

IDENTIFICATION OF PROBLEMS ENCOUNTERED
IN IMPLEMENTING INTERNSHIPS IN
FASHION MERCHANDISING

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CHAPTER I

INTRODUCTION

Internships have been increasingly incorporated into college curricula as educators have realized the need to bridge the gap between academic theory and the actual work situation. Education needs to provide students a context for experience in the adult world by offering them other places and other roles in which they can supplement their formal training (Lewchuk, 1973). Meszaros (1978) stated that the rise of accountability and employability in the late 60's and 70's helped create renewed emphasis in internships. In many cases the inclusion of such programs in the curriculum has been credited with making the difference between soaring enrollments and drastic decline.

The broadness of the work concept was expressed by Hampton (1975) when he stated:

It is the intent of education that learning experiences be extended into the community and especially the workplace. The educational planner's responsibility includes not only infusing career concepts into the classroom but in making available work experiences and other community resources (p. 11).

Through internships, education utilizes the resources of a community to a greater degree than is possible in most forms of education. These resources include such things as people, equipment, and facilities. Contact with qualified professionals through carefully planned activities helps further develop skills attained in the classroom and

provides exposure to current equipment in the student's field of interest (Kimbrell and Pilgeram, 1970).

In a study of cooperative education, Wilson and Lyons (1961) found that 72 percent of the teachers working in these programs strongly agreed or tended to agree with the statement that as a result of practical work experience, students tended to develop greater skill in the application of concepts and principles. Sixty-nine percent either tended to affirm or clearly affirmed that students became more highly motivated to academic achievement as a result of work experiences.

Benefits of internships as perceived by home economics administrators were identified in a study by Greenwood (1978). Some of the major benefits which were indicated were:

- provides the student the opportunity to apply theoretical principles to a real work situation
- teaches the student job requirements and helps clarify career goals
- provides a minimum of experience related to career goals
- aids student in developing maturity and professionalism.
- helps strengthen students credentials in the job market and helps develop relationships in the profession (p. 14).

While internship programs have provided numerous benefits and opportunities for both the student and the academic institution, Zauderer (1973) pointed out that internships have generated new problems. While this area of education has received considerable emphasis, few studies have focused on the problems which inevitably occur as a result of the interrelationships between the educational institution and the business community.

Many home economics departments have implemented internships in various subject matter areas. While the advantages of these programs have been reported, there is a need to further explore the problem areas which may be preventing these internships from reaching their full potential.

Purpose of the Study

The purpose of this study was to investigate the problems encountered in undergraduate internship programs in fashion merchandising and to study the relationship of these problems to certain internship characteristics.

Objectives

1. To identify specific characteristics of the textile and clothing programs where internships in fashion merchandising have been implemented.
2. To identify specific characteristics of the internships related to the structure, the policies, and the supervision and coordination.
3. To identify problem areas which have been encountered in implementing internships and to study the relationship of these problem areas to certain internship characteristics.

Hypotheses

The following hypotheses were tested:

1. There are no significant differences in mean scores based on whether or not internships are required for graduation for any of the

three categories of problem areas related to administrators, students, and employers.

2. There are no significant differences in mean scores based on whether internships are scheduled into specific time blocks or flexibly scheduled for any of the three categories of problem areas related to administrators, students, and employers.

3. There are no significant differences in mean scores based on the length of time the internship had been established for any of the three categories of problem areas related to administrators, students, and employers.

Assumptions

The following assumptions underlie the study:

1. Problems are incurred in the implementation of internships in fashion merchandising.

2. The problems incurred in the implementation of internships are primarily related to administrators and faculty, the student interns, or the employers/supervisors.

Limitations of the Study

The study was limited to 123 of the colleges and universities which were implementing an internship in the textiles and clothing area, as indicated by the responses to a previous survey of the 372 agency unit members of the American Home Economics Association.

Definition of Terms

1. Fashion Merchandising--designates the various activities

performed at the retail level to effect the purchase and insure the profitable sales of appropriate assortments of merchandise (Greenwood and Murphy, 1978).

2. Fashion Merchandising Curriculum/Retailing Curriculum--college curricula which are designed to prepare students for careers in the merchandising area of retailing.

3. Host Agency--the business or agency for which the student temporarily works as an intern. Specified employees provide training and supervision for the intern.

4. Internship--a temporary period of supervised work experience that provides an opportunity for students to further develop skills and abilities in their chosen occupational field. Theoretical knowledge is applied in job situations.

5. Internship Coordinator--the faculty member who has the responsibility for coordinating the major components of the internship. He or she usually maintains direct contact with the business community, the university administration, the university faculty, student personnel services, and students enrolled in the internship.

6. Work Site or Training Station--the location or physical setting of the student's on the job training during the internship.

7. Work Supervisor or Supervisor/Employer--the individual in the job setting who is responsible for supervising the intern's work experience.

Background of the Study

This study was designed as a follow-up to research which was completed in preparation for a workshop on internships in home

economics held during the American Home Economics Association (AHEA) annual meeting in June, 1978. The workshop was planned and implemented by the Professional Development and New Careers Issues Committee of AHEA under the direction of Dr. Kathryn Greenwood, Oklahoma State University. In preparation for the workshop, a questionnaire was designed to gather data about existing internships in home economics. The questionnaire was mailed to the 372 universities and colleges who were agency unit members of AHEA. The survey was divided into the following three major sections: university/college characteristics; internship characteristics; and problem areas in internships. The results from the 148 questionnaires (40%) which were returned and analyzed were presented at the opening session of the workshop. A summary of the findings is on file at AHEA headquarters.

CHAPTER II

REVIEW OF LITERATURE

Internship programs are designed to provide students the opportunity to apply learned theory to actual work situations. The student learns to adapt to the demands of the employer and his or her fellow employees. Such programs provide a transition from academic life to a career. Their major purpose is to help the student develop occupational competence (Mason and Haines, 1972).

Internships are becoming more commonly accepted as an effective method for helping the students prepare for their chosen careers.

Bennett (1972) stated that

New trends toward relevant experiences for students, emphasis on community involvement, and the need for specialized training can be achieved through a combination of on campus college study and off campus direct student interaction on the job in a paid work experience (p. 22).

Students have access to the laboratories of business and industry. Modern equipment and the latest occupational techniques become available to them.

Neiderpruem (1956) found that internships are usually structured to provide specific experiences for the student. Such programs usually include training, observation, application of principles and evaluation of concepts. Classroom activities are coordinated with this on the job training. A successful internship should provide a realistic frame of reference for experiences involving problem solving.

An internship is dependent on many elements. The program must be viewed as a team effort involving key figures within the academic institution and the community. School personnel who are involved include the administrators, counselors, and the school faculty (Mason and Haines, 1972). The community is a major component of the program. Program administrators must collaborate with all aspects of the community including the employer, trade unions and civic and social groups (Hampton, 1975). The quality of learning in such programs depends on the commitment and skills of all participants.

Characteristics of Internship Programs

A number of characteristics have been observed in various kinds of internship training. A summary of these characteristics is organized into the following sections: program objectives, the internship coordinator, counseling, location of work sites, placement, classroom instruction, evaluation, advisory committees, and public relations and promotions.

Program Objectives

In a study conducted by the staff of the Cooperative Educational Research Center at Northeastern University (Wilson, 1975), it has been found that successful work experience programs usually followed explicit and institutionally accepted program goals. The program should begin with a clear, definitive set of objectives. These objectives can be attained by means of an organized plan built on specific goals. If both the classroom teacher and the work supervisor comprehend the objectives of the program, they can more effectively guide students

through a successful internship that will help prepare them for future employment.

The Internship Coordinator

One of the key elements of a successful internship is a capable and enthusiastic faculty coordinator. The entire program hinges on this individual's ability to organize and integrate the various components of the internship.

According to Zauderer (1973), a field experience involves many complexities which do not occur in the traditional classroom. The internship coordinator can more readily anticipate problems and design learning experiences if he or she has had work experience. Zauderer (1973) pointed out other skills which the internship coordinator should possess. He or she should be skilled in human relations and should be a good representative for the school to the community. The coordinator should be able to guide students in the skills of a participant observer. The coordinator must also be able to assist in counseling students in career preferences and self inventory. Once students are placed in a position, the coordinator should help the students develop their own strategies for problem solving with minimal supervision.

The duties of the coordinator are numerous and varied. Time should be allowed each day for the coordinator to organize various activities (Crawford, 1976). The coordinator should maintain close contact with both the student and the work supervisor during the internship. One researcher (Basseri, 1970) suggested that cumulative employment files be kept on each student. The work station should be

evaluated periodically to assure its applicability to the desired learning. The coordinator is also responsible for assisting students in the integration of classroom experiences with job training. Work sites are located by the coordinator who often assists in student placement. The coordinator may also be responsible for working with an advisory committee.

Counseling

In any program which prepares students for a career, there should exist an emphasis on career planning and decision making. The student needs help as he or she begins to examine his or her interests, aptitudes, talents, and initial program needs (Hampton, 1975). According to Adams and Stephens (1970), the student should receive advisement from the instructor and the adviser, as well as community consultants. Students should be supplied with various kinds of occupational information pertaining to present and predictable employment trends. They should be informed as to the curricular preparation needed and the work experiences required. The student's own personal preferences and potentialities should be assessed.

Location of Work Sites

One of the most significant responsibilities of the coordinator is locating work sites for students. According to research completed at Northeastern University (Wilson, 1975), the following factors should be considered when work situations are selected: the location of the school; the nature and mobility of the student body; the curricula

offering the program; the operating mode of the program; and program objectives.

