the positive and negative aspects associated with undertaking an internship in the arts sector***, firstly a one-way ANOVA was conducted in order to assess if there was any significant differences between positive and negative experiences in different areas in the arts sector. This was not significant, yet if the number of respondents was much larger, this could be of interest for future study in the area.

A large number of significant positive correlations were identified when assessing the positive and negative experience questions from the preliminary data. There was a positive correlation between individuals who enjoyed their internship, with a number of other factors outlined in the survey, such as; individuals who have the perception that they were treated as an equal, individuals believing they learned the function of the business, individuals feeling that their work created value, the individual feeling their expectations of the internship were met, the individual perceiving that their internship assisted their career choice positively and

the individual perceiving that their overall experience of the internship was positive. According to Gentry (1990) what an individual takes away from an experience is dependent on their own perceptions of the experience they have undertaken. Therefore it is clear that overall the respondents experienced a multitude of positive aspects to their internships. This is relatively surprising, as the media portray the internship experience to be negative, for example; Gardner (2010) states that internships are becoming somewhat of a norm within the arts sector and it is now being seen as exploitation. Yet according to the findings of this study there was a lot of positive relationship regarding positive elements when looking at individual's past and present experience.

Within the online survey, the valuable method of utilising open-ended questions was used, thus the study could gain a greater insight into the perceptions and experiences of interns currently and previously in the arts sector in Ireland. Based on current and previous experience, individuals answered the question 'Would you complete another internship in the arts sector and why?' This allowed the study to assess some of the data qualitatively. From reviewing certain standout comments and insights, the analysis saw that there are a variety of positive and negative aspects that assist in an individual's choice to complete another internship in the arts sector. The individuals who felt positively about completing an additional internship, saw the benefit of the experience, with their reasons combining; lack of opportunities, to gain experience and training, references, contacts and new skills. In relation to the literature, while assessing individual benefits of internships, Smith (2010) emphasises the great need for networking and the opportunities to build social connections, in order to further a career. It is also noted that other potential benefits of an internship are the opportunities to acquire technical, organisational and interactional skills. Wasonga et al (2006) also outline the fundamental element of immersing individuals into an organisation, in order to gain specific knowledge, which cannot be obtained in other setting such as a classroom or in the

home. This knowledge can include; understanding the surrounding circumstances of the organisational culture, being aware of gaps in one's experience, the ability to critically reflect on learning, as well as a focus on goal orientation. Therefore the aspects outlined in the comments regarding the reasoning to undertake another internship, emphasise a number of key elements outlined in the individual benefits of the literature, which are noted as being highly important characteristics of an internship experience. Another element outlined in the responses was the lack of opportunities in the arts sector, Beecher et al (2014) see that interns have become an essential part of a functioning organisation in the arts sector as in recent times there has been a lack of funding and sponsorship to the arts sector. Organisation's reliance on interns has risen greatly, purely to keep their businesses up and running, although this is not the case for all arts organisations. Therefore elements of the individual's perceptions in this study of undertaking an internship in the arts sector and the literature share common ground.

While the negative aspects contained; lack of income and fear of being treated unfairly. While assessing the literature it is clear that these perceptions of the internship experience are very much prominent, as Gardner (2010) now sees internships as a form of exploitation. As previously seen in the literature, Holmquist et al (2014) see internships as only being accessible to individuals who come from wealthy backgrounds and wealthy families and thus can support them during unpaid work, while they gain the necessary experience. Therefore without financial help is not feasible to undertake unpaid or low paid work.

Tom Richmond, of the CIPD sees the importance of valuing the intern, as if they are a member of staff, as they complete work for the company - "If employees are contributing to the workplace, if they are doing work for you, you have to pay them the minimum wage." Milligan (2010). This aspect of the study could be valuable and interesting to undertake primarily using qualitative methods, in order to gain a deeper insight.

When assessing the findings for ***Sub-Objective 3: To examine if the inclusion of structure in the internship can benefit the internship experience***, this highlighted some discoveries of note were highlighted. This section was divided into three sections, the first being structure itself, followed by feedback and lastly there was an open ended question assessing if the respondents think that the addition of structure would have benefitted their experience. As the preliminary research showed, 79% of the respondents felt the inclusion of structure would have benefitted their internship experience, while a minor 9% feel the inclusion of structure would not have been beneficial. Structure is highly important when it comes to best practice for internships and successful internship experiences. Renganathan et al (2012) consider that unstructured experiences or learning can be of great value to an individual, yet when it comes to the internship learning experience it is highlighted that a well-structured internship experience can be very beneficial to both parties. The study further states that generally internships are constrained to a specific time period, usually a short period of time, that may be limited therefore in order to gain the greatest amount of benefits from the entire experience, yet structure has the ability to allow the individual to prosper in this allocated time.

A correlation was conducted on the questions relating to structure within the survey, this highlighted a number of interesting relationships, between several questions. Firstly this saw a positive correlation between individuals who were assigned tasks and specific projects from the beginning of the internship and those who feel their internship will assist them when seeking paid employment. There was also a positive correlation between the individual perceiving that the purpose of the internship was clearly outlined from the start date and the internship benefitting them when seeking paid employment in the future. As well as this, a positive correlation was found between individuals feeling they have learned a sufficient amount of information and skills and feeling that their internship will also benefit them when seeking future paid

employment. Shoenfelt et al (2012) recognised the importance of having a written document of the proposed work to be undertaken, which should be provided by each party before or at the beginning of the internship. The intern should outline deadlines and benchmarks they wish to follow. The employer must also set tasks and objectives for the intern to adhere to, in order to give them focus and goals. The documents can then be seen as a type of contract between the two parties (Shoenfelt, Kottke, & Stone, 2012). According to Wedlock et al (2011) individuals place a high level of importance on acquiring new skills in order to help them gain employment in the future. Therefore when considering this positive relationship between the two it is essential to reflect on the benefit of the inclusion of structure, in order to gain practical skills for future employment, as well as the benefit to the individual and the organisation during the internship period.

When assessing the level of structure within internships in the arts sector in Ireland, feedback is an important factor to consider. Hurst et al (2012) states that supervisors provide a level of structure and feedback for the newcomers, in order to correctly manage their experience.

The preliminary data outlined the most common form of feedback is discussion or no feedback at all. Therefore the informal approach to feedback was the most popular, Thomas (2013) sees that this type of feedback would consist of interns meeting with their supervisors on a regular basis to discuss their progress and address any concerns they may have.

The correlations found a variety of relationship between receiving feedback, such as those who received feedback also feel their internship will benefit them in seeking paid employment in the future. This relationship would suggest that through receiving the feedback, individuals may have the opportunity to improve their approach to work and therefore become more confident in the work environment and potentially in future work environments, as according to Hattie et al

(2007) feedback is given by a specific agent and concerns an individual's performance or understanding in regards to their work.

In terms of feedback it was important to assess the individual giving feedback to their employer to improve their working situation, as seen by the above comment – feedback is given by a specific agent to improve an individual's performance or understanding to their work. Therefore this can work both ways to improve an intern's performance and also to improve a supervisor or work places performance and understanding in regards to running an internship program. There was a positive correlation between individuals who received feedback and those who believe their internship will lead to future employment, yet there was a negative correlation between those who did not receive feedback and those who do not believe their internship will lead to future employment. This shows that there should be more significance placed on the giving of feedback to the employer, as it holds a relationship with important career goals for the individual.

The independent sample t-test was conducted to investigate if there were any differences of internship experience in relation to the individual being assigned a supervisor, as Hurst et al (2012) see the supervisory role as extremely important, as it is a means of providing direction, encouragement and mentoring to a new employee. The test showed that those who were assigned a supervisor were in fact significantly more satisfied than those who were not assigned a supervisor. Therefore it is clear that in order to provide a positive internship, providing a supervisor is key to success.

When assessing the level of feedback given, an independent sample t-test was carried out in order to distinguish if, when individuals do receive feedback, whether the regularity affects the internship experience. The results showed a number of significant positive findings in relation to the benefit of receiving feedback regularly, such as the individuals perceiving that they became more capable and confident at the job, that they are learning/have learned a sufficient amount of skills,

they enjoyed the internship, they learned the function of the business, their expectations of the internship were met, whereas, those who received feedback infrequently did not feel as strongly about these aspects of their internship. Therefore the inclusion of feedback can sufficiently assist the internship experience.

