THE ROLE OF MOTIVATION, PERCEIVED CONSTRAINTS, AND CONSTRAINT NEGOTIATION STRATEGIES IN STUDENTS’ INTERNSHIP SELECTION EXPERIENCE

A Dissertation in
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by
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Abstract

The purpose of this study was to document the factors (i.e., motivation and perceived constraints) and processes (i.e., constraint negotiation) that influence students’ selection of and satisfaction with their internship choice. The study was conducted using a quantitative approach, which included a focus group, a pilot study, and a self-administered questionnaire.

The sample for this study consisted of 92 undergraduate students enrolled in either the Recreation Management degree program at Lock Haven State University or the Recreation, Parks, and Tourism Management degree program at Penn State University’s main campus during spring 2010. The theoretical framework proposed by Hubbard and Mannell (2001) guided this study.

Numerous colleges and universities offer undergraduate programs in Recreation Management that require students to complete an internship as part of their core curriculum. When selected carefully, an internship experience can be highly beneficial to the student. A successful internship provides students with an opportunity to clarify their interests, examine future career possibilities, and apply classroom learning in a practical setting. However, for students to be successful in the internship selection process it is important that they can first identify their internship motivations, perceived constraints, and how they might overcome these constraints.

Results from this study indicate that students were highly motivated to complete their internship in order to graduate, to experience something new, and to improve their problem solving and communication skills. The results also suggested that financial
constraints (e.g., the internship does not pay or provide free housing) were major barriers to selecting an internship for many students. Additional constraints identified were not having enough time to select an internship and being concerned that they lacked the necessary skills to be successful while on the internship. Furthermore, updating their resume and living with family and friends during the internship were two popular strategies employed by students as a means to reduce or eliminate constraints.

Suggestions for future research include increasing the sample size thereby being able to examine similarities and differences within the study sample, collecting data from students in other majors who are preparing for their internship placement, and re-visiting interns after the completion of their internship to compare and contrast their choices for pre- and post-internship.
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Chapter 1

Introduction

Historical Perspective

According to the Bureau of Labor and Statistics (2008-09), employment for individuals in the field of Recreation is projected to increase 13% between 2006 and 2016. In part, this growth is due to the large number of baby boomers who are retiring, increased discretionary income, and an ever increasing concern for improving the health and fitness of our citizens (Bureau of Labor and Statistics [BLS], 2008-09).

To help meet this demand many colleges and universities offer four-year degree programs in Parks and Recreation. Additionally, the majority of these colleges and universities require undergraduates to obtain and complete an internship as part of their graduation degree requirement. A successful internship provides students with an opportunity to examine career possibilities within the context of a selected agency (Beggs, Ross, & Goodwin, n.d). Beyond potentially getting hired at the internship site after graduation, internships provide students with an opportunity to explore employment options or clarify their interest in their selected field.

Not surprisingly, in the last 10 years institutions of higher education have seen an increase in the number of schools working in conjunction with organizations to offer internships (Prentice & Garcia as cited in Bishop & Driver, 2007). For example, since 1992, 95% of undergraduate hospitality programs at four-year universities nation wide have required student internships as part of the graduation requirement (Girard, 1999). Internships, as part of service learning, are a popular strategy used to combine academic
learning with civic responsibility. Furthermore, internships should combine academic study with skill development and meet the needs of both the individual and the agency (Bishop & Driver, 2007).

When selected carefully and implemented correctly, the internship experience can be highly beneficial to the student. The student has an opportunity to observe the agency’s process, participants, and environment (Cupps & Olmosk, 2008). In addition, internships provide college students with an opportunity to apply classroom learning in a practical setting (Bishop & Driver, 2007). Through the internship process students learn about their motivation and skills, and develop a better understanding of the current issues facing their field of study (Alex-Assensoh & Ryan, 2008). Internships may also provide students with clarity regarding their own strengths, interests, and disinterests. Furthermore, students are more likely to stay with an agency if an internship is completed at that site. According to The Journal of Accountancy (2008), “More than one-third of employees surveyed by the National Association of Colleges and Employees reported higher retention in the first year of hire among former interns than their full-time colleagues who did not go through their internship program” (p. 23). Caroline Gransee, a college media relations associate, reported that students attending Connecticut College who complete their summer internship before their senior year were twice as likely to have been placed in a job or have been accepted to a graduate program compared to those who did not complete an internship (as cited in Daddona, 2010).