One effective method of locating possible jobs is for the coordinator to get out of the office and knock on doors. The school faculty may be an excellent source of assistance. They can help in making personal contacts in locating work situations. In some instances the student may find his or her own job.

Once merchants agree to participate in the program, they should be fully informed as to what they can expect from the student and what the program requires of the employer. Some schools have written agreements with the employer stating what type of supervisory experiences the student will obtain (Ferguson, 1964).

Placement

After finding appropriate work sites, the next step is to place the right student in the right job. The coordinator and the student should have previously explored the student's qualifications and abilities. After the coordinator assesses the student's needs and long and short term goals, the best possible employment match should be made. Some employers will prefer to interview several students and select the one they feel is best qualified. It is the preference of other employers to have the coordinator determine the best candidate for the position. It is desirable for students to have experience in job hunting and interviewing with employers (Wilson, 1975).

The coordinator should review training stations annually and constantly be adding new ones. Even employers with the best intentions may begin to neglect their responsibilities to student trainees.

Improving instruction at the training station is a continuous task of the coordinator (Mason and Haines, 1972).

Zauderer (1973) pointed out several indications of performance breakdown at the work station.

The student may be given menial tasks which provide little opportunity for development of skills. Work activities are planned for the student which are insufficient to keep him busy. The student is isolated from the central processes of decision making. There is no apparent planning with regard to job function (p. 23).

If there is no incentive within the agency to invest in a student's training, it is probable that the personnel will not expend the time and energy necessary to make the work experience successful.

It has been recommended (Zauderer, 1973) that the coordinator recognize the time and energy which supervisors must spend with students during the internship. Gratitude should be expressed to all participants in the program.

Classroom Instruction

After students have been placed the coordinator must work closely with the scheduling officer so that classroom instruction is coordinated with work training. The student should be able to leave the classroom and return without difficulty (Mason and Haines, 1972).

In the actual classroom, learning experiences should be carefully designed to constructively build on knowledge being gained at the work site. The instructor must have an understanding of the types of learning experiences available at the work site so that gaps can be closed through classroom activities (Hampton, 1975).

The instructional capability must be individualized. The program should be tailored to the individual needs of the students. The curriculum might be defined as those areas in which specific knowledge must be gained in order to help students achieve personal career goals (Hampton, 1975).

Evaluation

Credit for internships may be awarded in various ways. If credit is awarded, considerable thought should be given to evaluation methods. The most commonly used type of evaluation is obtained through the use of a rating scale or checklist which is filled out by the student's supervisor. This method is widely used because relatively valid evaluations can be obtained in a minimum of time (Adams and Stephens, 1970). In some cases credit is awarded by the instructor based on a paper or project which the student completes during his or her work term. Participation in a seminar may be used as a method of evaluation. Attendance at a seminar may be supplemented by a report or log which is filled in during the internship (Wilson, 1975).

When practical, observation at the work site may be used to give credit. This can be time consuming if many students are involved. The student may be required to submit a work manual based on his or her own experiences on the job. Generally, such manuals also contain information about the operation of the business (Ferguson, 1964). Depending on the type of internship, the coordinator may choose to use a combination of these methods for the most thorough evaluation of the student's progress. Adams and Stephens (1970) advised that

the student's final evaluation be discussed with him or her personally upon completion of the internship.

Advisory Committees

Internships are a joint undertaking that is shared by the academic institution, businesspersons, and the local community. The use of an advisory committee is highly desirable to coordinate these various factions (Crawford, 1976). Such committees can provide a link between the coordinator and the businessperson. They also provide assistance in determining long range community needs. They can help in building trust and confidence both in the internship program and the coordinator. The committee should be composed of active business and community leaders. Members should serve one to three years with meetings being held when there is business to discuss.

Public Relations and Promotions

The success of any type of internship program depends on community support. The acquisition of such support is often accomplished through effective public relations. The thrusts of a public relations program should be based on what the community already knows and understands about the internship. The public is many groups with different characteristics and different potential for helping to further internship objectives. Various groups which should be considered are students, faculty, merchant organizations, trade associations, and government officials (Coakley, 1972).

The purposes of promotion and public relations are to inform and persuade. Informative promotional efforts can be very effective in

reaching audiences who are unfamiliar with the program. Publicity and media suggestions which might be appropriate are: 1) brochures and mailing pieces, 2) newspaper and magazine advertising, and 3) other promotional techniques such as displays, special audio-visual presentations and other special presentations (Heerman, 1973). Coakley (1972) suggested that personal contact may be one of the most effective methods of promoting a program.

Problems in Internships

Internship training is not adaptable to all communities. A community which is too small to provide many training sites obviously can offer little potential for an internship program. The number of available employment opportunities may be a major factor in determining the success of a program. Such factors as the stability of the community population, current economic conditions, or the nature of the available job opportunities may restrict the development of internships (Evans, 1971). The task of providing jobs for students is in face a complicated process which involves a conscientious effort to individualize work experience to the student's needs (Heerman, 1973).

Successful implementation of an internship program requires the coordination of three major components. These are the college or university personnel, local businesspersons, and the community. This cooperative effort, while providing new and varied learning opportunities for students, can be a source of unique problems.

Problems Related to Program Administrators

One of the major difficulties encountered by program administrators

has been a lack of support on the part of the teaching faculty (Knowles, 1971). According to Evans (1971), some faculty members have been accustomed to teaching in school laboratory programs and fear that an internship will rob them of their students. Internships have also been opposed by people who feel instruction should be given solely in the classroom.

Special difficulties may be incurred in the operation of an internship program in large cities. Travel for internship coordinators can be time consuming since it is difficult to restrict students to employment in a particular geographic sector of the city. There also may be a greater number of employers who have tight seniority restrictions with regard to hiring (Evans, 1971).

Determination of program policies can be a complicated process involving consideration of both the employer and the student. One important question which administrators must resolve is whether students will be paid by employers. Nonpayment programs may discriminate against less affluent students. Paid programs may discriminate against less affluent businesses. Many coordinators have also found it difficult to evaluate the intern's performance with a level of precision when letter grades are required. An effective way must be found to translate these work experiences into letter grades (Zauderer, 1973). An internship may be hampered by a shortage of instructional materials which relate to the student's work goals. It may be difficult for faculty members to find material which is suitable for individual students and their particular work situations (Evans, 1971).

Problems Related to the Student

The student intern must pursue job related tasks with a high measure of motivation. He or she should be sensitive to professional feedback so that performance can be improved. Not all students are able to approach an internship in this manner (Zauderer, 1973).

In programs which require internships for graduation a major problem is the difficulty of placing all students. It is not unusual to have some students who are not placed. This may occur for several reasons such as labor-market conditions, health problems, scholastic difficulties, and an unwillingness on the part of the student to accept available opportunities (Knowles, 1971).

Housing can be a problem for many students when they leave their home communities or the community where their college or university is located. Some institutions arrange to lease space or forward deposits to landlords so that housing will be available for students (Knowles, 1971). Heerman (1973) acknowledged that some students may view the internship only as a means of financial aid. Neiderpruem (1956) also found that some students were limited in their opportunities to observe and participate in related work activities therefore narrowing their potential to profit from the internship.

Problems Related to the Employer

A shortage of training stations has often existed because of the potential cost to the employer. Intern training can be costly. It has often been assumed that employers could recover costs by having a better supply of trained workers or that they should contribute the

added cost because of their sense of social responsibility (Evans, 1971). In addition, if students work for only a short time, the business or agency may have difficulty fitting them into the work flow (Zauderer, 1973).

In some cases the employer may not contribute to the student's development or achievement of program objectives. The employer may view the intern only as a part-time worker. The employer should recognize the student's capacity and abilities so he can sufficiently challenge him or her without setting unrealistic goals. Many problems which are related to the work situation can be attributed to a communication breakdown between the coordinator and employer (Heerman, 1973). Neiderpruem (1956) indicated that one problem was that in some situations the student's immediate supervisor did not always exhibit professionalism in their conduct on the job.

Fashion Merchandising Curricula

Merchandising is that division of a retail store which is responsible for the planning and control of the merchandise offerings to final consumers (Gillespie and Hecht, 1970). The merchandise division is not only responsible for acquiring the goods, but is often responsible for the selling of them. These two functions are the heart of the retail business and provide many executive opportunities (Duncan and Hollander, 1977).

Troxel (1962) observed that as competition among retailers has increased, one merchandising technique has emerged and that is a rapidly increasing emphasis on fashion. All types of retailers have endeavored to establish a fashion identity or image in the minds of

their customers. Today retail establishments that have at least a significant interest in fashion merchandise account for more than ten percent of the 1.8 million retail outlets. Their combined sales of fashion and other merchandise account for one seventh of the \$444 billion total retail sales (Jarnow, 1974).

The merchandising of fashion has developed distinctive characteristics because of the fluctuating nature of fashion trends. The term fashion merchandising designates the various activities performed at the retail level to effect the purchase and insure the profitable sale of appropriate assortments of fashion merchandise.

Daniels (1974) noted three broad aspects of fashion merchandising. The first, the mechanics of fashion merchandising, concerns itself with how much to buy, what kind, and when to buy. The second aspect, the art of fashion merchandising, involves bringing new, irresistible merchandise to the consumer and adequately promoting it. The third aspect, fashion feeling, is a matter of good grooming. This applies to the entire merchandising staff.