As stated earlier, a benefit to this study is the inclusion of open-ended questions to gain excess insights. From reviewing the responses to the question 'Do you feel structure could have benefitted your experience? Why is this?' and analysing the results it became clear that the majority of individuals felt the inclusion of structure would have been beneficial to the experience. With comments such as; "Yes, it would have – Giving the interns specific goals for useful experiences to help in future jobs would have been beneficial. It was more like taking on whatever work the permanent staff didn't feel like doing", "Yes, I would have had more goals to achieve and less time feeling awkward not knowing what I should be doing", "Yes, structure is key to progress" and "I think if my internship was more structured, I would have had more focus and would possibly been able to achieve more, as I would have completed tasks by their deadlines and would have then been able to take on a new task. It would have helped me learn more too." It is clear from these comments that without structure individuals feel there is no focus to their work and therefore they do not get as much out of the experience. As seen in the findings, the majority of individuals complete an internship in the arts sector to gain experience and training and from assessing individual's views on structure, it is apparent that individuals need this in order to fully benefit from their internship. In this case the benefit is to gain experience and training.

From reviewing a combination of the relevant findings from this study and the prominent literature based around this study, it is apparent that they both have a similarity with each other. Yet there are key areas of the study that could be further examined, as although the study has presented important insights, there are a number of issues outlined that

would be of great benefit to the internship practice within the arts sector which would greatly benefit both individuals and organisations.



## Recommendations

### Recommendations for Internship Practice

This study has identified several aspects, which could improve the internship experience for both the individual and the organisation. The findings and discussion surrounding this study have highlighted the importance of several aspects when undertaking and providing an internship in the arts sector. The first feature that would be valuable to take into consideration when re-assessing an internship program is to assess the motivations of the individual who is undertaking the internship; this will therefore measure what they wish to gain from the experience and thus this can be beneficial when implementing structure. The findings also heavily emphasise the importance of structure on the experience and how it can benefit the overall internship, there is seen to be an advantage outlining tasks and specific projects, as well as clearly outlining the internship from the start date, as well as the employer giving and receiving feedback. Structure can provide a guide for the employer to evaluate how the individual is progressing and if the organisation need to adjust and adapt their program, as seen in the findings, regular feedback can impact the internship positively. Through reflecting on the research conducted it has been identified that structure is key to obtaining a positive internship experience.

### Recommendations for Future Study

This study has outlined a great deal of information regarding the perceptions and experiences of interns in the arts sector in Ireland. Aforementioned, several aspects for future and more in-depth research could be of interest, such as; evaluating the perceptions of individuals over the course of time, between their time in 3<sup>rd</sup> level education and entering the workforce in the arts sector, to assess if their opinion alter significantly. Another element that could be valuable, would be to investigate the positive and negative aspects of an internship experience using qualitative data,. As identified within this study, it has the potential

to provide greater understanding of the individual's point of view. As Amaratunga et al (2002) identifies; qualitative research as rich and detailed, as it is conducted through contact with a life situation, and there for this would also be appropriate to studies based on perception and experience of a specific life situation. It would also be extremely beneficial to delve further into the topic of the advantages of the use of feedback in internships. Hence from undertaking the research based around this study, consequently a variety of potential areas have been identified for future research.

## Limitations

The main limitation in relation to this study was the difficulty in gathering a large sample size to complete the online survey, as this sample population is relatively niche; it was difficult to gather a large amount of ideal candidates, to represent the population. If a larger sample was gathered there could have been more interesting results and figures to analyse. As aforementioned, the study would potentially have benefitted from additional qualitative research, as the quantitative method utilized is primarily based on the numerical statistics, rather than opinions and emotions. Although the methodology used generated interesting results, to further analyse this field of research qualitative research would be extremely useful, as when gathering the data, it can provide candid feelings and opinions based on the individual's experiences. If future research were to be conducted, a focus on qualitative research would be beneficial. Although these aspects affected the research conducted, it did not hinder the overall process.

## Conclusion

Internships have had a great amount of attention in recent times, with a substantial emphasis placed on those in the arts sector. Aforementioned, Daniels et al (2013) identifies that internships are becoming increasingly popular in arts industries and that there is a lack of research when it comes to their significance and their benefits. This study therefore based its research around the focus on the perceptions and experiences of interns in the arts sector in Ireland. In order to fully assess the area, a literature review was conducted. This presented several key areas of interest, such as; identifying an internship, as well as creating a definition of the arts sector. It also explored internship motivations, the internship experience, perceived benefits to the individual and also to the organisation, as well as the areas of concern surrounding them, and recommendations for best practice for internships. This literature review provided a variety of key knowledge areas of the extensive subject matter. From this the research objectives for the study were outlined, followed by the appropriate methodology and choice of quantitative research.

The study then presented a number of findings based on motivations, positive and negative aspects and the benefit of structure in an internship. This assessed individuals' perceptions and experiences of their internships. Although, the responses suggested that overall individuals had positive experiences, it also highlighted the essential need for structure within internship programs, in order to improve the experience for both the individual and the organisation. From this a discussion was conducted, which linked the relevant literature to the study findings, also underlining several key elements for future studies, such as; evaluating the perceptions of individuals over the course of time, comparing individual perception while undertaking an internship as part of 3<sup>rd</sup> level education and those undertaken on completion of education in the arts sector, to investigate the positive and negative aspects of an internship experience using qualitative data, and to delve further into the topic of the advantages of the use of feedback in internships. This study

highlights several key recommendations for informing practice, primarily focusing on the need for structure and feedback. This study has hence demonstrated meaningful information and findings based on the individuals' perceptions and experiences of their internship experience in the arts sector in Ireland. This topic is incredibly beneficial in order to gain an understanding of the internship experience, thus this can assist future progress for both interns and organisations in this sector in Ireland.

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## Appendix

### Appendix A

#### Online Survey

***This questionnaire has been designed to explore the experiences and perceptions of interns in the Arts Sector in Ireland. You will be required to answer a series of questions relating to your role, experience and perceptions of the internship you completed.***

**\*1. What is your age?**

- 18 to 22
- 23 to 25
- 26 to 29
- 30 +

**\*2. What is your gender?**

- Female
- Male

**\*3. Are you currently in education?**

- Yes
- No

**4. What level of education are you currently completing?**

- Junior Certificate (NFQ Level 3)
- Leaving Certificate (NFQ Level 5)
- Higher Certificates (NFQ Level 6)
- Ordinary Bachelors Degree (NFQ Level 7)
- Honours Bachelors Degree (NFQ Level 8)
- Post-Graduate Diploma (NFQ Level 9)
- Masters Degree (NFQ Level 9)
- PhD (NFQ Level 10)
- Not applicable

**5. What is the highest level of education you have completed?**

- Junior Certificate (NFQ Level 3)
- Leaving Certificate (NFQ Level 5)
- Higher Certificates (NFQ Level 6)
- Ordinary Bachelors Degree (NFQ Level 7)
- Honours Bachelors Degree (NFQ Level 8)
- Post-Graduate Diploma (NFQ Level 9)
- Masters Degree (NFQ Level 9)
- PhD (NFQ Level 10)
- Not applicable

**6. Are you currently undertaking an internship in the Arts Sector in Ireland?**

- Yes
- No

**\*7. How many internships in the Arts Sector in Ireland have you completed?**

- 1
- 2
- 3
- Other (please specify)

***If you have undertaken more than one internship in the Arts Sector in Ireland, please focus your answers on one internship in particular for the purpose of this study.***

**\*8. When was your internship undertaken?**

- 2013/2014
- 2011/2012
- 2009/2010
- Other (please specify)

**\*9. What Arts Sector Industry is/was your internship in?**

- Film & Video
- Literature & Publishing
- Libraries & Archives
- Fashion
- Music
- Museums & Cultural Organisations
- Other (please specify)

**\*10. Is your internship paid or unpaid?**

- Paid
- Paid expenses
- Unpaid

**\*11. Do/did you have a defined role in your internship?**

- Yes
- No

**12. What is/was your role?**

**Please specify particular tasks/responsibilities you were given.**

**\*13. How long did your internship last?/If currently completing an internship, please indicate how long it is intended to last.**

--

**\*14. If you have completed your internship, did it lead to further employment within that specific company?**

- It led to full-time work
- It led to part-time work
- It led to occasional work
- No
- Not applicable

**15. If you are currently undertaking an internship, do you feel it will lead to further employment?**

- It will lead to full-time work
- It will lead to part-time work
- It will lead to occasional work
- No
- Not applicable

**16. Please rate your level of agreement to the following statement:  
Do you think your internship will benefit you when seeking paid employment in the future?**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