When agencies are accountable for ensuring the effectiveness of an internship program they are more successful in having the student perform well. “Unfortunately, some agency personnel often fail to consider involving interns at any level of
significance” (Cupps & Olmosk, 2008, p. 304). In contrast, internship site supervisors willing to provide meaningful work and allow for exposure to many aspects of the organization are generally more successful with students. Specific benefits to the agency include the relatively low cost of having an intern (compared to a paid staff member) and there are typically no long-term commitments (Cupps & Olmosk, 2008). Additionally, interns can often provide a fresh perspective and help generate new ideas for the organization.

Students’ satisfaction with the internship experience requires collaboration between themselves, the university in which they are enrolled, and the agency. An initial consideration by students, is knowing what sites are potentially available to them but also meet the university requirements. Thus, at most universities there are clearly stated criteria that need to be met by students and the sponsoring agency in order to fulfill the internship requirement. D’Abate, Youndt, and Wenzel (2009) recommend that academic assignments and projects allow the intern an opportunity to reflect on his/her experiences that, in turn will help he/she understand the connections between the classroom and the realities of the world.

It is important that students identify their internship selection priorities and constraints. In other words, students must carefully consider the factors that influence their decision-making and be able to identify potential constraints when selecting an internship site. Some of these potential constraints may include: perceived lack of skills, the location of the internship site, if the internship is paid, or social considerations such as whether the internship choice is approved by friends and/or family members. Beyond identifying constraints students should also be aware of how they might overcome these
constraints through negotiation strategies. For example, if a student believes he/she will be financially constrained to accept an internship that does not pay, he/she might want to consider saving money now in preparation for the internship.

**Significance of the Study**

Although there are numerous studies on the benefits of participating in an internship program for both the individual (students) and the agency, there is little information on the factors that both enhance and minimize students’ decision making regarding internships. The results of the proposed study will be used to generate a more complete understanding of students’ decision making process, their perceived motivations, constraints to internship site selection, and how they negotiate perceived constraints, should they exist.

The benefits of conducting this research are many. First, student internship advisors within Parks and Recreation academic programs will have a better understanding of the factors that influence the internship selection process. Hence, the results of this research may provide insight as to which internship experiences provide a better fit between the student and the internship site. Moreover, when students are seeking advice on internships from their internship advisor they will be more knowledgeable about some of the potential constraints faced by college students.

Agencies that offer internship programs will have a better understanding of what students are looking for when selecting an internship site and hopefully will make them more attractive to students. For example, if the results of this study suggest that not receiving a stipend is a perceived constraint to students, internship site agencies may
want to provide a stipend, housing, and/or alter the internship responsibilities. Although many interns are not paid while completing their internships this constraint may limit the quantity and quality of applicants willing to intern at their particular site. Additionally, social considerations such as providing interns and opportunity to work with friends or in groups may be of high importance to students when selecting an internship.

Additional implications regarding the significance of this study may include how internship sites recruit and promote their internship experience to the students. Currently, many internship sites have recruitment criteria in place to improve their chances of hiring quality interns. According to Williams (2004), “Competition for interns may be significant, especially to small, lower profile organizations and organizations that are unable to offer compensation” (p. 31). Current practices of recruitment include contacting the designated university internship coordinator, sending information to career service departments within the university, attending internship and job fairs, and placing internship positions online (Williams, 2004). Informally, but equally effective, students may also secure internships through alumni, personal contacts, and volunteer experiences.

**Statement of the Problem**

The purpose of this study was to document the factors (i.e., motivation and perceived constraints) and processes (i.e., constraint negotiation) that influence students’ selection of and satisfaction with their internship choice. The results of the proposed study will provide insight to factors that influence the internship decision process. In addition, with the identification of these factors, student internship advisors will be better
able to guide students through the internship decision process and the agencies who offer internship programs will have a better understanding of what students are looking for when selecting an internship site and, as a result, be able to modify their offerings to be more competitive.

**Research Questions**

For the purpose of this study four research questions were addressed:

1. What are the most important motivations, constraints, and constraint negotiation strategies reported by students when selecting an internship site?

2. What is the level of satisfaction reported by students with regard to their internship selection experience?

3. Which constraints are significantly related to satisfaction with the internship selection experience and to what extent?

4. Which negotiation strategies are significantly related to satisfaction with the internship selection experience and to what extent?

**Delimitations**

This study was delimited to senior level undergraduate students enrolled in recreation management degree programs at two universities in Pennsylvania. The decision to involve senior level undergraduate students in two universities was tied directly to the need for a sample of at least 65 students. Also, this study was delimited to students who were currently enrolled at the universities identified, were in the process of selecting an internship site, and intended to complete internship between May, 2010 and August, 2011.
**Limitations**

The findings cannot be generalized to internships associated with other options within other recreation and park curricula or internships associated with other majors/career paths. The findings are also limited to the factors and influences associated with internship site selection that are identified through a review of the literature and focus group interviews; although other factors may also contribute to satisfaction.