Today retailing offers many opportunities for stimulating and rewarding careers, many of which are in merchandising. Top management has become increasingly aware of the advantages of university training for success in this field (Duncan and Hollander, 1977). Troxel (1962) reported that advancement in retailing is more rapid for retail trainees who, through adequate college training, have become familiar with the basic concepts underlying the retail process. This finding has been substantiated by the fact that many retailers now actively recruit on college campuses.

Fashion merchandising curricula were initially founded by interested merchants. Such programs have been evaluated and reevaluated to keep abreast with the volatile character of retailing (Gillespie, 1962). Troxel has pointed out (1962) that the rapid growth of retail programs during the 1940's and 1950's resulted from: 1) the rapid growth in size and complexity of retail organizations, and 2) an emerging emphasis on cultural preparation for retailing careers in addition to on the job training.

Each retail course area is a synthesis of knowledge from many varied fields. Fashion, for example, incorporates some knowledge of history, psychology, sociology, statistical forecasting, fine arts, and a foreign language (preferably French) for understanding of its basic terminology. Since no person, in a four year period, can take work in all related fields, the exposure to segments of that knowledge, as selected by expert teachers, expedites learning and extends students' broad cultural and business comprehension. In short, formal education which is properly channeled is a powerful force for student development in any career area (Gillespie, 1962). Neiderpruem's study (1956) revealed that retail courses correlated with work experiences provide the most effective preparation for entrance into merchandising careers.

Related Research

Basseri (1970) conducted a study for the purpose of developing a design for cooperative mid-management training for use in the California Public Community Colleges. Basseri first prepared an inventory of cognitive, attitudinal, and skill needs required by a merchandising

mid-management position. The propriety of these requirements was established through inquiries to retail executives and mid-managers. After determining which needs should be taught by the college alone and which ones should be taught cooperatively, the researcher translated these requirements into course offerings. A curricular design for use in community junior colleges was developed. The design included specific procedures and methods by which cooperating firms contribute to the training, evaluation, and improvement of the program.

Wilson and others (1975) undertook a research project at Northeastern University which was designed to provide answers to questions which were often asked and to give sound advice to institutions seeking to initiate, expand, or strengthen cooperative education programs. One of the research objectives was to determine if different programmatic approaches are differentially successful. A second objective was to discover significant components of program development and to identify those components which contribute to program development and those which deter from it.

Case studies were developed on 34 cooperative education programs which represented 13 percent of the cooperative education programs known to be at least three years old. The researchers looked for the following variables in each program.

- Program activities and developmental history
- Program design and its relationship to the stated program objectives
- Program characteristics and operating policies and procedures
- Institutional characteristics
- Kinds of interrelationships within the institution established by the cooperative education program

- Student characteristics
- Perceptions of the program by its own staff, students, faculty, and administration
- Future plans and aspirations of the program objectives (Wilson, 1975, p. 7).

Three instruments were constructed for use in the case studies. These were: 1) cooperative education program matrix, 2) student cooperative education questionnaire, and 3) administration and faculty interview guideline. Paired comparisons were used to assess the questionnaire.

In a study conducted by Greenwood (1972) at Oklahoma State University, recommendations were made for the revision of the fashion merchandising program with specific guidelines for the student work experiences. The suggested revisions were based on job descriptions which identified the responsibilities, duties, and competencies related to entry level positions which cluster around the buying function in retailing. Performance goals for the student work experience were developed from these job descriptions. The feasibility of students achieving the performance goals and evidencing the performance expectations during the student work experience was indicated by both a jury of merchants and a group of students who had completed the work experience. Ten performance goals were noted which might be evidenced during the first month of student work experience.

Tate (1976) developed a learning package for use by students in two work experience classes at Oklahoma State University. Part I of the learning package was given to a sample of thirty-five fashion merchandising majors who were enrolled in the fashion work experience course in the spring of 1976. Eighteen students completed Part II of the learning package during the actual work experience period during

the summer of 1976. Both parts of the learning package were evaluated as to their effectiveness. Part I was revised and recommendations were made for the revision of Part II. Tate found that a learning package could be used effectively to help facilitate learning both prior to and during the actual work experience.

Simpson (1978) completed a study at Oklahoma State University which involved the evaluation of the Student Work Experience (SWE) manual used by fashion merchandising majors. Recommendations were developed for revisions in the manual. Criteria developed to evaluate the SWE manual were based on a review of literature and appraisal of content by teacher coordinators of fashion work experience programs.

The SWE manual was evaluated by a group of fashion merchandising students who had used the manual and by retail merchants who had employed fashion merchandising students. Evaluations by these two groups indicated strengths and weaknesses in the general content of the manual and the specific content of the seven performance goals included in the manual. Specific content revisions pertaining to the seven performance goals included deletion of unrealistic learning activities and clarification of instructions for students using the manual.

A study of internships in home economics was conducted at Oklahoma State University by Greenwood (1978). This survey was discussed in Chapter I. According to the findings of this study, internships have been implemented in all subject matter areas of home economics. Sixty-two percent of the participants indicated internships had been implemented in the textiles and clothing subject matter area. At one-fourth of the institutions, internships were available to graduate

students in home economics. Sixty-four percent of the respondents indicated that internships were required of undergraduates in various subject matter areas. The survey was designed to identify problem areas encountered in internships in home economics. Problem areas were divided into three categories: academic-oriented problem areas; student-oriented problem areas; and employer-oriented problem areas. Home economics administrators perceived the following two academic-oriented problem areas as being most important in terms of maximizing the value of existing and future internships: selecting acceptable work situations related to the interns career goals; and maintaining the quality of supervision of work experiences for interns.

The administrators indicated that initiation of learning experiences related to career goals, and application of subject matter knowledge to work situations were the two most important student-oriented problem areas. Two employer-oriented problem areas were identified as most significant. These were an awareness on the part of the employer of the objectives of the internship and the provision of opportunities for interns to observe and/or participate in work activities related to career goals.

Summary

A wide variety of internship programs are now in existence. These provide students with many diversified opportunities. The characteristics of internships vary since they are adapted to different subject matter areas and employment situations. All internships basically involve an interrelationship between the academic institution and professionals in the student's chosen field. Internship training is

viewed as an extension of academic learning since it provides opportunities for application of principles taught in the classroom. A work experience also aids students in both personal and professional development.

Internships have been successfully incorporated into fashion merchandising curricula as educators and retailers have realized the student's need for practical experience. Problem areas have been incurred in these internships, in part, because of the dynamic nature of retailing. Despite minor problems, internships have effectively met the needs of fashion merchandising students. According to Heerman (1973, p. 164), "The lines of demarcation between the human endeavors of education and work should be diminished." Internship training is an effective means for accomplishing this goal.

CHAPTER III

METHODS AND PROCEDURES

The purpose of the study was to investigate the problems encountered in undergraduate internship programs in fashion merchandising and to study the relationship of these problems to certain internship characteristics. The specific objectives were:

1. To identify specific characteristics of the textile and clothing programs where internships in fashion merchandising have been implemented.

2. To identify specific characteristics of the internships related to the structure, the policies, and the supervision and coordination.

3. To identify problem areas which have been encountered in implementing internships and to study the relationship of these problem areas to certain internship characteristics.

Selection of Sample

The sample for this study was selected from the respondents to a previous questionnaire concerning internships in home economics. Responses were received from 148 (40%) of the home economics administrators at 372 colleges and universities who were agency unit members of the American Home Economics Association. These institutions

were geographically located throughout the United States. One hundred twenty-three of the respondents indicated that they were implementing an internship in the textiles and clothing area. These respondents were selected as the sample for the survey on internships in fashion merchandising. A complete list of the colleges and universities included in the sample and their regional representation is included in Appendix A.

Development of the Instrument

A questionnaire was developed for the collection of data (see Appendix B). The questionnaire was divided into three sections. The first section pertained to program characteristics. This section was designed to gain information about characteristics of the textile and clothing programs which had implemented fashion merchandising internships. The second section of the questionnaire was related to the characteristics of internships in terms of the organizational structure, internship policies, and the supervision and coordination of the internship. The purpose of the third section of the questionnaire was to identify major problem areas incurred in the implementation of internships in fashion merchandising. Problem areas were divided into the following three categories: problem areas related to the administration of the internship, problem areas related to students, and problem areas related to employers.

Problem areas which were listed in the third section of the questionnaire were identified by the writer through interviews with two faculty members who were primarily responsible for the fashion merchandising internship at Oklahoma State University. Two professors who

were coordinating internships in other subject matter areas in home economics were also interviewed with regard to problem areas in the implementation of internships. Additional problem areas were identified through a perusal of literature on internships in related fields and were reported in Chapter II of this study.

Copies of the questionnaire were reviewed by a fashion merchandising instructor who was coordinating an internship at another university and a former fashion merchandising instructor from Oklahoma State University. The questionnaire was also reviewed by several professors in the Clothing, Textiles, and Merchandising department at Oklahoma State University. Suggestions from these individuals were the basis for revisions in the questionnaire.

Collection of Data

A cover letter and the questionnaire were mailed to 123 colleges and universities which met the criteria for the sample, and thus were implementing an internship in the textiles and clothing area. The cover letter identified the purposes of the questionnaire and provided instructions for its completion. The questionnaire was designed so that respondents could, upon completion, refold and return it, using a self addressed, stamped mailing section.

The questionnaires were addressed and mailed to the home economics administrator at each institution. A request that the survey be forwarded to the appropriate textiles and clothing faculty member was included in the cover letter. If the questionnaire had not been returned in approximately 20 days, a second copy of the questionnaire was

mailed directly to the textiles and clothing chairperson or a textiles and clothing instructor at the college or university. A brief note was attached to the follow-up questionnaire to explain that it was a second copy and request its completion and return.