***The following question will reflect on your motivations to undertake an internship in the arts sector***

**\*17. Please rate your agreement with the following statement on the below scale.**

**I was motivated to undertake an internship in the arts sector:**

	<b>Strongly</b>	<b>Disagree</b>	<b>Neither</b>	<b>Agree</b>	<b>Strongly</b>
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	<b>Disagree</b>		<b>Disagree Nor Agree</b>		<b>Agree</b>
<b>To gain experience and training</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>To complete a requirement for a college course</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>It was the only feasible route into employment in the arts sector</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>For enjoyment/interest in the arts</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>

***The following questions will focus on the nature of your internship.***

**\*18. Please rate your agreement with the following statements on the below scale.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree Nor Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>The purpose of the internship was clearly outlined before the start date</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>There were tasks/specific projects set out from the beginning</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>Deadlines were set out from the beginning of the internship</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>

**\*19. Were you assigned a supervisor?**

Yes

No

**\*20. Please rate your agreement with the following statements on the below scale.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree Nor Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>I work/worked closely with my supervisor</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>I receive/received feedback from my supervisor</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>

**\*21. What type of feedback do/did you receive?**

- Written feedback
- Discussion
- Formal feedback meetings/reviews
- Scaled evaluation
- Self evaluation
- None
- Other (please specify)

**\*22. How often do/did you receive feedback?**

- Regularly
- Infrequently
- Never

**\*23. Please rate your level of agreement to the following statements.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree Nor Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>I give/gave feedback to my employer</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>My feedback is/was taken into consideration</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>



**\*24. What type of feedback do/did you give?**

- Written feedback
- Discussion
- Formal feedback meetings/reviews
- Scaled evaluation
- Self evaluation
- None
- Other (please specify)

**\*25. Please rate your level of agreement to the following statements.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree Nor Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>My internship is/was structured enough</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>I became/am becoming more capable and confident at the job with time</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>I am learning/have learned a sufficient amount of information and skills</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>

**26. Do you feel the inclusion of a structure could have benefitted your experience? Why is this?**

***This final section will concentrate on the positives and negatives of the internship.***

**\*27. Please rate your level of agreement to the following statements.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree Nor Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>I enjoyed the internship</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>I was treated as an equal</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>I found the work challenging</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>I learned the function of the business</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>I felt my work created value</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>My expectations of the internship were met</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>It assisted my career choice positively</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>My overall experience was positive</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>I would undertake another internship in the arts sector after my experience</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Disagree Nor Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>

**28. Why would or wouldn't you complete an internship in the arts sector after your experience?**

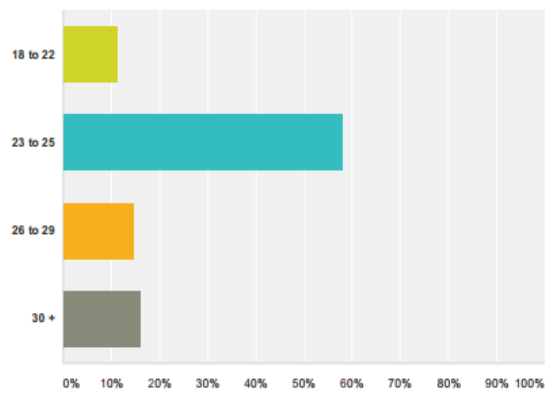
**29. Please add any other comments in the text box below.**

**Appendix B**

**Survey Responses**

**Q1 What is your age?**

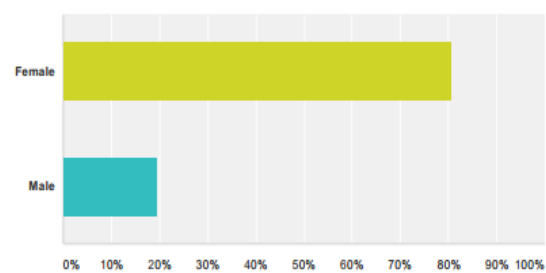
Answered: 62 Skipped: 0



Answer Choices	Responses	
18 to 22	11.29%	7
23 to 25	58.06%	36
26 to 29	14.52%	9
30 +	16.13%	10
<b>Total</b>		<b>62</b>

**Q2 What is your gender?**

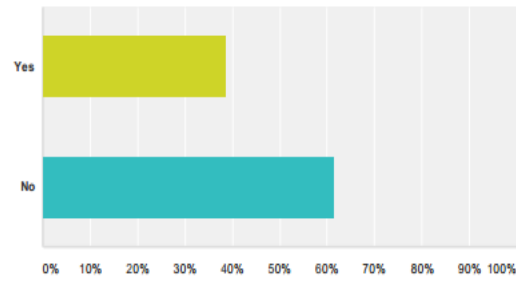
Answered: 62 Skipped: 0



Answer Choices	Responses	
Female	80.65%	50
Male	19.35%	12
<b>Total</b>		<b>62</b>

### Q3 Are you currently in education?

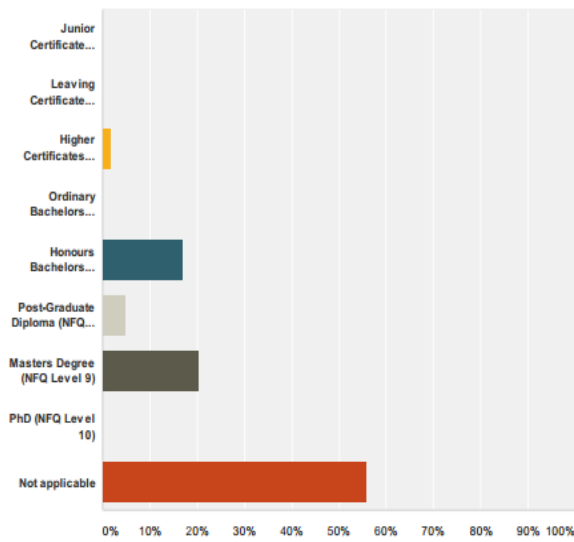
Answered: 62 Skipped: 0



Answer Choices	Responses
Yes	38.71% 24
No	61.29% 38
<b>Total</b>	<b>62</b>

### Q4 What level of education are you currently completing?

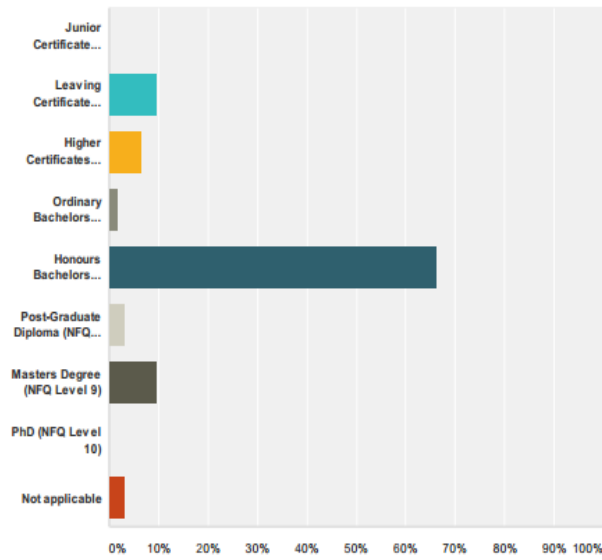
Answered: 59 Skipped: 3



Answer Choices	Responses
Junior Certificate (NFQ Level 3)	0.00% 0
Leaving Certificate (NFQ Level 5)	0.00% 0
Higher Certificates (NFQ Level 6)	1.69% 1
Ordinary Bachelors Degree (NFQ Level 7)	0.00% 0
Honours Bachelors Degree (NFQ Level 8)	16.95% 10
Post-Graduate Diploma (NFQ Level 9)	5.08% 3
Masters Degree (NFQ Level 9)	20.34% 12
PhD (NFQ Level 10)	0.00% 0
Not applicable	55.93% 33
<b>Total</b>	<b>59</b>