**Definitions**

The following terms are defined for the purpose of this study:

**Internship:** An opportunity to integrate academic knowledge and experiences by participating in a planned and supervised program. This could be a paid or unpaid experience but must be completed for academic credit and last approximately 10-15 weeks.

**Motivation:** The degree to which the student is interested in exploring and selecting an internship site.

**Negotiation:** How individuals resolve or work through their perceived constraints to select an internship site.

**Perceived Constraint:** A factor that prevents or limits the student’s choice of an internship site.
Assumptions

The following assumptions were made in conducting this study: (a) the subjects had enough experience and knowledge to effectively identify their motivations and constraints, (b) the focus group was conducted without facilitator bias, and (c) the participants were preparing for their internship.

Theoretical Framework

In an attempt to better understand perceived constraints and their implications on internship site selection, the theoretical framework proposed by Hubbard and Mannell (2001) was used for this study. Their research identifies the role perceived constraints, individuals’ constraint negotiation strategies, and motivation levels play in individuals’ decisions to engage in activities. Additionally, their research acknowledges that people have the freedom to choose if they want to participate in leisure activities. In contrast, students selecting an internship site have choices within the decision making process and the final site selection but ultimately must complete an internship in order to graduate. Hence, one could argue that the internship requirement doesn’t equate to a free choice, but a forced choice.

Hubbard and Mannell (2001) discuss the role of motivation and negotiation as a catalyst to overcome potential constraints or to weaken their impact on participation. The negotiation strategies subscales used by Hubbard and Mannell (2001) include the following: time management, skill acquisition, interpersonal coordination, and financial. Additionally, an individuals’ disposition and how well he or she responds to limited choices may impact his or her ability to negotiate constraints.
The theoretical framework proposed by Hubbard and Mannell (2001) was instrumental because it considered the role of perceived constraints, individuals’ constraint negotiation strategies, and motivation levels. Specifically, they identified how these three factors interacted with each other in individuals’ decisions to engage in voluntary activities. Hence, their model was more encompassing than previous models because the authors acknowledged that individuals would rather modify or change their participation than cease participation altogether (Wilkes, 2008).

Leisure constraints research in the early 1980s stressed non-participation. However, more recent studies focus on the ways that constraints can be effectively negotiated to encourage participation. Some of the researchers who have conducted research using Hubbard and Mannell’s (2001) theoretical framework include: Walker, Jackson, and Deng (2008) who addressed the role between one’s culture and leisure constraints; Lee and Scott (2009) who examined the relationships among celebrity involvement; and Son, Kerstetter, and Mowen (2008), who examined the relationships between age, gender, leisure constraint negotiations, motivations, and physical activity for older (50+) park visitors.

Crawford and Godbey (1987) argue that there are three types of constraints—*intrapersonal, interpersonal, and structural*. Intrapersonal constraints include internal psychological dispositions including attitude, personality and mood. Interpersonal constraints are associations with others such as family members, peers, or employees. Lastly, structural constraints include environmental considerations such as lack of time, money, or accessibility.
The degree to which constraints can be negotiated depends on an individual’s personal and situational characteristics (Wilkes, 2008) along with the type of constraint. Furthermore, the three types of constraints (intrapersonal, interpersonal, and structural) can be placed on a hierarchy. Crawford, Jackson, and Godbey (1991) contend that intrapersonal constraints are the strongest constraints and therefore must be overcome before interpersonal constraints can be addressed.
Chapter 2
Review of Related Literature

Service Learning

Many universities recognize internships as a form of service learning. There are numerous definitions of *service learning*. Williams and Lankford (1999) define service learning as an experience that addresses human needs to an academic discipline, promotes social responsibility, and includes a university-community relationship. Moorman and Arellano-Unruh (2002) describe service learning as “an event that combines a service obligation with experience based learning” (p. 42). One of the advantages of service learning is that it requires students to be involved in the community. As a result, students tend to adapt or change their thinking based on their surroundings (Moorman & Arellano-Unruh, 2002) and develop special skill sets that are unique to the clients with whom they are working (Bulger, Housner, & Lee, 2008). Additionally, cooperative education or service learning helps improve students’ reasoning skills and context understanding (Keen, 2001). In turn, these experiences allow for intellectual development amongst students.

In an attempt to better understand service learning, Williams and Lankford (1999) proposed adopting a five-stage process. Stage one involves gaining acceptance and support from key university personnel. Stages two and three require designating faculty to support service learning though course objectives, content, and assignments, and obtaining a commitment to make sure the experience, course work, and the organization compliment each other. Stage four involves confirmation that there is a need for services and a favorable relationship between the participating university and the organization.
And, stage five focuses on the importance of students and agencies receiving feedback about the experience.