Analysis of Data

The responses from the questionnaire were compiled and analyzed by computer. Percentages and frequencies were used to describe the characteristics of the programs in which internships were offered and characteristics of the internships. Major problem areas were identified using a rating scale of one to five to indicate the frequency of occurrence. The mean score for each problem area was computed and problem areas with a mean score of 2.5 or above were treated as major problem areas. Problem statements were categorized as follows: 1) problem areas related to the administration; 2) problem areas related to students; and 3) problem areas related to employers.

The t-test was used to examine Hypothesis I: there are no significant differences in mean scores based on whether or not internships are required for graduation for any of the three categories of problem areas related to administrators, students, and employers.

The t-test was also used to test Hypothesis II: there are no significant differences in mean scores based on whether internships are scheduled into specific time blocks or flexibly scheduled for any of the three categories of problem areas related to administrators, students, and employers. The t-test was utilized to examine these two hypotheses since two groups of respondents were compared. In

Hypothesis I, the two groups were determined by whether or not internships were required. In Hypothesis II, the basis for determining the two groups was the type of scheduling. Three separate t-tests were employed to examine each of the hypotheses, one for each of the three categories of problem areas in Hypothesis I and one for each of the three categories of problem areas in Hypothesis II.

In testing Hypothesis III, respondents were divided into five groups with regard to the length of time the internship had been established. Therefore, the one-way analysis of variance was used to examine Hypothesis III: there are no significant differences in mean scores based on the length of time the internship had been established for any of the three categories of problem areas related to administrators, students, and employers.

CHAPTER IV

FINDINGS

The purpose of this study was to investigate the problems which existed in undergraduate internships in fashion merchandising and to study the relationship of these problems to certain internship characteristics. The findings are organized into the following sections: description of the sample, characteristics of internships, and problem areas in internships.

Description of the Sample

A questionnaire was mailed to 124 colleges and universities who were implementing internships in the textiles and clothing area. A total of 73 questionnaires (58.9%) were returned. Six of the respondents indicated that they were not presently implementing an internship in fashion merchandising. Nine of the returned questionnaires were incomplete. A total of 58 questionnaires (46.8%) were used in the analysis of data.

Descriptive information concerning the characteristics of the textiles and clothing programs that offered an internship in fashion merchandising was obtained from the survey. An indication of the organization of the textiles and clothing programs is shown in Table I. Twenty-four of the colleges and universities had a separate organizational structure for the textiles and clothing curriculum.

Twenty-five indicated that one or more curricula options were available in textiles and clothing.

TABLE I
ORGANIZATION OF TEXTILES AND CLOTHING PROGRAMS
OFFERING FASHION MERCHANDISING
INTERNSHIPS
(N=58)

Organizational Structure	N ^a	%
No Separate Organizational Structure for Textiles and Clothing Curriculum, but One or More Curricula Options Available in Textiles and Clothing	25	43.10
Separate Organizational Structure (department, etc.) for Textiles and Clothing Curriculum	24	42.11

^aNot all respondents indicated answers. Percentages were computed on the number of responses.

The size of the program was indicated by the number of majors enrolled in textiles and clothing curricula. It was found, as shown in Table II, that 38.8 percent of the programs had fewer than 100 undergraduate majors. One-fifth (20.4%) of the programs had 250 or more undergraduate majors enrolled. More than half (54.8%) of the colleges and universities had less than ten graduate majors enrolled in textiles and clothing, while nearly one-fourth (22.6%) had 20 or more graduate majors.

TABLE II
 UNDERGRADUATE AND GRADUATE MAJORS ENROLLED
 IN TEXTILES AND CLOTHING CURRICULA,
 SPRING, 1978
 (N=58)

Undergraduate Majors	N ^a	%
1-49	8	16.33
50-99	11	22.45
100-149	12	24.49
150-199	4	8.16
200-249	4	8.16
250 or more	10	20.41
Graduate Majors	N ^a	%
None	5	16.13
1-9	12	38.71
10-19	7	22.58
20-29	5	16.13
30 or more	2	6.45

^aNot all respondents indicated answers. Percentages were computed on the number of responses.

Another indication of the size of the program was the number of textiles and clothing faculty members. Data concerning faculty size are presented in Table III. The majority of the programs (56.1%) had less than four full-time faculty equivalents on the staff. Nearly half of the respondents (48.3%) indicated that no graduate teaching assistants were employed. In approximately three-fourths (74.1%) of the programs the textiles and clothing staff included no additional personnel such as graduate research assistants, teaching associates, part-time faculty or adjunct faculty.

Characteristics of Internships

The second section of the questionnaire was designed to identify characteristics of internships in fashion merchandising. A discussion of specific internship characteristics related to the structure, policies, and the supervision and coordination is presented in this section.

Structure of Internships

The findings from this study indicate, as illustrated in Table IV, that a majority (55.4%) of the colleges and universities required the fashion merchandising internship prior to graduation. The remaining forty-five percent of the institutions offered internships, but did not require students to participate.

Respondents were asked to indicate the title that was used for the internship. According to the findings, as presented in Table V, approximately one-third (32.8%) of the internships were referred to as field experiences. A sizeable percentage (46.6%) of the colleges

TABLE III
 FACULTY MEMBERS ON THE TEXTILES AND
 CLOTHING STAFF
 (N=58)

Full-Time Faculty Equivalents	N ^a	%
1-3.99	32	56.14
4-6.99	13	22.81
7-9.99	7	12.28
10 or more	5	8.77
Graduate Teaching Assistants	N ^a	%
None	28	48.28
1-3	25	43.10
4-6	4	6.90
7 or more	1	1.72
Other Personnel ^b	N ^a	%
None	43	74.14
Less than 1	2	3.45
1-1.99	5	8.62
2-2.99	2	3.45
3 or more	6	10.34

^aNot all respondents indicated answers. Percentages were computed on the number of responses.

^bOther personnel included the following: teaching associates, graduate research assistants, part-time faculty members, and adjuncts.

and universities used a number of other titles. A complete list of these titles is included in Appendix C.

TABLE IV
NUMBER OF INSTITUTIONS REQUIRING A FASHION
MERCHANDISING INTERNSHIP
(N=58)

Internship Required	N ^a	%
Internship Required for Graduation	31	55.36
Internship is Optional	25	44.64

^aTwo respondents did not indicate answers. Percentages were computed on the number of responses.

Data concerning the length of time the fashion merchandising internship had been in existence is shown in Table VI. Nearly one-third (31.6%) of the internships had been established for from four to six years. One-third (33.3%) had been in existence three years or less. Several of the internships (17.5%) had been a part of textiles and clothing curricula for ten or more years.

Participants were asked to indicate the number of students enrolled in the internship during the 1977-1978 school year. As shown in Table VII, nearly one-half (48.2%) reported that less than twenty students were enrolled in the internship. A few institutions (5.4%) reported an enrollment of fifty or more students.

TABLE V
 TITLES OF FASHION MERCHANDISING INTERNSHIPS AT PARTICIPATING INSTITUTIONS
 (N=58)

Titles	N	%
Field Experience	19	32.76
Retail Internship	4	6.90
Student Work Experience	3	5.17
Fashion Internship	2	3.45
Fashion Merchandising Program	2	3.45
Fashion Merchandising Work Experience	1	1.72
Other ^a	27	46.55

^aA complete list of the other titles reported by respondents is included in Appendix C.

TABLE VI
 LENGTH OF TIME FASHION MERCHANDISING
 INTERNSHIPS HAVE BEEN ESTABLISHED
 (N=58)

Length of Time	N ^a	%
Less Than 1 Year	4	7.02
1-3 Years	15	26.32
4-6 Years	18	31.58
7-9 Years	10	17.54
10 Years or Longer	10	17.54

^aOne respondent did not indicate an answer. Percentages were computed on the number of responses.

TABLE VII
 NUMBER OF STUDENTS ENROLLED IN FASHION
 MERCHANDISING INTERNSHIPS FROM
 JANUARY, 1977 TO JANUARY,
 1978
 (N=58)

Students Enrolled in Internships	N ^a	%
1-9	12	21.43
10-19	15	26.79
20-29	12	21.43
30-39	7	12.50
40-49	7	12.50
50 or More	3	5.36

^aTwo respondents did not indicate answers. Percentages were based on the number of responses.

The survey was designed to determine the number of full-time faculty equivalents who were directing and/or supervising the fashion merchandising internship. As illustrated in Table VIII, the majority (60.4%) of the programs had from one to 1.99 faculty members performing this function. Ten percent of the respondents indicated that no full-time faculty equivalent was assigned to direct and/or supervise the internship.

The respondents were asked to indicate the academic class level at which the majority of students participated in the fashion merchandising internship. The responses, as reported in Table IX, show that at most colleges and universities (96.4%) students participated in

TABLE VIII
 FULL-TIME FACULTY EQUIVALENTS COORDINATING
 AND/OR DIRECTING THE FASHION MERCHAN-
 DISING INTERNSHIP
 (N=58)

Full-Time Faculty Equivalents	N	%
None	6	10.35
Less Than 1	11	18.97
1-1.99	35	60.35
2-2.99	2	3.45
3 or More	4	6.90

TABLE IX
 STUDENTS PARTICIPATING IN FASHION MERCHAN-
 DISING INTERNSHIPS AT OR ABOVE THE
 JUNIOR LEVEL
 (N=58)

Percent of Students Above the Junior Level Participating	N ^a	%
100 Percent	54	96.43
75 Percent	1	1.79
25 Percent	1	1.79

^aTwo respondents did not indicate answers. Percentages were computed on the number of responses.

internships during the junior and senior year. In only a few instances (3.6%) did freshmen and sophomores work as interns.