**Q5 What is the highest level of education you have completed?**

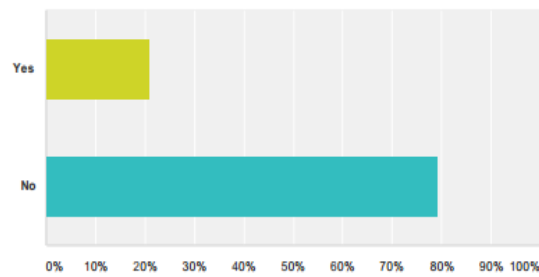
Answered: 62 Skipped: 0



Answer Choices	Responses
Junior Certificate (NFQ Level 3)	0.00% 0
Leaving Certificate (NFQ Level 5)	9.68% 6
Higher Certificates (NFQ Level 6)	6.45% 4
Ordinary Bachelors Degree (NFQ Level 7)	1.61% 1
Honours Bachelors Degree (NFQ Level 8)	66.13% 41
Post-Graduate Diploma (NFQ Level 9)	3.23% 2
Masters Degree (NFQ Level 9)	9.68% 6
PhD (NFQ Level 10)	0.00% 0
Not applicable	3.23% 2
<b>Total</b>	<b>62</b>

**Q6 Are you currently undertaking an internship in the Arts Sector in Ireland?**

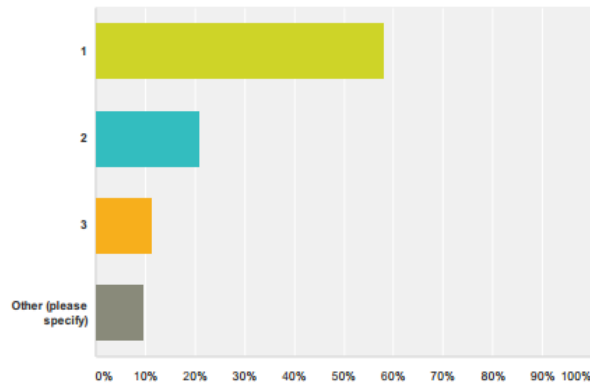
Answered: 62 Skipped: 0



Answer Choices	Responses
Yes	20.97% 13
No	79.03% 49
<b>Total</b>	<b>62</b>

**Q7 How many internships in the Arts Sector in Ireland have you completed?**

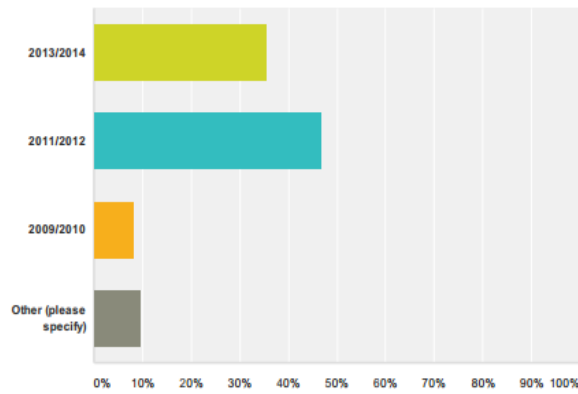
Answered: 62 Skipped: 0



Answer Choices	Responses	
1	58.06%	36
2	20.97%	13
3	11.29%	7
Other (please specify)	9.68%	6
<b>Total</b>		<b>62</b>

**Q8 When was your internship undertaken?**

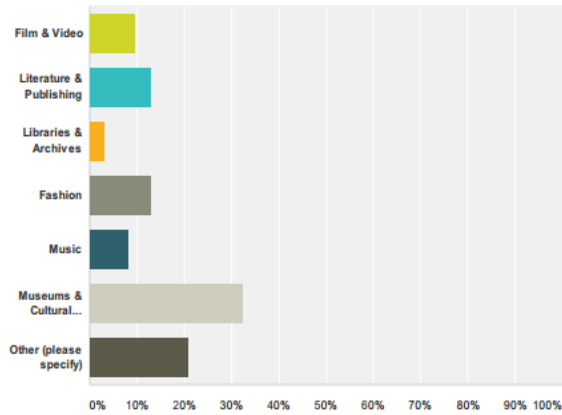
Answered: 62 Skipped: 0



Answer Choices	Responses	
2013/2014	35.48%	22
2011/2012	46.77%	29
2009/2010	8.06%	5
Other (please specify)	9.68%	6
<b>Total</b>		<b>62</b>

**Q9 What Arts Sector Industry is/was your internship in?**

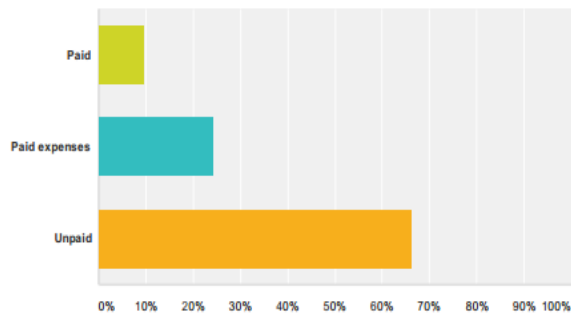
Answered: 62 Skipped: 0



Answer Choices	Responses
Film & Video	9.68% 6
Literature & Publishing	12.90% 8
Libraries & Archives	3.23% 2
Fashion	12.90% 8
Music	8.06% 5
Museums & Cultural Organisations	32.26% 20
Other (please specify)	20.97% 13
<b>Total</b>	<b>62</b>

**Q10 Is your internship paid or unpaid?**

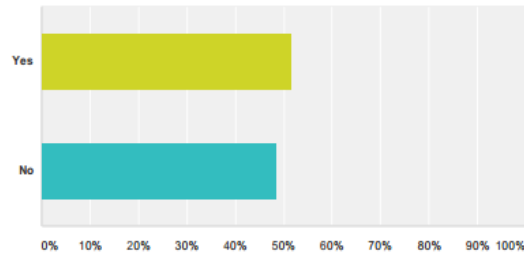
Answered: 62 Skipped: 0



Answer Choices	Responses
Paid	9.68% 6
Paid expenses	24.19% 15
Unpaid	66.13% 41
<b>Total</b>	<b>62</b>

**Q11 Do/did you have a defined role in your internship?**

Answered: 62 Skipped: 0



Answer Choices	Responses	Count
Yes	51.61%	32
No	48.39%	30
Total		62

**Q.12. What is/was your role? Please specify particular tasks/responsibilities you were given.**

- 56 responses

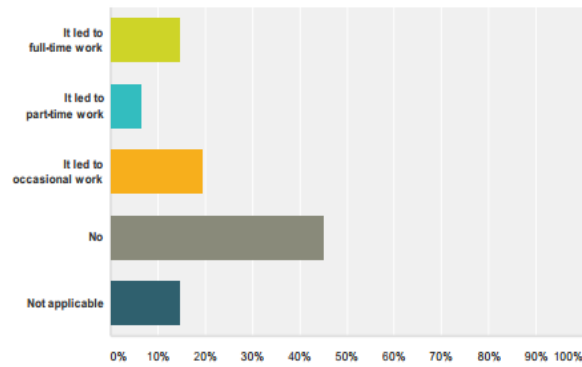
**Q.13. How long did you internship last?/If currently completing an internship, please indicate how long it is intended to last.**

- 62 responses



**Q14 If you have completed your internship, did it lead to further employment within that specific company?**

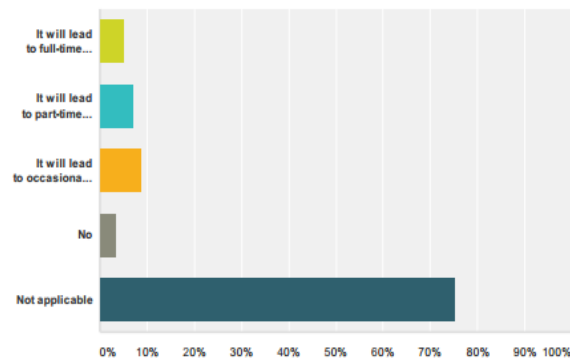
Answered: 62 Skipped: 0



Answer Choices	Responses
It led to full-time work	14.52% 9
It led to part-time work	6.45% 4
It led to occasional work	19.35% 12
No	45.16% 28
Not applicable	14.52% 9
<b>Total</b>	<b>62</b>

**Q15 If you are currently undertaking an internship, do you feel it will lead to further employment?**

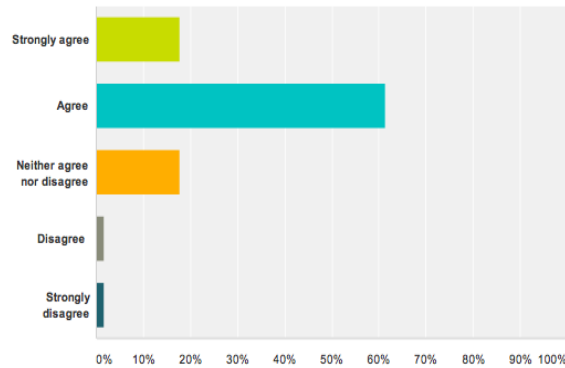
Answered: 57 Skipped: 5



Answer Choices	Responses
It will lead to full-time work	5.26% 3
It will lead to part-time work	7.02% 4
It will lead to occasional work	8.77% 5
No	3.51% 2
Not applicable	75.44% 43
<b>Total</b>	<b>57</b>