Within the field of Parks and Recreation, the National Recreation and Parks Association defines an internship as an experience that requires the student to apply classroom acquired skills at a designated agency for college credit (Hurd & Schlatter, 2007). College internships, an important component of service learning, have increased in popularity over the past 20 years. In fact, three out of four college students in the United States currently complete an internship or service learning project during their college experience (Callanan & Benzing, 2004). The Disney College internship program alone provides internship opportunities for thousands of students each year (Shook, 2005/2006).

According to Stier (2002) successful internship programs serve several purposes, including networking with professionals; developing professionalism; demonstrating, refining, and acquiring competencies; working toward securing an entry-level position; and bridging the gap between theory and practice. Also, a successful internship (as part of service learning) should integrate students’ prior learning with a way for faculty to measure students’ contributions while at the same time meeting the academic mission of the department and university (Young & Baker, 2004). Therefore, universities need to recognize the value of student internships as a form of service learning.

**Student Internship Benefits**

Completing an internship as part of an undergraduate experience provides a variety of benefits to students (see Table 1). New skills and knowledge learned through
an internship can initially be used to heighten students’ self-concept, enhance time management and improve communication/social skills, self-discipline, and initiative for a more productive workforce (Kane, Healy, & Henson, 1992; Knouse, Tanner, & Harris, 1999; McCormick, 1993; Taylor, 1988). Furthermore, well-structured internships provide students with an educational experience off campus, which allows for the use of applied learning (Alex-Assensoh & Ryan, 2008).

Feldman and Weitz (1990) suggest that there are two key functions of internships: increased access to career opportunities and greater amounts and quality of information to help in making career decisions. Their argument builds off the work of Taylor (1985; 1988) who is credited with having conducted the most comprehensive research on the benefits of internships. Taylor suggests that internships help students crystallize their career interests, minimize the shock of moving from the school environment to the workplace, and increase the odds of employment upon graduation. Internships may also build confidence in and decrease anxiety about the job search (Kane et al., 1992; McCormick, 1993).

Callanan and Benzing (2004) suggested that the internship experience is the most significant influence on a student’s ability to obtain a career-oriented position. They hypothesized: (a) students who have completed an internship will have a significantly higher acceptance rate of career-oriented employment than students who have not completed an internship and (b) students who have completed an internship and accepted a career-oriented job will report a greater fit with their job than those who did not complete an internship. The results of their study supported the contention that an internship is a useful strategy for obtaining a career-oriented position and that the
<table>
<thead>
<tr>
<th>Benefits</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt or change thinking</td>
<td>Moorman &amp; Arellano-Unrhu, 2002</td>
</tr>
<tr>
<td>Bridge the gap between theory and practice</td>
<td>Alex-Assensoh &amp; Ryan, 2008; Stier, 2002</td>
</tr>
<tr>
<td>Decrease anxiety associated with job search</td>
<td>Kane, Healy, &amp; Henson, 1992; McCormick, 1993</td>
</tr>
<tr>
<td>Develop initiative</td>
<td>Kane, Healy, &amp; Henson, 1992; Knouse, Tanner, &amp; Harris, 1999; McCormick, 1993; Taylor, 1988</td>
</tr>
<tr>
<td>Develop special skill sets</td>
<td>Bulger, Housner, &amp; Lee, 2008; Stier, 2002</td>
</tr>
<tr>
<td>Develop professionalism</td>
<td>Stier, 2002</td>
</tr>
<tr>
<td>Enhance communication/social skills</td>
<td>Kane, Healy, &amp; Henson, 1992; Knouse, Tanner, &amp; Harris, 1999; McCormick, 1993; Taylor, 1988</td>
</tr>
<tr>
<td>Enhance time management skills</td>
<td>Kane, Healy, &amp; Henson, 1992; Knouse, Tanner, &amp; Harris, 1999; McCormick, 1993; Taylor, 1988</td>
</tr>
<tr>
<td>Heighten student’s self concept</td>
<td>Kane, Healy, &amp; Henson, 1992; Knouse, Tanner, &amp; Harris, 1999; McCormick, 1993; Taylor, 1988</td>
</tr>
<tr>
<td>Increase odds of securing an entry level position</td>
<td>Callanan &amp; Benzing, 2004; Feldman &amp; Weitz, 1990; Stier, 2002; Taylor, 1988</td>
</tr>
<tr>
<td>Increase self-discipline</td>
<td>Kane, Healy, &amp; Henson, 1992; Knouse, Tanner, &amp; Harris, 1999; McCormick, 1993; Taylor, 1988</td>
</tr>
<tr>
<td>Increase vocational self-efficacy</td>
<td>Brooks, Cornelius, Greenfield, &amp; Joseph, 1995; Pedro, 1984</td>
</tr>
<tr>
<td>Increase satisfaction with major</td>
<td>Pedro, 1984</td>
</tr>
<tr>
<td>Learn from experts</td>
<td>Keen, 2001</td>
</tr>
<tr>
<td>Minimize the shock associated with moving from school to workplace</td>
<td>Taylor, 1988</td>
</tr>
<tr>
<td>Network with professionals</td>
<td>Stier, 2002</td>
</tr>
<tr>
<td>Obtain information to help in career decisions</td>
<td>Feldman &amp; Weitz, 1990; Taylor, 1988</td>
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completion of an internship is linked to an improved ability to secure a career orientation position. However, they did not find a correlation between completion of an internship and personal fit with the job. Pedro (1984), focusing on the impact of internships on women’s entry into the workplace, found that those who completed an internship gained instrumental values, self-efficacy expectations, and more satisfaction with their major. Approximately a decade later, Brooks et al. (1995) extended Pedro’s finding regarding self-efficacy. They documented that more feedback and opportunities to deal with other people, led to “…an increase in vocational self-efficacy” (p. 346). Feldman and Weitz (1990) reported a similar finding.