At some colleges and universities, advisory committees had been established to help provide guidance for internships in fashion merchandising. As reflected in Table X, less than one fifth (17.2%) of the institutions in this study had established an advisory committee to assist with internships.

TABLE X
ADVISORY COMMITTEES ESTABLISHED TO ASSIST WITH
THE FASHION MERCHANDISING INTERNSHIP
(N=58)

Advisory Committee Established	N	%
Yes	10	17.24
No	48	82.76

Internship Policies

A variety of policies have been established in most textile and clothing programs to help standardize the procedures used in implementing the internship. In this section the findings concerning these policies are reported. All 58 institutions in this study reported that academic credit was given for the internship. The data in Table XI show that the amount of credit given varied. Nearly one-fourth

TABLE XI
ACADEMIC CREDIT GIVEN FOR THE FASHION
MERCHANDISING INTERNSHIP
(N=58)

Amount of Credit Given	Semester Hours		Quarter Hours	
	N	%	N	%
1-3 Hours	14	24.14	--	--
4-6 Hours	12	20.69	2	3.45
7-9 Hours	4	6.90	2	3.45
10 or More	3	5.17	7	12.07
Other ^a	9	15.52	5	8.62

^aOther amounts of credit listed by respondents included the following:

Semester Hours	Quarter Hours
1-4	1-4
1-6	1-12
3-4	3-15
3-5	3-18
3-6	6-12
3-9	
4-12	
5-8	

These responses were listed only once with one exception. Two respondents indicated 1-6 semester hours credit were available.

(24.1%) of the respondents reported that students could earn from one to three semester hours of credit. At one-fifth (20.7%) of the colleges and universities from four to six semester hours credit was available. Some respondents (15.5%) reported that the amount of credit which students earned varied. These variations are shown in the footnote to Table XI.

Data in Table XII show that most of the colleges and universities reported that students were required to work a minimum period of time in order to earn academic credit. Respondents were asked to indicate the minimum number of hours or minimum period of time which students must work to earn credit. The minimum number of hours varied from six hours to 400 hours. The minimum period of time ranged from six weeks to 15 weeks. A list of the minimum number of hours or minimum periods of time required for fashion merchandising internships is included in Appendix D.

TABLE XII

POLICIES REGARDING MINIMUM PERIODS OF TIME
REQUIRED FOR ACADEMIC CREDIT TO BE EARNED
(N=58)

Minimum Period of Time Required for Academic Credit	N ^a	%
Yes	54	96.43
No	2	3.57

^aTwo respondents did not indicate answers. Percentages were computed on the number of responses.

The participants were asked to indicate the semester or quarter when the majority of students worked as interns. As shown in Table XIII, slightly more than one-fourth (26.8%) of the institutions reported that the majority of students interned during the fall semester. Several (17.9%) of the colleges and universities indicated that the majority worked as interns during the summer session. Almost one-third (30.4%) of the respondents reported that the number of students enrolled in internships was evenly distributed between two or more semesters or quarters.

Data in Table XIV illustrate policies used with regard to scheduling internships. A majority (55.4%) of textiles and clothing programs used flexible scheduling. The remaining respondents indicated students participated in internships during a specified block of time.

Textiles and clothing faculty members were asked to report the policy which was used with regard to compensation of students during the internship. These findings are shown in Table XV. Almost three-fourths (70.7%) indicated that students were compensated. Another 13.8 percent reported that some students, but not all, were compensated.

Coordination and Supervision

Respondents were asked to indicate what methods were used to place students in an internship related to their career goals. These results are shown in Table XVI. A majority (55.2%) of the respondents reported that the internship coordinator or a faculty member referred students to potential employers with the employers making the final decision. One-third indicated that students found their own employment. Several other methods of placement were reported by respondents.

TABLE XIII
 TIME WHEN MAJORITY OF STUDENTS WORK AS
 FASHION MERCHANDISING INTERNS
 (N=58)

Majority of Students Work as Interns	N ^a	%
Fall Semester	15	26.79
Spring Semester	4	7.14
Summer Session(s)	10	17.86
Fall Quarter	6	10.71
Winter Quarter	--	--
Spring Quarter	4	7.14
Other ^b	17	30.36

^aTwo respondents did not indicate answers. Percentages were computed on the number of responses.

^bParticipants who reported that the number of students enrolled in internships was evenly distributed between two or more semesters or quarters have been listed as "Other." These responses included the following:

Seven respondents reported that internships were evenly distributed between the fall and spring semester.

Five reported a relatively balanced distribution throughout the academic year.

At three institutions, there was reportedly little difference in enrollment during the fall semester or quarter and the summer session.

One participant indicated that the majority of students interned during the spring semester and summer session.

One participant reported a relatively balanced distribution between the fall semester and winter session.

TABLE XIV
 POLICY WITH REGARD TO SCHEDULING FASHION
 MERCHANDISING INTERNSHIPS
 (N=58)

Policy with Regard to Scheduling	N ^a	%
Flexible Scheduling	31	55.36
Specific Time Block	25	44.64

^aTwo respondents did not indicate answers. Percentages were computed on the number of responses.

TABLE XV
 POLICY WITH REGARD TO COMPENSATION OF
 STUDENT INTERNS IN FASHION
 MERCHANDISING
 (N=58)

Policy with Regard to Compensation	N	%
Students Are Compensated	41	70.69
Students Are Not Compensated	9	15.52
Some Students, But Not All, Are Compensated	8	13.79

TABLE XVI
METHODS OF PLACING STUDENTS IN FASHION
MERCHANDISING INTERNSHIPS
(N=58)

Method of Placement	N ^a	%
Coordinator or Faculty Member Refers Students to Potential Employers with Employer Making the Final Decision	32	55.17
Students Find Their Own Employment	19	32.76
Coordinator or Faculty Member Places Student	12	20.69
Other ^b	4	6.90

^aSome respondents checked more than one method.

^bOther methods of placement which were reported included the following:

Faculty and/or career placement assisted in placing students.

Student preferences were matched with preferences of potential employers.

Potential employers interviewed students on campus.

Students interviewed on their own but were guided by faculty suggestions.

One participant indicated that faculty and/or career placement assisted in placing students. In another internship program, it was reported that student preferences were matched with preferences of potential employers. At one institution potential employers reportedly interviewed students on campus. Two respondents indicated that students interviewed on their own but were guided by faculty suggestions.

The questionnaire was designed to gain information about the methods used to supervise students during the internship. As related in Table XVII, nearly three-fourths (72.4%) of the respondents indicated that a personal visit was made to the work site. The data show that at half the institutions represented in this study some form of written communication was used as a form of supervision. A sizeable percentage (43.1%) indicated that students were supervised by telephone communication with employers. Other methods included the following: group meetings with students, written assignments and class projects, communication with students, and written evaluations by supervisors/employers.

Participants were also asked to indicate the methods used to evaluate students' progress during the internship. As shown in Table XVIII, nearly all respondents (96.6%) reported that an employer appraisal of the student was used. Almost three-fourths (72.4%) indicated that students were evaluated by an on site observation by the coordinator or a faculty member. It was reported that at 70.7 percent of the colleges and universities logs kept by the students aided in evaluation. A final report by the student was used by slightly less than two-thirds (63.8%) of the institutions. Several respondents (17.2%) listed other methods which were used to evaluate

TABLE XVII
 METHODS OF SUPERVISING STUDENTS DURING THE
 FASHION MERCHANDISING INTERNSHIP
 (N=58)

Method of Supervision	N ^a	%
Personal Visit to the Work Site	42	72.41
Written Communication With Students	29	50.00
Telephone Communication With Employer	25	43.10
Other ^b	11	18.97

^aSome respondents checked more than one method.

^bOther methods of supervision which were reported included the following:

Group meetings with students

Written assignments and class projects

Communication with students

Written evaluations by supervisors/employers

TABLE XVIII
 METHODS USED TO EVALUATE STUDENTS DURING
 THE FASHION MERCHANDISING
 INTERNSHIP
 (N=58)

Method Used for Evaluation	N ^a	%
Employer Appraisal	56	96.55
On Site Observation by Coordinator or Faculty Member	42	72.41
Log Kept by Student	41	70.69
Final Report by Student	37	63.79
Participation in Seminars	24	41.38
Instruction Manual	14	24.19
Other ^b	10	17.24

^aRespondents checked as many responses as were applicable.

^bOther methods used to evaluate students included the following:

Written assignments

Examinations

Student evaluations

Oral summary presentation

student progress. These methods included written assignments, examinations, student evaluations, and oral summary presentations.

The survey was designed to determine what grading systems were used by the participants. Results concerning grading systems are illustrated in Table XIX. A large majority (82.8%) of the respondents reported that students were given letter grades. A few textiles and clothing programs (5.2%) used such other systems as satisfactory/unsatisfactory or a combination of pass/fail and letter grades where two internships were being implemented.

TABLE XIX
GRADING SYSTEMS USED FOR FASHION
MERCHANDISING INTERNSHIPS
(N=58)

Grading System	N	%
Letter Grades	48	82.76
Pass/Fail	7	12.07
Other ^a	3	5.17

^aOther grading systems which were used included satisfactory/unsatisfactory or a combination of letter grades and pass/fail where two internships in fashion merchandising were being implemented.