**Q16 Please rate your level of agreement to the following statement: Do you think your internship will benefit you when seeking paid employment in the future?**

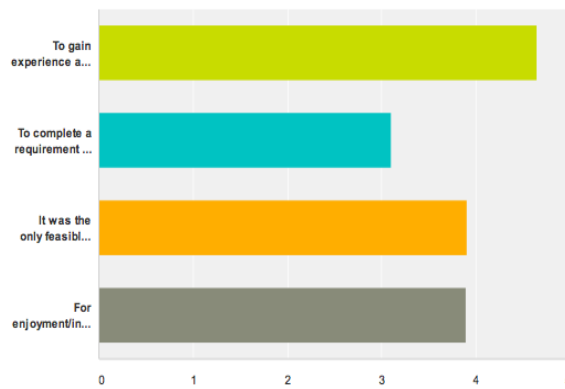
Answered: 62 Skipped: 0



Answer Choices	Responses	Count
Strongly agree	17.74%	11
Agree	61.29%	38
Neither agree nor disagree	17.74%	11
Disagree	1.61%	1
Strongly disagree	1.61%	1
<b>Total</b>		<b>62</b>

**Q17 Please rate your agreement with the following statement on the below scale. I was motivated to undertake an internship in the arts sector:**

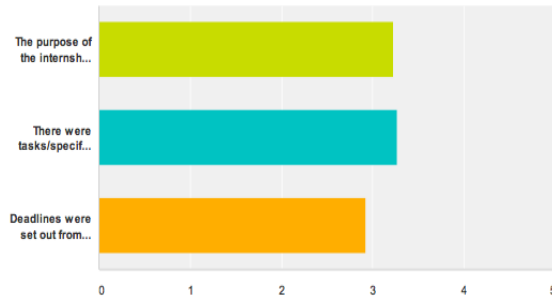
Answered: 62 Skipped: 0



	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Total	Average Rating
To gain experience and training	0.00% 0	1.61% 1	1.61% 1	27.42% 17	69.35% 43	62	4.65
To complete a requirement for a college course	30.65% 19	12.90% 8	9.68% 6	9.68% 6	37.10% 23	62	3.10
It was the only feasible route into employment in the arts sector	1.61% 1	6.45% 4	22.58% 14	38.71% 24	30.65% 19	62	3.90
For enjoyment/interest in the arts	1.61% 1	9.68% 6	9.68% 6	56.45% 35	22.58% 14	62	3.89

**Q18 Please rate your agreement with the following statements on the below scale.**

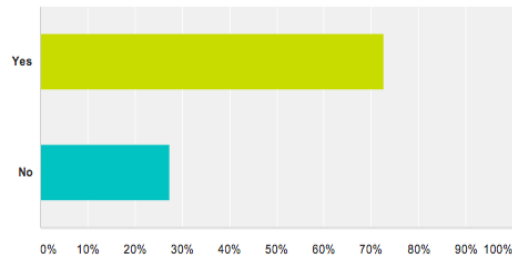
Answered: 62 Skipped: 0



	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Total	Average Rating
The purpose of the internship was clearly outlined before the start date	4.84% 3	32.26% 20	14.52% 9	32.26% 20	16.13% 10	62	3.23
There were task/specific projects set out from the beginning	8.06% 5	24.19% 15	14.52% 9	38.71% 24	14.52% 9	62	3.27
Deadlines were set out from the beginning of the internship	12.90% 8	32.26% 20	14.52% 9	30.65% 19	9.68% 6	62	2.92

**Q19 Were you assigned a supervisor?**

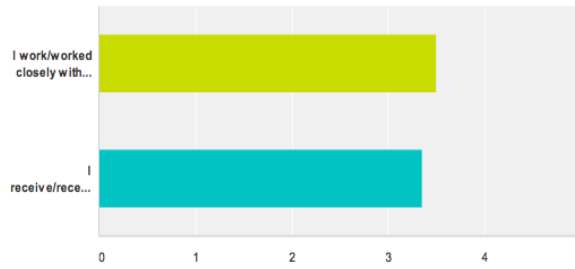
Answered: 62 Skipped: 0



Answer Choices	Responses	Count
Yes	72.58%	45
No	27.42%	17
Total		62

**Q20 Please rate your agreement with the following statements on the below scale.**

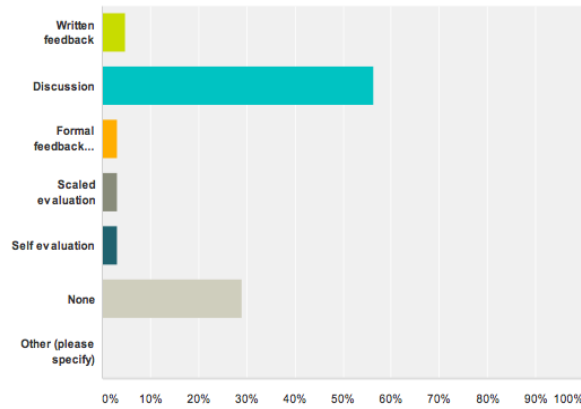
Answered: 62 Skipped: 0



	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Total	Average Rating
I work/worked closely with my supervisor	6.45% 4	16.13% 10	25.81% 16	24.19% 15	27.42% 17	62	3.50
I receive/received feedback from my supervisor	11.29% 7	17.74% 11	19.35% 12	27.42% 17	24.19% 15	62	3.35

**Q21 What type of feedback do/did you receive?**

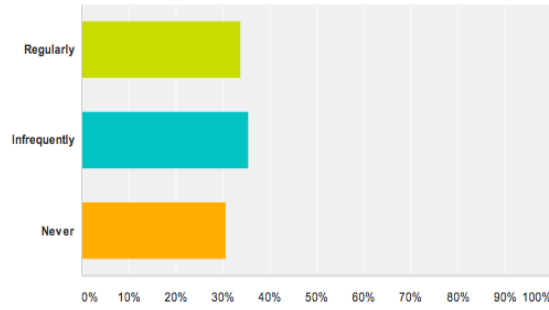
Answered: 62 Skipped: 0



Answer Choices	Responses
Written feedback	4.84% 3
Discussion	56.45% 35
Formal feedback meetings/reviews	3.23% 2
Scaled evaluation	3.23% 2
Self evaluation	3.23% 2
None	29.03% 18
Other (please specify)	0.00% 0
<b>Total</b>	<b>62</b>

**Q22 How often do/did you receive feedback?**

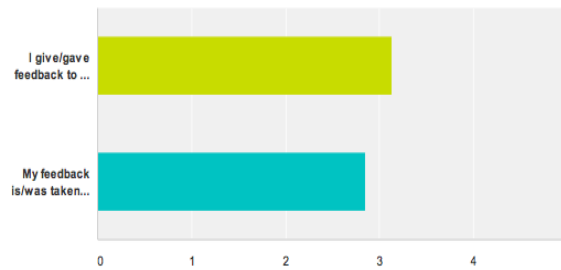
Answered: 62 Skipped: 0



Answer Choices	Responses	Count
Regularly	33.87%	21
Infrequently	35.48%	22
Never	30.65%	19
<b>Total</b>		<b>62</b>

**Q23 Please rate your level of agreement to the following statements.**

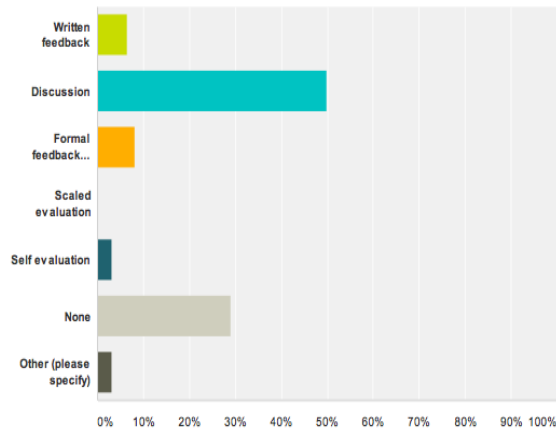
Answered: 62 Skipped: 0



	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Total	Average Rating
I give/gave feedback to my employer	16.13% 10	16.13% 10	22.58% 14	29.03% 18	16.13% 10	62	3.13
My feedback is/was taken into consideration	22.58% 14	14.52% 9	27.42% 17	25.81% 16	9.68% 6	62	2.85