Internship opportunities are available in all types of organizations (i.e., for-profit, non-profit, public, quasi-public, and private). Students who take part in the Disney Theme Parks and Resorts College Program, for example, are provided numerous learning opportunities in the areas of business, entertainment, and guest services. Furthermore, interns build upon academic theory by learning from experts in management and leadership (Shook, 2005/2006). Additionally, they have an opportunity to continue their studies in special courses tailored to engineering, entertainment, and finance at Disney University (Shook, 2005/2006). Alternatively, an internship with a non-profit organization might include working for the city of Aspen, Colorado. Here, interns would have the opportunity to organize and implement programs for participants of all ages and promote special events for community residents (National Recreation and Parks Association [NRPA], 2008).

Paulins (2008) concluded that students who completed internships, as part of their university degree requirement, had higher starting salaries than those without internship
experience. According to the National Association of Colleges and Employers (NACE as cited in Smith, 2008), employers offered jobs to more than 70% of their interns and more than three-fourths of their offers were accepted. Hence, given the popularity of internships and the breadth of potential skills needed by tomorrow’s workforce it is unlikely the number of students seeking internships will decline anytime soon.

Students realize that their university has a key role to play in the success or failure of their learning while on the internship. In fact, students view internships as a mechanism for applying the knowledge and skills they have learned in the classroom. Overall, students want their internship to relate and augment what they have learned in the classroom (Page as cited in Wiseman & Page, 2001).

A study completed by Girard (1999) on interns’ perception of internships was conducted in cooperation with 120 internship directors/coordinators. The internship directors/coordinators who were involved in the study were asked to distribute a self-administered questionnaire to their current interns. The results of this study suggested that a high percentage (91%) of interns believed that they were treated well by their supervisors, supervisors were available to ask questions and solve problems when needed (81%), and more than 75% felt that their suggestions were considered but not necessarily implemented.

**Benefits to Internship Providers**

Interns are expected to perform at a high level and demonstrate their knowledge of concepts learned in the classroom; therefore, their contributions to an agency can be invaluable (Young & Baker, 2004). Student interns may help with an existing project or
provide some initial research for project managers who have not had time to undertake
new projects. They may also help with information gathering, web site design, event
planning, and more (Smith, 2008). In addition, agencies benefit from having individuals
or groups of students who are motivated, skilled, and typically less expensive to employ
than full-time staff (Callanan & Benzing, 2004), especially because the organization does
not usually have a long-term commitment to the student. Typically, an internship is
completed in one academic period (i.e., trimester, semester). Also, students who report an
enjoyable internship will share that experience with their peers and therefore promote the
organization as a favorable place to work (Callanan & Benzing, 2004). Lastly, internships
can be used to streamline the recruitment of potential future hires (D’Abate et al., 2009).

There are numerous examples of how recreation agencies have benefited from
service learning projects, including using interns. In one example, students worked in
conjunction with the Nebraska Recreation and Parks Association and a local parks
program. Students secured funds thorough grants and sponsors for the development,
installation, and maintenance of a disc-golf course (Moorman & Arellano-Unruh, 2002).
Other examples include a partnership between the students at San Luis Obispo (Cal-Poly)
with the Wilderness Education Project (Hendricks & Miranda, 2003), and interns
working on Capital Hill doing research that has policy implications (Alex-Assensoh &
Ryan, 2008).