Problem Areas in Internships

The third section of the survey was designed to identify problems which had been encountered in implementing fashion merchandising internships. One objective of the study was to investigate the relationships of problem areas to certain internship characteristics such as whether the internship was required or not required, the type of scheduling used for the internship, and the length of time the internship had been established. Problems were divided into the following three categories: problem areas related to the administration of the internship, problem areas related to students, and problem areas related to employers.

Problem areas were identified by the respondents by ranking the frequency that they occurred on a scale of 1-5. The mean scores for problem areas related to the administration of the internship are ranked in Table XX. As illustrated, the highest scores were computed for the following problem statements: the allotment of time for faculty supervision of students (3.40); the allotment of budget for faculty supervision of students (3.39); and maintaining the quality of supervision of work experiences for students (2.89). The lowest score, (1.68), indicating the least significant problem area, was concerned with the development of criteria for establishing the number of hours required for credit. Additional problem areas listed by respondents included the following: student transportation, crowded merchandising classes, difficulty in obtaining work sites during slow business periods, and obtaining names of store contact people when initiating a new program. Properly identifying the student's role within the store was also cited as a problem area.

TABLE XX
 FASHION MERCHANDISING INTERNSHIP PROBLEM AREAS
 RELATED TO THE ADMINISTRATION OF THE
 INTERNSHIP
 (N=58)

Problem Area	\bar{X}
Allotment of Time for Faculty Supervision of Students	3.40
Allotment of Budget for Faculty Supervision of Students	3.39
Maintaining Quality of Supervision of Work Experiences for Students	2.89
Selection of Acceptable Work Situations Related to the Student's Career Goals	2.76
Lack of Faculty Control in Guiding or Directing the Student's on the Job Experiences	2.75
Maintaining Equality of Work Loads and Opportunities for Students	2.71
Development of Criteria for Establishing the Student's Letter Grade	2.58
Clarifying the Responsibilities of the Supervisor/Employer	2.47
Designing Curriculum so That the Internship is an Extension of Academic Learning	2.47
Maintaining Adequate Communication With Supervisors/Employers	2.46
Clarifying Responsibilities of Students	2.46
Evaluating Internships in Terms of Curriculum Objectives	2.39
Preparation of Students Prior to the Internship	2.39
Development of Criteria for the Supervisor's/Employer's Appraisal	2.32
Maintaining Adequate Communication With Students	2.28
Development of Criteria for Establishing the Number of Hours Required for Credit	1.68

Problem areas related to students are ranked in Table XXI. The respondents perceived that two problem areas occurred more frequently than others, as indicated by the highest mean scores. These two problem areas were the inability of students to initiate learning experiences on the job (2.67) and the inability of students to approach learning in a systematic way (2.63). The inability of students to obtain satisfactory living arrangements in off campus job locations received the lowest mean score (2.02). Additional problem areas reported by respondents included scheduling of seminars and courses simultaneous to the internship and the placement of all students.

Problem areas related to employers were ranked by the respondents according to the frequency with which they occurred. As indicated in Table XXII, two major problem areas were identified as occurring most frequently. The highest score pertained to the lack of provision for students to observe and/or participate in the kinds of learning experiences required in the internship (2.85). Another problem area which received a relatively high mean score was the lack of consistency of supervisors'/employers' evaluation of students' on the job performances (2.82). The lowest mean score in this section was related to the employers' expectations that students would return to work following graduation (2.12). Additional problem areas cited by respondents included the following: the immediate supervisor's lack of experience and the time required to establish good relationships with employers. Four problem areas had a mean score of 2.5 or above. Thus, these areas were identified as major fashion merchandising internship problem areas related to employers.

TABLE XXI
 FASHION MERCHANDISING INTERNSHIP PROBLEM
 AREAS RELATED TO STUDENTS
 (N=58)

Problem Area	\bar{X}
Inability of Students to Initiate Learning Experiences on the Job	2.67
Inability of Students to Approach Learning in a Systematic Way	2.63
Inability of Students to Apply Subject Knowledge to Work Situations	2.50
Failure of the Student to Appreciate the Time and Effort Which the Supervisor/Employer Devotes to Training	2.46
Reluctance of Students to Accept Supervisory Criticism from Supervisors/Employers as an Aid for Job Improvement	2.39
Inability of Students to Find Employment Which Meets the Requirements of the Internship	2.28
Inability of Students to Complete Related Academic Requirements of the Internship During the Work Period	2.21
Inability of Students to See the Relation of Learning Opportunities to Subject Matter and Chosen Career Goals	2.16
Inability of Students to Obtain Satisfactory Living Arrangements in Off Campus Job Locations	2.02

TABLE XXII
 FASHION MERCHANDISING INTERNSHIP PROBLEM
 AREAS RELATED TO EMPLOYERS
 (N=58)

Problem Area	\bar{X}
Lack of Provision for Students to Observe and/or Participate in the Kinds of Learning Experiences Required in the Internship	2.85
Lack of Consistency of Supervisors'/Employers' Evaluation of Students' on the Job Performances	2.82
Reluctance of the Supervisor/Employer to Provide the Time and Effort to Train the Students	2.79
Lack of the Supervisors'/Employers' Understanding of the Objectives of the Internship	2.65
Lack of Assurance that the Student's Immediate Supervisor Exhibits Professionalism in His/Her Role	2.42
Employers' Expectations That Students Will Return to Work for Them Following Graduation	2.12

The t-test was used to examine Hypothesis I: there are no significant differences in mean scores based on whether or not internships are required for graduation for any of the three problem areas related to administrators, students, and employers. As illustrated in Table XXIII, no significant differences at the .05 level were found between the two groups (internships were or were not required) in the three categories of problem areas. Therefore, the null hypothesis was not rejected.

TABLE XXIII
 COMPARISON OF PROBLEM AREAS - INTERNSHIP
 REQUIRED OR NOT REQUIRED FOR
 GRADUATION

Problem Areas	N	\bar{X}	t	Level of Significance
<u>Administrator Related</u>				
Required	27	2.73	.94	n.s.
Not Required	22	2.56		
<u>Student Related</u>				
Required	23	2.41	.53	n.s.
Not Required	22	2.34		
<u>Employer Related</u>				
Required	29	2.65	.26	n.s.
Not Required	23	2.60		

The t-test was used to test Hypothesis II: there are no significant differences in mean scores based on whether internships are scheduled into specific time blocks or flexibly scheduled for any of the three categories of problem areas related to administrators, students, and employers. As reflected in Table XXIV, no significant differences at the .05 level were indicated between the two groups (specified time block versus flexible scheduling) in the three categories of problem areas. Therefore, the null hypothesis was not rejected.

The one-way analysis of variance was used to examine Hypothesis III: there are no significant differences in mean scores based on the length of time the internship had been established for any of the three categories of problem areas related to administrators, students, and employers. As shown in Table XXV, no significant differences existed among the five groups (length of time variance) in the three categories of problem areas. Based on these findings, the frequency of occurrence of problem areas for internships established less than one year was not significantly different from those internships established one to three years, four to six years, seven to nine years, and ten years or longer. Therefore, the null hypothesis was not rejected.

TABLE XXIV
 COMPARISON OF PROBLEM AREAS - FLEXIBLE
 SCHEDULING OR SPECIFIED
 TIME BLOCK

Problem Areas	N	\bar{X}	t	Level of Significance
<u>Administrator Related</u>				
Flexibly Scheduled	20	2.50	-1.58	n.s.
Specified Time Block	29	2.78		
<u>Student Related</u>				
Flexibly Scheduled	22	2.32	- .75	n.s.
Specified Time Block	23	2.41		
<u>Employer Related</u>				
Flexibly Scheduled	23	2.53	- .84	n.s.
Specified Time Block	29	2.68		

TABLE XXV
 ANALYSIS OF VARIANCE OF CHANGES IN
 CATEGORIES OF PROBLEM AREAS
 WITH LENGTH OF TIME THE
 INTERNSHIP HAD BEEN
 IN EXISTENCE

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Level of Significance
<u>Administrator Related Problem Areas</u>					
Between Groups ^a	1.58	4	.39	1.05	n.s.
Within Groups	16.86	45	.37		
<u>Student Related Problem Areas</u>					
Between Groups ^a	.31	4	.08	.44	n.s.
Within Groups	7.51	42	.18		
<u>Employer Related Problem Areas</u>					
Between Groups ^a	1.98	4	.50	1.20	n.s.
Within Groups	19.87	48	.41		

^aFive length of time groups: Under one year, one to three years, four to six years, seven to nine years, and ten years or longer.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study was to investigate the problems encountered in undergraduate internship programs in fashion merchandising and to study the relationship of these problems to certain internship characteristics. A discussion of the procedures, findings, conclusions, and recommendations is presented in this chapter.

Summary of Procedures

A survey was designed to help achieve the objectives of the study. The questionnaire was organized into the following three sections: characteristics of the textiles and clothing programs which had implemented fashion merchandising internships, characteristics of the internships, and problem areas related to internships. The questionnaire was mailed to 123 colleges and universities who had implemented internships in the textiles and clothing area. A total of 73 questionnaires (58.9%) were returned and 58 (46.8%) were used in the analysis of data.

Percentages and frequencies were used to describe the characteristics of the programs which offered fashion merchandising internships and the characteristics of these internships. Major problem areas were identified in the following three categories: problem areas related to the administration of the internships, problem areas related

to students, and problem areas related to employers. The mean score was computed for responses to each problem area based on a rating scale of 1-5. Statements with a mean score of 2.5 or higher were identified as major problem areas.