**Q24 What type of feedback do/did you give?**

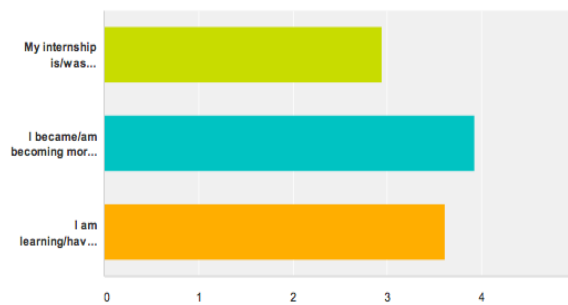
Answered: 62 Skipped: 0



Answer Choices	Responses
Written feedback	6.45% 4
Discussion	50.00% 31
Formal feedback meetings/reviews	8.06% 5
Scaled evaluation	0.00% 0
Self evaluation	3.23% 2
None	29.03% 18
Other (please specify)	3.23% 2
<b>Total</b>	<b>62</b>

**Q25 Please rate your level of agreement to the following statements.**

Answered: 62 Skipped: 0



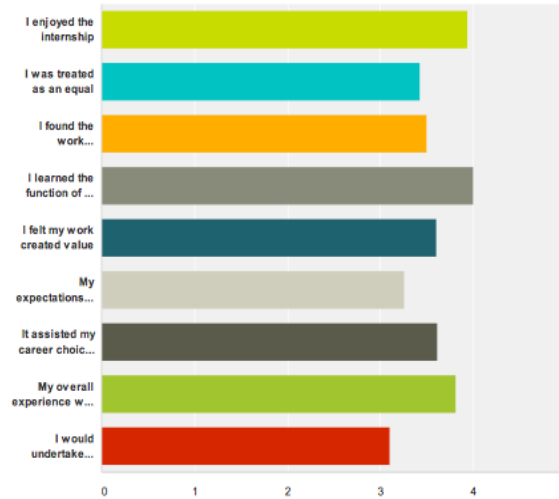
	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Total	Average Rating
My internship is/was structured enough	11.29% 7	27.42% 17	22.58% 14	33.87% 21	4.84% 3	62	2.94
I became/am becoming more capable and confident at the job with time	4.84% 3	4.84% 3	9.68% 6	54.84% 34	25.81% 16	62	3.92
I am learning/have learned a sufficient amount of information and skills	6.45% 4	8.06% 5	20.97% 13	46.77% 29	17.74% 11	62	3.61

**Q.26. Do you feel the inclusion of a structure could have benefitted your experience? Why is this?**

- 44 responses

**Q27 Please rate your level of agreement to the following statements.**

Answered: 62 Skipped: 0



	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Total	Average Rating
I enjoyed the internship	3.23% 2	8.06% 5	9.68% 6	50.00% 31	29.03% 18	62	3.94
I was treated as an equal	8.06% 5	20.97% 13	17.74% 11	27.42% 17	25.81% 16	62	3.42
I found the work challenging	1.61% 1	20.97% 13	22.58% 14	35.48% 22	19.35% 12	62	3.50
I learned the function of the business	1.61% 1	6.45% 4	9.68% 6	54.84% 34	27.42% 17	62	4.00
I felt my work created value	6.45% 4	14.52% 9	17.74% 11	35.48% 22	25.81% 16	62	3.60
My expectations of the internship were met	8.06% 5	22.58% 14	19.35% 12	35.48% 22	14.52% 9	62	3.28
It assisted my career choice positively	1.61% 1	14.52% 9	20.97% 13	46.77% 29	16.13% 10	62	3.61
My overall experience was positive	4.84% 3	4.84% 3	19.35% 12	46.77% 29	24.19% 15	62	3.81
I would undertake another internship in the arts sector after my experience	12.90% 8	20.97% 13	20.97% 13	33.87% 21	11.29% 7	62	3.10

**Q.28. Why would or wouldn't you complete an internship in the arts sector after your experience?**

- 53 answered

**Q.29. Please add any other comments in the text box below.**

- 31 answered

## Appendix C

### Tables

Most Common/Least Common Characteristics of Survey Respondents

	<b>Category</b>	<b>Percentage</b>
<b>Age</b>	23 to 25	58.06%
	18 to 22	11.29%
<b>Gender</b>	Female	80.65%
	Male	19.35%
<b>Education</b>	Not currently in education	61.29%
	Currently in education	38.71%
<b>Undertaking Internship</b>	Not currently undertaking	79.03%
	Currently undertaking	20.97%
<b>Level of education</b>	Honours Bachelors Degree	66.13%
	Junior Certificate/PhD	0%
<b>Year of Internship</b>	2011/2012	46.77%
	2009/2010	8.06%
<b>Arts Sector Industry</b>	Museums and Culture	32.26%
	Libraries and Archives	3.23%

Table 1



## Motivation Correlations

Spearman's rho			To gain experience and training	To complete a college requirement	It was the only feasible route into the arts	For enjoyment/ interest in the arts	Do you think your internship will benefit you when seeking employment in the future
	Correlation coefficient Sig (2-tailed) N	Correlation coefficient Sig (2-tailed) N					
			1.000 62	-.175 62	.095 62	.187 62	.291* 61
			.174 62	1.000 62	-.267* 62	.076 62	-.233 61
			.146 62	.036 62	1.000 62	.239 62	-.020 61
			.146 62	.556 62	.061 62	1.000 62	.424 61
			.291* 61	-.233 61	-.020 61	.104 61	1.000 61

Table 2

## Experience in Different Arts Sector Industries

My overall experience was positive

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Film	6	4.17	.983	.401	3.13	5.20	3	5
Lit	8	3.00	1.195	.423	2.00	4.00	1	4
Library	2	4.50	.707	.500	-1.85	10.85	4	5
Fashion	8	4.13	.354	.125	3.83	4.42	4	5
Music	5	3.60	1.517	.678	1.72	5.48	1	5
Museums	20	3.95	.999	.223	3.48	4.42	1	5
Other	13	3.69	.947	.263	3.12	4.26	2	5
Total	62	3.81	1.022	.130	3.55	4.07	1	5

### ANOVA

My overall experience was positive

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.550	6	1.425	1.422	.223
Within Groups	55.128	55	1.002		
Total	63.677	61			

Table 3

Positive and Negative Aspects Correlation

Spearman's rho																		
	Correlation coefficient Sig (2-t) N	I enjoyed the internship	1.000	.698**	.486**	.651**	.663**	.625**	.854**	.270	.000	.036	.274**	.311*	.338**	.275*	.385**	1.000
	Correlation coefficient Sig (2-t) N	I was treated as an equal	.698**	1.000	.433**	.632**	.502**	.727**	.524**	.267*	.000	.036	.274**	.311*	.338**	.275*	.385**	.270
	Correlation coefficient Sig (2-t) N	I learned the function of the business	.486**	.433**	1.000	.560**	.496**	.570**	.524**	.274**	.000	.031	.274**	.311*	.338**	.275*	.385**	.031
	Correlation coefficient Sig (2-t) N	I felt my work created value	.651**	.632**	.560**	1.000	.679**	.638**	.659**	.311*	.000	.014	.311*	.311*	.338**	.275*	.385**	.014
	Correlation coefficient Sig (2-t) N	My expectations of the internship were met	.663**	.571**	.496**	.679**	1.000	.657**	.720**	.338**	.000	.007	.338**	.338**	.338**	.275*	.385**	.007
	Correlation coefficient Sig (2-t) N	It assisted my career choice positively	.625**	.502**	.570**	.638**	.657**	1.000	.655**	.274**	.000	.031	.655**	.655**	.655**	.655**	.655**	.031
	Correlation coefficient Sig (2-t) N	My overall experience was positive	.854**	.727**	.524**	.659**	.720**	.655**	1.000	.385**	.000	.002	.655**	.655**	.655**	.655**	.655**	.002
	Correlation coefficient Sig (2-t) N	I would undertake another internship	.270	.267*	.274**	.311*	.338**	.275*	.385**	1.000	.000	.002	.385**	.385**	.385**	.385**	.385**	.002
	Correlation coefficient Sig (2-t) N		.000	.036	.031	.014	.007	.031	.002	.002	.000	.002	.002	.002	.002	.002	.002	.002
	Correlation coefficient Sig (2-t) N		.036	.036	.031	.014	.007	.031	.002	.002	.000	.002	.002	.002	.002	.002	.002	.002