**Internship Site Selection**

Before internship benefits can be fully realized for the student, employer, and
university, students need to select an internship that will meet their needs. The process of
searching, evaluating options, and selecting an internship can be tedious. The process for many students involves working with an advisor or internship coordinator to discuss potential site options. Although many students select sites that already have an affiliation with their university, they may also select a new site (provided it meets the graduation requirement). Furthermore, because the process can be complex, many universities require students to take a pre-internship class in order to help them negotiate through the decision making process. These classes can be beneficial as the instructor can help guide the student with completing any necessary paper work and obtaining liability insurance if required.

Students’ who lack focus will find it more difficult to select an internship site. For example, students who have not clearly identified what type of experience they hope to have or the skills they want to learn and develop will struggle when trying to select an internship site. In fact, only when students have identified what they hope to learn on the internship can they market themselves accordingly (Verner, 2004). Additionally, interns who have secured their own internship experience (compared to their internship advisor making the decision for them) are more committed to the agency (Verner, 2004).

Once students have identified what they are interested in learning they should research potential internships sites. This can be done in a variety of ways. Some of the more common methods include reviewing agency brochures and web sites, learning about opportunities from guest speakers, talking to peers or other students who have completed an internship, asking an advisor, and attending career/internship fairs (Verner, 2004). Although agencies use all or some of the methods stated previously there are still
concerns that their information is not being disseminated in the most effective and efficient way (Williams, 2004).

After students have researched all potential internship sites, they should collect as much information as possible to get a better understanding of the agency, the internship program, and their potential responsibilities. Information that would be helpful in understanding the agency would include knowing the agency’s mission, size of operation, and the agency’s services and products (Verner, 2004). Additionally, students should find out if the agency has an internship program currently in place, how many interns is takes per academic period, and its selection process. Lastly, students need to know what types of work they will be doing, with whom they might be working, and the conditions of their experience. Ideally, students should visit the internship site they are considering. However, this is not always feasible depending on the location and timing of the internship (Verner, 2004).

Interns also need to analyze and consider what they need to accomplish during their intern experience. Verner (2004) suggests that potential interns should ask five questions:

1. How am I going to be better prepared for the job market at the end of this internship?
2. Is this internship the right choice for me at this point in my career?
3. Do individuals associated with this internship site appear to be good mentors?
4. Would they be willing to invest time in helping me become a better prepared professional?
5. Will my responsibilities help me become more competitive for the job market than the typical entry-level candidate? (p. 27)
**Decision Making and Motivation**

After careful consideration of all of the internship opportunities students will eventually need to commit to one internship placement. Although this may at first appear to be a simple task, many young adults frequently have problems related to decision making. In fact, Schwartz (2004) argues that lack of motivation and too many choices may lead to distress and that limiting choices may actually be beneficial. In essence, having some limitations may actually help students with solidifying their choice. Additionally, students who are highly motivated to complete an internship will have an easier time in the decision making process.

In general, students are motivated to select internships that provide them with an opportunity to develop their professionalism. More specifically, they (the students) relate seven quality experiences as highly important components to the internship experience. Career clarity, student professionalism, a sense of belonging, effective supervision, student productivity, learning, and development of skills were rated as the most important. Additionally, students on internship placement desire to belong to a network of professionals (Wiseman & Page, 2001).

The decision-making process involves being able to effectively solve problems by using cognitive reasoning skills (Van Vianen, De Pater, & Preenen, 2010). According to Peterson, Sampson, Lenz, and Rcardon (2002) decision-making generally encompasses five stages and includes: defining the problem, understanding the underlying mechanisms, formulating plausible alternatives, prioritizing alternatives, and evaluating the outcomes. However, this approach is only effective when students can answer the following questions:
1. What are the specific goals I strive for in my future?

2. Should I focus on a short-term or long-term perspective?

3. Should I go for what I prefer right now or for more realistic options, eventually at the expense of my actual preference? (Van Vianen et al., 2010, p. 299).

For this approach to be a successful the individual must be able to identify potential careers that are complimentary to their abilities, values, and beliefs. In addition, students must feel that they can control their future career (Greenbank & Hepworth, 2010).

The last step in obtaining an internship usually involves submitting an application to the preferred agency, a resume, or any other documentation requested by the potential internship site. Of course, students will want to make sure that their selection also meets the requirements of their degree and university. Hopefully, an interview will follow (in-person or phone) and an internship will be secured. According to Verner (2004), students should take advantage of university programs that allow students to practice their interviewing skills through mock interviews and role-playing.