The t-test was utilized to determine if a significant difference existed in each of the three categories of problem areas based on whether or not the internship was required. The t-test was also employed to study the relationship of the three categories of problem areas based on the method of scheduling the internship. The one-way analysis of variance was utilized to examine differences in the three categories of problem areas based on the length of time the internship had been in existence.

Summary of Findings

Based on the findings of this study as reported in Chapter IV, several statements can be made with regard to the characteristics of the textiles and clothing programs which had implemented internships. A majority (63%) of the textile and clothing programs had fewer than 150 undergraduate majors enrolled in textiles and clothing curricula during the spring semester or quarter, 1978. More than half (55%) had fewer than ten graduate majors enrolled. A majority (56%) of the textiles and clothing programs had less than four full-time faculty equivalents on the textiles clothing staff. Slightly less than half (48%) employed no graduate teaching assistants.

An attempt was made to identify specific characteristics of fashion merchandising internships. The investigation revealed several findings regarding these characteristics. Over half (55%) of the

colleges and universities required the fashion merchandising internship prior to graduation; however, at 45 percent of the institutions it was not a requirement. Approximately one-third of the colleges and universities used the title "field experience" to refer to the internship. However, a variety of titles were listed for internships in fashion merchandising.

Slightly less than half (48%) of the textiles and clothing programs had fewer than 20 students enrolled in the internship from January, 1977, to January, 1978. A large majority (90%) of the institutions had less than two full-time faculty equivalents directing and/or supervising the internship. At most (96%) of the institutions, the majority of students participated in the fashion merchandising internship during the junior or senior year.

The amount of academic credit given for the internship varied considerably among institutions. However, approximately 45 percent of the respondents reported that from one to six semester hours of credit were available. Most of the colleges and universities did require students to work a minimum period of time to earn academic credit. At approximately three-fourths (71%) of the institutions, students were compensated by employers during the internship.

In more than half (55%) of the textiles and clothing programs students were referred by the internship coordinator or a faculty member to potential employers with the final decision with regard to placement made by the employer. At approximately three-fourths (72%) of the colleges and universities the coordinator or a faculty member supervised students by visits and observations at the work site; however, several other methods of supervision were reported.

Major problem areas incurred in fashion merchandising internships were identified as those occurring more frequently as indicated by a mean score of 2.5 or above. The findings revealed that there were seven major problem areas related to the administration. These were:

1. Allotment of time for faculty supervision of students.
2. Allotment of budget for faculty supervision of students.
3. Maintaining quality of supervision of work experiences for students.
4. Selection of acceptable work situations related to the student's career goals.
5. Lack of faculty control in guiding or directing the student's on the job experiences.
6. Maintaining equality of work loads and opportunities for students.
7. Development of criteria for establishing the student's letter grade.

Three major problem areas related to students were encountered more frequently than others in implementing internships. These were as follows:

1. Inability of students to initiate learning experiences on the job.
2. Inability of students to approach learning in a systematic way.
3. Inability of students to apply subject matter knowledge to work situations.

Four major problem areas related to employers were identified as occurring more frequently than others. These were as follows:

1. Lack of provision for students to observe and/or participate in the kinds of learning experiences required in the internship.
2. Lack of consistency of supervisors'/employers' evaluation of students' on the job performance.
3. Reluctance of the supervisor/employer to provide the time and effort required to train the student.
4. Lack of the supervisor's/employer's understanding of the objectives of the internship.

Conclusions

The following conclusions were drawn from the study with regard to the relationship of the categories of problem areas to certain internship characteristics and were supportive of the hypotheses.

1. Fashion merchandising internship problem areas related to administrators, students, and employers were not significantly different when the internship was required from the problem areas incurred when the internship was not required.
2. Fashion merchandising internship problem areas related to administrators, students, and employers were not significantly different when the internship was flexibly scheduled from the problem areas incurred when the internship was scheduled into a specific time block.
3. Fashion merchandising internship problem areas related to administrators, students, and employers were not significantly different when internships had been established various lengths of time.

Recommendations

Recommendations for further research include the following:

1. Replicate the study with a larger sample of colleges and universities which have implemented fashion merchandising internships.
2. Investigate the characteristics and problems of internships which have been implemented in the textiles and clothing area, other than fashion merchandising.
3. Examine the types of activities which have been included in various fashion merchandising internships and develop typical job descriptions.
4. Identify the characteristics and traits which employers consider desirable for student interns.
5. Investigate the kinds of academic and work experience background which are desirable for an internship coordinator.
6. Determine the attitudes of students who have completed a fashion merchandising internship with regard to the benefits and problems of the internship.

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APPENDIXES

APPENDIX A
COLLEGES AND UNIVERSITIES INCLUDED
IN SAMPLE

Eastern Region

*University of Vermont Burlington, Vermont	*University of Maryland College Park, Maryland
*New York University New York, New York	Bridgewater College Bridgewater, Virginia
*Glassboro State College Glassboro, New Jersey	James Madison University Harrisburg, Virginia
*Albright College Reading, Pennsylvania	*Radford College Radford, Virginia
Mansfield State College Mansfield, Pennsylvania	Virginia Polytechnic Institute Blacksburg, Virginia
Nesbitt College Philadelphia, Pennsylvania	*Mars Hill College Mars Hill, North Carolina
Pennsylvania State University University Park, Pennsylvania	*North Carolina A & T State Univ. Greensboro, North Carolina
Seton Hill College Greensburg, Pennsylvania	*Winthrop College Rockhill, South Carolina
Villa Maria College Erie, Pennsylvania	*Eastern Kentucky University Richmond, Kentucky
Ashland College Ashland, Ohio	Georgetown College Georgetown, Kentucky
Miami University Oxford, Ohio	Kentucky State University Frankfort, Kentucky
*Ohio State University Columbus, Ohio	Moorehead State University Moorehead, Kentucky
*Ohio University Athens, Ohio	*University of Kentucky Lexington, Kentucky
University of Akron Akron, Ohio	*Western Kentucky University Bowling Green, Kentucky
University of Delaware Newark, Delaware	*Carson-Newman College Jefferson City, Tennessee

*Questionnaires were used in the analysis of data.

Eastern Region (Continued)

David Lipscomb College Nashville, Tennessee	*Georgia College Milledgeville, Georgia
East Tennessee State Univ. Johnson City, Tennessee	*Florida A & M University Tallahassee, Florida
Memphis State University Memphis, Tennessee	Florida International Univ. Miami, Florida
*Middle Tennessee State Univ. Murfreesboro, Tennessee	*Florida State University Tallahassee, Florida
Tennessee Technological Univ. Cookeville, Tennessee	*Auburn University Auburn, Alabama
*University of Tennessee Knoxville, Tennessee	*University of Alabama University, Alabama
*University of Tennessee-Martin Martin, Tennessee	*University of Montevallo Montevallo, Alabama

Central Region

Central Michigan University Mount Pleasant, Michigan	Valparaiso University Valparaiso, Indiana
*Eastern Michigan State Univ. Ypsilanti, Michigan	*University of Wisconsin Madison, Wisconsin
Michigan State University East Lansing, Michigan	Viterbo College LaCrosse, Wisconsin
Northern Michigan University Marquette, Michigan	Bradley University Peoria, Illinois
Western Michigan University Kalamazoo, Michigan	Eastern Illinois University Charleston, Illinois
Ball State University Muncie, Indiana	Illinois State University Normal, Illinois
Butler University Indianapolis, Indiana	Mundelein College Chicago, Illinois
*Purdue University West Lafayette, Indiana	*Northern Illinois University DeKalb, Illinois

*Questionnaires were used in the analysis of data.

Central Region (Continued)

Southern Illinois University Carbondale, Illinois	University of Arkansas Fayetteville, Arkansas
*University of Illinois Urbana, Illinois	Louisiana State University Baton Rouge, Louisiana
*Western Illinois University Macomb, Illinois	*Louisiana Technological Univ. Ruston, Louisiana
Delta State University Cleveland, Mississippi	McNeese State University Lake Charles, Louisiana
*Mississippi State University Mississippi State, Mississippi	Southern University Baton Rouge, Louisiana
Mississippi Univ. for Women Columbus, Mississippi	Univ. of Southwestern Louisiana Lafayette, Louisiana
College of Saint Catherine Saint Paul, Minnesota	*University of North Dakota Grand Forks, North Dakota
*University of Minnesota Saint Paul, Minnesota	*South Dakota State Univ. Brookings, South Dakota
*Iowa State University Ames, Iowa	University of Nebraska Lincoln, Nebraska
*University of Iowa Iowa City, Iowa	Bethel College Newton, Kansas
William Penn College Oskaloosa, Iowa	Emporia State University Emporia, Kansas
Fontbonne College Saint Louis, Missouri	Kansas State University Manhattan, Kansas
*Northeast Missouri State Univ. Kirksville, Missouri	*Pittsburg State University Pittsburg, Kansas
Northwest Missouri State Univ. Maryville, Missouri	Southwestern College Winfield, Kansas
*University of Missouri Columbia, Missouri	*University of Oklahoma Norman, Oklahoma
Henderson State University Arkadelphia, Arkansas	*Baylor University Waco, Texas

*Questionnaires were used in the analysis of data.