Table 4

Structure Correlations

		Task & Projects	Future paid employment	Purpose outlined	Future employment	Deadlines beginning	Received feedback	Gave feedback	Feedback considered	Structured enough	Learning/ Skills
Spearman's rho	Correlation coefficient Sig (2-tailed) N	1.000	.378**	.627**	.031	.778**	.587**	.100	.354**	.704**	.571**
		.003	1.000	.044	.819	.000	.000	.437	.005	.000	.000
		.61	.61	.61	.56	.62	.62	.62	.62	.62	.62
		.258*	.258*	1.000	.012	.672***	.563**	.178	.032	.457***	.390**
		.044	.044	.021	.927	.000	.000	.048	.003	.000	.000
		-1.139	-1.139	.927	1.000	.020	-.032	-.264*	1.000	.673**	.154
		.819	.307	.927	.880	.880	.816	.048	.003	.000	.233
		.57	.56	.57	.57	.57	.57	.57	.57	.57	.57
		.437**	.437**	.672**	.020	1.000	.752**	.233	.368**	1.000	.673**
		.000	.000	.000	.016	.000	.000	.003	.003	.000	.000
		.62	.61	.62	.57	.62	.62	.62	.62	.62	.62
		.587**	.436**	.563**	.032	.752***	1.000	.368**	.553**	.581**	.577**
	.000	.000	.000	.016	.000	.003	.003	.003	.000	.000	
	.62	.61	.62	.57	.62	.62	.62	.62	.62	.62	
	.100	.391	.178	-.264*	.233	.368**	1.000	.673**	.154	.80	
	.437	.002	.167	.048	.068	.003	.003	.003	.233	.162	
	.62	.61	.62	.57	.62	.62	.62	.62	.62	.62	
	.354**	.454**	.390	.184	.457***	.553**	.673**	1.000	.348**	.336**	
	.005	.000	.002	.171	.000	.000	.000	.000	.006	.008	
	.62	.61	.62	.57	.62	.62	.62	.62	.62	.62	
	.704**	.343**	.575**	.076	.743**	.581**	.154	.348**	1.000	.578**	
	.000	.007	.000	.572	.000	.000	.233	.006	.006	.000	
	.62	.61	.62	.57	.62	.62	.62	.62	.62	.62	
	.571**	.407**	.380**	.070	.509**	.577**	.180	.336**	.578**	1.000	
	.000	.001	.002	.603	.000	.000	.162	.008	.000	.000	
	.62	.61	.62	.57	.62	.62	.62	.62	.62	.62	

Table 5

## Feedback Independent Samples T-Test

**Group Statistics**

	How often do/did you receive feedback?	N	Mean	Std. Deviation	Std. Error Mean
I became/am becoming more capable and confident at the job with time	Infrequently	22	3.95	.899	.192
	Regularly	21	4.43	.507	.111
I am learning/have learned a sufficient amount of information and skills	Infrequently	22	3.50	1.102	.235
	Regularly	21	4.24	.768	.168
I enjoyed the internship	Infrequently	22	3.86	1.082	.231
	Regularly	21	4.48	.602	.131
I learned the function of the business	Infrequently	22	3.91	.868	.185
	Regularly	21	4.52	.602	.131
I felt my work created value	Infrequently	22	3.36	1.329	.283
	Regularly	21	4.38	.669	.146
My expectations of the internship were met	Infrequently	22	3.18	1.181	.252
	Regularly	21	4.00	.949	.207

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I became/am becoming more capable and confident at the job with time	Equal variances assumed	.062	.805	-2.116	41	.040	-.474	.224	-.926	-.022
	Equal variances not assumed			-2.143	33.443	.040	-.474	.221	-.924	-.024
I am learning/have learned a sufficient amount of information and skills	Equal variances assumed	2.555	.118	-2.536	41	.015	-.738	.291	-1.326	-.150
	Equal variances not assumed			-2.557	37.600	.015	-.738	.289	-1.323	-.154
I enjoyed the internship	Equal variances assumed	1.467	.233	-2.279	41	.028	-.613	.269	-1.155	-.070
	Equal variances not assumed			-2.308	33.151	.027	-.613	.265	-1.153	-.073
I learned the function of the business	Equal variances assumed	.126	.725	-2.687	41	.010	-.615	.229	-1.077	-.153
	Equal variances not assumed			-2.710	37.488	.010	-.615	.227	-1.074	-.155
I felt my work created value	Equal variances assumed	14.184	.001	-3.147	41	.003	-1.017	.323	-1.670	-.364
	Equal variances not assumed			-3.192	31.314	.003	-1.017	.319	-1.667	-.367
My expectations of the internship were met	Equal variances assumed	3.071	.087	-2.498	41	.017	-.818	.328	-1.480	-.157
	Equal variances not assumed			-2.510	39.866	.016	-.818	.326	-1.477	-.159

Table 6

## Responses

<p><b>Would consider undertaking another internship:</b></p>	<p>“If I found a full time job I like (I wouldn’t undertake another internship in the arts sector), otherwise another internship would be valuable”.</p>
	<p>“I would to get more experience and better references for my CV. Also to improve myself as a working individual and to gain</p>

	<p>more contacts in the arts sector”</p>
	<p>“If I felt that it could provide me with an entirely new skill/skill set but I wouldn’t complete another similar internship, after my experience”.</p>
	<p>“There is no other choice but to do another one in Ireland. It makes your job prospects better when going abroad but I still found it helpful in finding employment in Ireland”</p>
	<p>“To gain experience and due to the limited opportunities for paid employment in the arts sector in Ireland”.</p>
	<p>“I felt there wasn’t enough feedback. I would try to get an internship that was more beneficial”.</p>
<p><b>Would not consider undertaking another internship:</b></p>	<p>“It was a tough experience overall, so I don’t think I could do it again”</p>
	<p>“No, due to fear of being taken advantage of, not having a clear role and I am in need of an income”.</p>
	<p>“I am unable to afford to do this and I need paid work to help to save for future education”</p>
	<p>“The main reason I would be hesitant to complete another</p>

	internship is that they are often unpaid, but my experience of completing an internship in the arts sector was very positive”.
	“I would not complete another internship, as I was not treated well by the employer and was bullied throughout the period. I was never listened to and it ruined my confidence”

Table 7

<b>Would structure benefit the internship experience:</b>	“Yes, it would have – Giving the interns specific goals for useful experiences to help in future jobs would have been beneficial. It was more like taking on whatever work the permanent staff didn’t feel like doing”,
	“Yes, I would have had more goals to achieve and less time feeling awkward not knowing what I should be doing”.
	“Yes, structure is key to progress”.
	“Yes, it would have given a greater sense of achievement and a better marker of little achievements along the way and thus keeping me motivated.”
	“I think if my internship was more structured, I would have had more

	<p>focus and would possibly been able to achieve more, as I would have completed tasks by their deadlines and would have then been able to take on a new task. It would have helped me learn more too.”</p>
	<p>“Having done a few different internships – structured are more beneficial, as I knew what I was going to learn and how I was going to learn it.”</p>