**Recruitment by the Internship Agency**

Recruitment is the first step in getting an intern to come to an agency. Thus, many organizations have developed a set of recruitment criteria in order to attract the most qualified interns (Williams, 2004). The Disney Theme Parks and Resorts College Program has potential interns view an informational video, followed by an interview or casting call as part of its recruitment efforts (Shook, 2005/2006). In contrast, Amelia Island Resort, a for profit resort located in Florida, has a web site to inform potential interns on what is available to them (Amelia Island Plantation Resort, 2008). Lastly, the
Lock Haven YMCA, located in Pennsylvania, has the Program Director speak with Recreation Management students at the nearby Lock Haven University of Pennsylvania to recruit interns (C. Walsh, personal communication, October 3, 2008).

Although recruitment through campus visits can be time consuming and costly for an agency they are important to the overall process of obtaining quality interns. Methods of recruitment may include referrals from past or current employees and interns, attending student career fairs and clubs, developing relationships with key university personnel, and contacting university professors (Williams, 2004). According to Sessions (2006), determining if an on-campus career fair is appropriate may depend on how many representatives will attend, what type of majors will be there, and what type of promotional materials can be distributed to students. Many of the hospitality programs at four-year universities have implemented their own career and placement services to assist students in all phases of their career. Some of the services offered to their students include assisting them in finding an internship site, helping them develop networking skills, and encouraging multiple means of professional development (Chi & Gursoy, 2009)

Clearly, a relationship between the agency supervisor and the intern’s supervisor should be well established and maintained early on in the recruitment process. And, because internships occur away from the academic environment, advanced planning is needed (Paulins, 2008). Furthermore, strong relationships with agency site supervisors should be fostered over time. Inviting professors, academic advisors, and career service personnel to the agency can assist with generating this relationship. Volunteering to teach a class is another possibility as it brings increased exposure to one’s agency and enhances
dialogue with potential student interns (Sessions, 2006). Regardless of the approach used there must be effective communication between the university internship coordinator and the site supervisor.

**Internship Provider Responsibilities and Costs**

Developing and maintaining an effective internship requires a commitment on the part of the agency. When students are on their internship the supervisor plays an important role in not only ensuring intern performance on the job, but also being a mentor to the intern (Girard, 1999). Ideally, there should be a mutual relationship between students and internship providers (Cupps & Olmosk, 2008). However, in order to maximize their interns’ contribution agency supervisors must be able to identify and understand their responsibilities to the student.

Most effective internships require some form of advanced planning in the selection process. In fact, the lack of clear understanding of the expectations (by both parties) can quickly lead to dissatisfaction. Furthermore, agencies may be reluctant to use an intern if they feel that doing so is a waste of their time. “Given the chronic strain of organizational pressures and demands, the idea of taking on and supervising an intern may seem like a colossal misuse of time” (Cupps & Olmosk, 2008, p. 303). Despite these concerns, the agency should consider how temporary internship positions might lead to permanent work: particularly since research has shown that job satisfaction in a temporary position can be transferred to full-time employment (D’Abate et al., 2009). Therefore, it would behoove employers to find ways to enhance intern satisfaction both short and long term.
According to Cupps and Olmosk (2008), there are a variety of responsibilities an agency has for ensuring the effectiveness of an internship program. When students first begin their internship they should be introduced to their surroundings and encouraged to work collaboratively. Also, agencies should be clear about their expectations, student’s responsibilities, and deal with problems immediately. Furthermore, the intern must be introduced to the organization’s structure and culture early on in the internship.

In addition, the agency must appreciate the variety of tasks interns can perform. Examples of potential internship work may include research, distributing surveys, special projects, developing client services and programs, marketing, operations, maintenance, etc. The amount and type of work will be dependent on the individual and his or her areas of interest and capabilities. However, as interns become more familiar with their responsibilities additional work assignments requiring less agency supervision should be incorporated to help build their confidence (Cupps & Olmosk, 2008).

Constraints

Although students should invest their time deliberating all of their internship possibilities there is still likelihood they will encounter some constraints along the way. As students are going through the process of deciding when and where they will complete their internship they will need to be realistic about constraints that may impact their abilities to pursue or accept an internship experience. For example, one potential constraint could be that the internship is not paid. Here, the individual may like what the experience has to offer but is unable to accept the position due to financial constraints.
According to Crawford and Godbey (1987) there are three types of leisure constraints: *intrapersonal, interpersonal, and structural*. Intrapersonal constraints are psychological traits that involve an individual’s attitude, personality, and mood. These constraints come from “within” an individual and are typically considered the most powerful of the three (Raymore, Godbey, Crawford, & von Eye, 1993). Interpersonal constraints, on the other hand, come from others such as parents, friends, and coworkers. For example, a student may wish to complete an internship in a foreign country. However, his or her parents discourage him/her from doing so (interpersonal constraint). The third type of constraint is the structural constraint. These are constraints that are part of the environment or arise from lack of opportunities, cost, location, and transportation. According to Crawford et al. (1991), structural constraints are the least powerful of the three presented.