Central Region (Continued)

East Texas State University Commerce, Texas	*Texas A & I University Kingsville, Texas
*Lamar State University Beaumont, Texas	*Texas Christian University Fort Worth, Texas
*North Texas State Univ. Denton, Texas	*Texas Technological Univ. Lubbock, Texas
*Sam Houston State Univ. Huntsville, Texas	*Univ. of Texas-Austin Austin, Texas
*Stephen F. Austin Univ. Nacogdoches, Texas	

Western Region

University of Montana Missoula, Montana	Whitworth College Spokane, Washington
*Univ. of Northern Colorado Greeley, Colorado	*Linfield College McMinnville, Oregon
Idaho State University Pocatello, Idaho	Oregon State University Corvallis, Oregon
Northwest Nazarene College Nampa, Idaho	*California Polytechnic St. Univ. San Louis Obispo, California
University of Utah Salt Lake City, Utah	California State Univ.-Chico Chico, California
Arizona State University Tempe, Arizona	California St. Univ.-Long Beach Long Beach, California
Central Washington St. College Ellensburg, Washington	*California St. Univ.-Northridge Northridge, California
*Eastern Washington St. College Cheney, Washington	Christian Heritage College El Cajon, California
*Seattle Pacific University Seattle, Washington	Mount St. Mary's College Los Angeles, California
University of Puget Sound Tacoma, Washington	*San Diego State University San Diego, California

*Questionnaires were used in the analysis of data.

Western Region (Continued)

Univ. of California-Davis
Davis, California

*University of Hawaii
Honolulu, Hawaii

*Questionnaires were used in the analysis of data.

APPENDIX B

QUESTIONNAIRE

O K L A H O M A S T A T E U N I V E R S I T Y
DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING

Stillwater, Oklahoma 74074
Home Economics West 312
(405) 624-5034

April 21, 1978

Dear Textiles and Clothing Chairman or
Internship Coordinator:

We are working on a study related to internships in fashion merchandising. One of the purposes of the study is to identify problems which have been encountered in the implementation of internships in fashion merchandising. This research is a part of a master's thesis at Oklahoma State University. Some of the findings will be presented at a subject matter meeting during a workshop on internships in home economics being planned for the American Home Economics Association annual meeting, June 29, in New Orleans.

Internship is being defined as a temporary period of supervised work experience which provides students the opportunity to apply theoretical principles to practical work situations. The enclosed questionnaire has been developed to identify specific characteristics of internships and problems related to these internships. Please indicate your response to each item and, upon completion, refold the questionnaire and return it, using the self addressed, stamped mailing section.

Your time and effort in responding to the questionnaire are greatly appreciated. Please return it within ten days.

Sincerely,

Linda Scott
Graduate Research Assistant

Kathryn Greenwood
Fashion Merchandising Coordinator

Encl.

ATTENTION: PLEASE FORWARD THIS LETTER AND SURVEY TO THE
APPROPRIATE FACULTY.

Dear Textiles and Clothing Chairman or
Internship Coordinator:

The attached questionnaire concerns internships in fashion merchandising. This is the second copy of the questionnaire to be mailed to your institution. If the first copy was not forwarded to you through your home economics administrator, please indicate your response to each item on the attached questionnaire and return this copy within 10 days. Postage is paid. If the survey has been completed and mailed, please disregard this note.

Your assistance is greatly appreciated.

Sincerely,

Linda Scott
Graduate Research Assistant

Problem Areas Related to the Administration
of the Internship (Continued)

RATING SCALE

5--always a problem
4--frequently a problem
3--occasionally a problem
2--seldom a problem
1--never a problem

7. Clarifying the responsibilities of the student-----5	4	3	2	1
8. Clarifying the responsibilities of the supervisor/employer-----5	4	3	2	1
9. Maintaining equality of work loads and opportunities for students-----5	4	3	2	1
10. Designing curriculum so that the internship is an extension of academic learning-----5	4	3	2	1
11. Lack of faculty control in guiding or directing the student's on the job experiences-----5	4	3	2	1
12. Maintaining adequate communication with supervisors/employers-----5	4	3	2	1
13. Maintaining adequate communication with students-----5	4	3	2	1
14. Evaluating internships in terms of curriculum objectives-----5	4	3	2	1
15. Allotment of budget for faculty supervision of students-----5	4	3	2	1
16. Allotment of time for faculty supervision of students-----5	4	3	2	1
Other (please list) _____				

Problem Areas Related to the Student

1. Inability of students to find employment which meets the requirements of the internship-----5	4	3	2	1
2. Inability of students to apply subject matter knowledge to work situations-----5	4	3	2	1
3. Inability of students to initiate learning experiences on the job-----5	4	3	2	1
4. Inability of students to approach learning on the job in a systematic way-----5	4	3	2	1

Problem Areas Related to the Student (Continued)RATING SCALE

- 5--always a problem
 4--frequently a problem
 3--occasionally a problem
 2--seldom a problem
 1--never a problem

- | | | | | |
|---|---|---|---|---|
| 5. Reluctance of students to accept supervisory criticism from supervisors/employers as an aid to job improvement-----5 | 4 | 3 | 2 | 1 |
| 6. Inability of students to see the relation of learning opportunities to subject matter and chosen career goals--5 | 4 | 3 | 2 | 1 |
| 7. Inability of students to complete related academic requirements of the internship during the work period-----5 | 4 | 3 | 2 | 1 |
| 8. Inability of students to obtain satisfactory living arrangements in off campus job locations-----5 | 4 | 3 | 2 | 1 |
| 9. Failure of the student to appreciate the time and effort which the supervisor/employer devotes to training-----5 | 4 | 3 | 2 | 1 |
| Other (please list) _____ | | | | |

Problem Areas Related to the Employer

- | | | | | |
|---|---|---|---|---|
| 1. Reluctance of the supervisor/employer to provide the time and effort to train the student-----5 | 4 | 3 | 2 | 1 |
| 2. Employers' expectations that students will return to work for them following graduation-----5 | 4 | 3 | 2 | 1 |
| 3. Lack of provision for students to observe and/or participate in the kinds of learning experiences required in the internship-----5 | 4 | 3 | 2 | 1 |
| 4. Lack of consistency of employers'/supervisors' evaluation of students on the job performance-----5 | 4 | 3 | 2 | 1 |
| 5. Lack of supervisors'/employers' understanding of the objectives of the internship-----5 | 4 | 3 | 2 | 1 |
| 6. Lack of assurance that the student's immediate supervisor exhibits professionalism in his/her role-----5 | 4 | 3 | 2 | 1 |

Problem Areas Related to the Employer (Continued)

Other (please list) _____

THANK YOU for completing the questionnaire. Please fold on the lines provided on the back of this sheet. Our return address should be seen on the outside. Staple the questionnaire once in the center to seal. Postage is prepaid. Return within 10 days.

APPENDIX C

TITLES OF INTERNSHIPS

Business Internship
Business Practicum
Community Clinical Experience
Cooperative Education/Internship Program
Cooperative Work Experience
Fashion Field Experience
Fashion Merchandising Field Experience
Fashion Merchandising Internship
Fashion Merchandising Practicum
Fashion Merchandising Supervised Work Experience
Field Work
Field Work and Analysis
Home Economics Internship
Home Economics Occupations Internship
Internship
Internship in Merchandising
Internship: Merchandising
Merchandising III - Internship
Merchandising Field Work/Experience
Practicum
Retail Management Training
Retail Training
Supervised Field Experience: Design and Marketing
Supervised Off Campus Experiential Education (SOCEE)
Supervised Store Experience
Textiles and Clothing Internship in Business

APPENDIX D

MINIMUM NUMBER OF HOURS OR MINIMUM PERIODS
OF TIME REQUIRED FOR ACADEMIC CREDIT

Fifty-five respondents indicated that either a minimum number of hours or a minimum period of time was required for the student to earn academic credit. These minimums are listed below.

<u>Minimum Number of Hours</u>	<u>Minimum Period of Time (Weeks)</u>	<u>Number of Responses</u>
6	*	1
7.5	*	1
10	12	1
40	*	1
44	11	1
75	*	1
80	*	1
90	*	1
100	*	1
120	*	4
135	*	1
140	*	1
160	*	1
160	6	1
180	6	1
180	12	2
192	6	1
192	12	1
200	*	2
224	*	1
225	*	1
240	8	2
240	*	1
300	10	3
300	*	3
320	*	3
320	8	1
350	10	1
360	*	1
370	*	1
400	*	4
*	6-8	1
*	8	2
*	8-9	1
*	9	1
*	10	1
*	12	2
*	15	1

*Response was not indicated.

VITA

Linda Margaret Scott - 2

Candidate for the Degree of
Master of Science

Thesis: IDENTIFICATION OF PROBLEMS ENCOUNTERED IN IMPLEMENTING
INTERNSHIPS IN FASHION MERCHANDISING

Major Field: Clothing, Textiles and Merchandising

Biographical:

Personal Data: Born in Fort Worth, Texas, January 8, 1945, the daughter of Mr. and Mrs. M. L. Hartman.

Education: Graduated from Eastern Hills High School, Fort Worth, Texas, in May, 1963; received Bachelor of Arts degree in Home Economics from Texas Wesleyan College, Fort Worth, Texas, in 1967; completed the requirements for Master of Science degree at Oklahoma State University in December, 1978.

Professional Experience: County home demonstration agent, Texas Agricultural Extension Service, Breckenridge, Texas, 1967-1969; management trainee, Meacham's Fashion Store, Fort Worth, Texas, 1969-1970; instructor, Bauder Fashion College, Arlington, Texas, 1970-1971; assistant buyer, John A. Brown, 1970; classroom teacher, Moore Public School System, Moore, Oklahoma, 1971-1977; graduate research assistant, Oklahoma State University, Stillwater, Oklahoma, 1978.

Professional Organizations: American Home Economics Association.