Table 8

### Diagrams

#### Internship Motivations

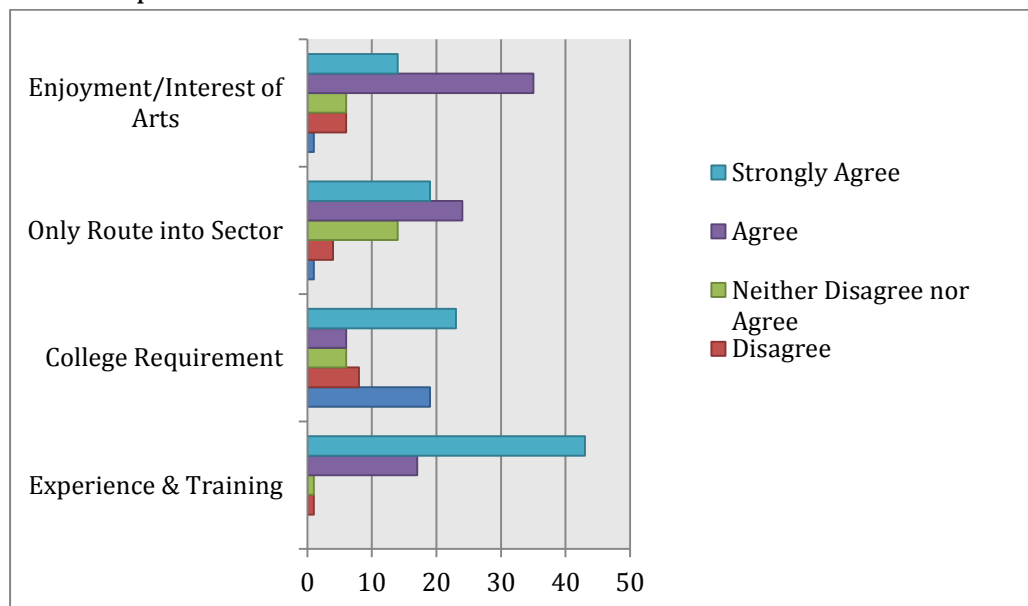


Fig 1



### Individual Perception of a Positive Internship Experience

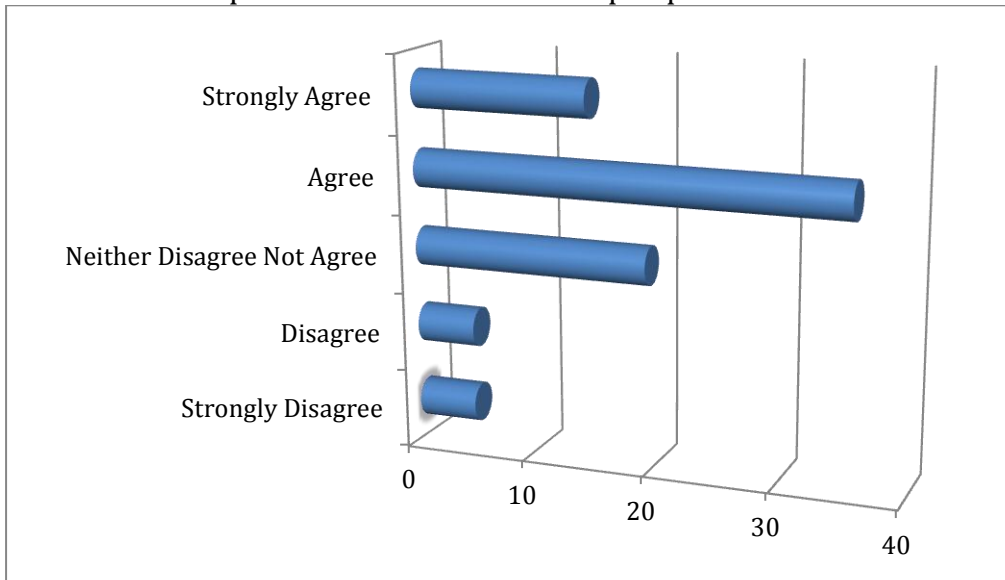


Fig 2

### Structure as a benefit

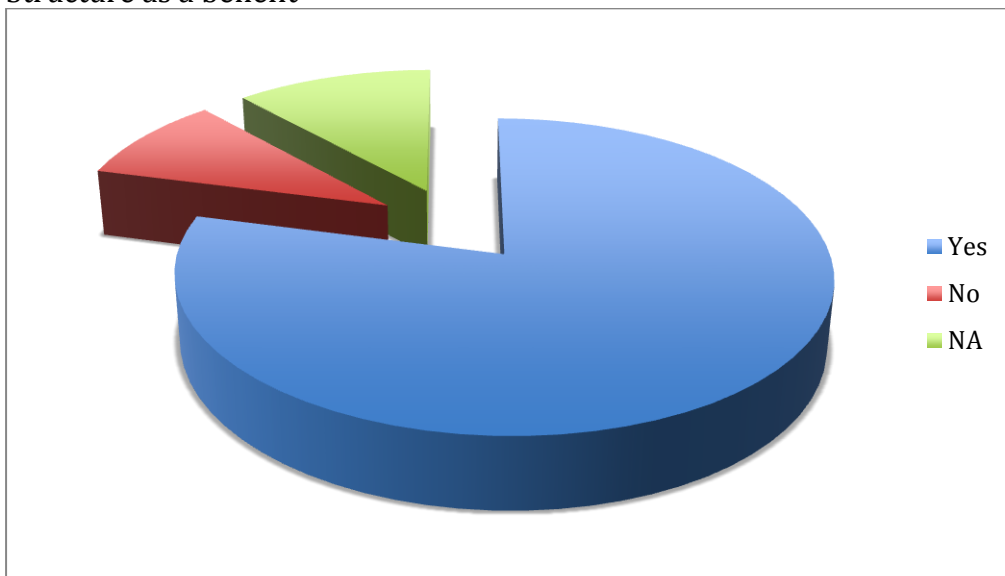


Fig 3

### Feedback

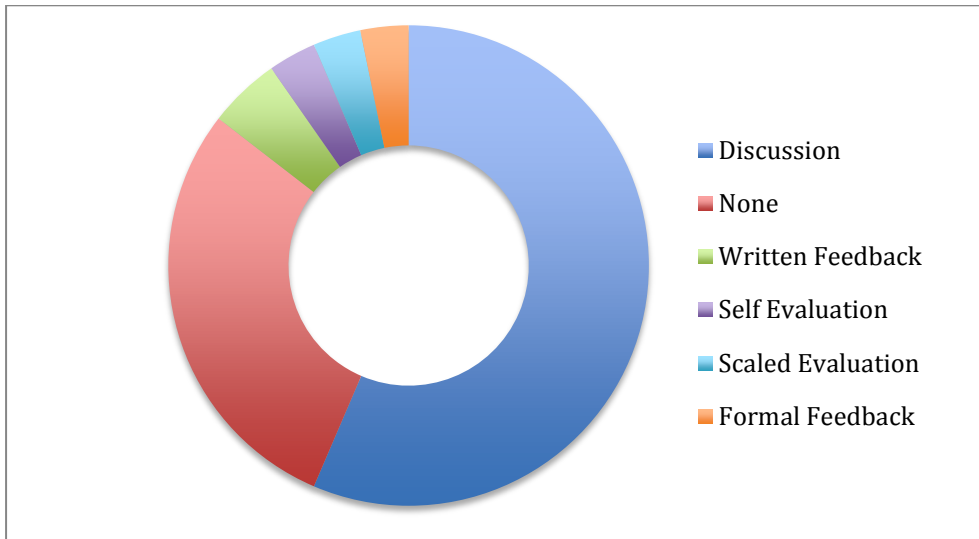


Fig 4

### Individuals Who Would Completed Another Internship

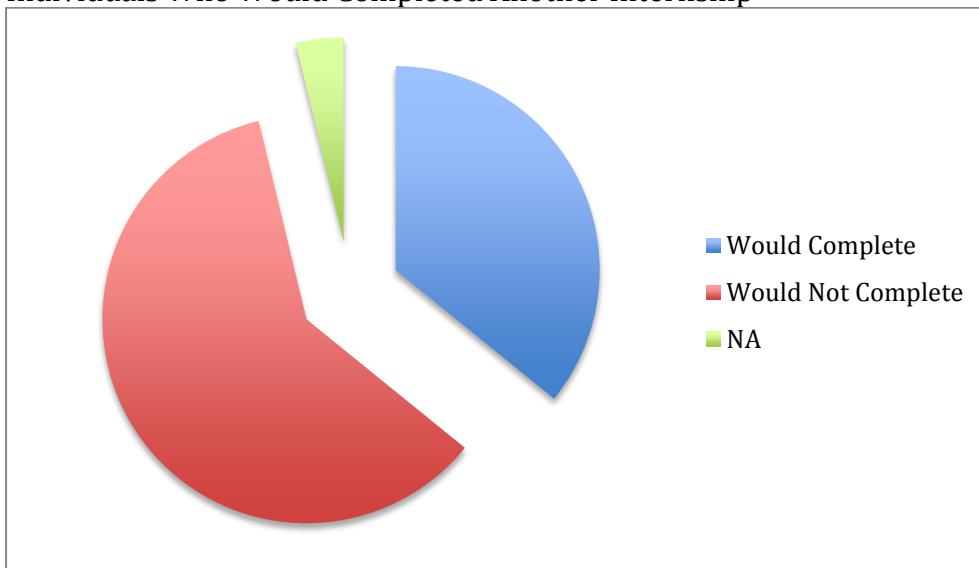


Fig 5