Crawford et al. (1991) suggest that the three types of leisure constraints work together and can be placed on a hierarchy. Thus, intrapersonal constraints must first be overcome before interpersonal constraints can be addressed. Lastly, at the bottom of the hierarchy, and therefore least important, are the structural constraints. However, it is important to keep in mind that any of these potential constraints could deter a student from selecting an internship site.

Leisure constraints have been conceptualized in a variety of ways. Early models of leisure constraints dealt with factors or influences that resulted from the absence of participation and therefore provided no considerations on how the individual might be able to negotiate constraints (Wilkes, 2008). In fact, it wasn’t until the late 1980s when
leisure constraint models presented the idea that negotiation strategies could be implemented when making choices about leisure participation.

How well an individual can negotiate constraints is critical to the internship selection process. For many, constraint negotiation strategies may include innovative ways of thinking or dealing with problems. For example, a student may negotiate a structural constraint (unpaid internship) by working two summer jobs in order to save enough money for later. Of course, an individuals’ personality and their current situation will also influence how well constraints can be negotiated (Wilkes, 2008). Jackson, Crawford, and Godbey (1993) argue that there are three ways in which individuals respond to constraints.

1. **Successful Proactive Response**: An individual experiences a constraint but does not let it alter his/her experience.

2. **Reactive Response**: An individual experiences a constraint and does not continue.

3. **Partly Successful Proactive Response**: An individual participates but in a different way from the intended experience.

**Chapter Summary**

Numerous colleges and universities require undergraduates to complete an internship as part of their course curriculum prior to graduation. In terms of Recreation and Parks, Hurd and Schlatter (2007) feel that undergraduates are not fully prepared for a career unless they have completed an internship.

Provided a cooperative approach occurs between the student, university, and the agency supervisor there are many advantages of the internship experience. For example,
for students, the internship provides a *real-life* experience outside of the classroom setting and it allows them to apply classroom theory to professional practice (Young & Baker, 2004). Additionally, there is a possibility that the intern could secure full-time employment at the completion of his/her internship (Cupps & Olmosk, 2008).

Benefits for agencies that provide the internship experience are many. According to Williams (2004) using interns provides an opportunity for additional staff at a relatively low cost. Furthermore, interns benefit the agency by displaying and demonstrating their knowledge and skills.

Once an agency has decided to implement an internship program it must consider the most effective and efficient way to recruit interns. Although recruitment can be time consuming and costly, the effort up front can be well worth it because agencies are more likely to get a larger pool of applicants (Williams, 2004). Therefore, it takes a well developed plan and a committed initiative to attract the best qualified students (Sessions, 2006). A few of the more common methods of recruitment include university sponsored career fairs, contacting academic advisors, and volunteering to speak at college campus (Sessions, 2006).

The most successful and satisfying internships require the student, university internship advisor, and the internship site coordinator to work in collaboration. Because the internship is part of the course curriculum educational objectives must be written to help solidify the experience (Young & Baker, 2004). Additionally, it is expected that academic rigor will be maintained throughout the internship experience. Many students on internship placement desire to belong to a network of professionals (Wiseman & Page, 2001). Furthermore, students are motivated to select internships that provide them with
an opportunity to develop their professionalism, assist with career clarity, and allow for a sense of belonging.

In general terms, a constraint is any factor that excludes or limits an individual’s participation. Prior to selecting an internship experience students need to identify their own constraints in an effort to make a better match between their needs and the internship. Potential constraints include interpersonal, intrapersonal, and structural constraints. However, the use of negotiation strategies is one way to overcome potential constraints. For many, constraint negotiation strategies include creative ways of thinking or dealing with problems such as staying with friends or family to save money and asking internship coordinators for help. Furthermore, how well an individual can negotiate constraints is critical to the internship selection process. Although many constraints can be negotiated some are more powerful than others and, to date, they have not been studied in an internship decision context. Lastly, although motivations, constraints, and negotiation strategies have been studied within the leisure behavior context we do not know to what extent they are related to satisfaction with the internship selection experience.
Chapter 3

Methods

Purpose

The purpose of this study was to document the factors (i.e., motivation and perceived constraints) and processes (i.e., constraint negotiation) that influence students’ selection of and satisfaction with their internship choice. Following is an introduction to the sample, the study design, and a discussion of the methods used to address the research questions guiding the study.

Sample

The sample for this study consisted of 92 undergraduate students enrolled in either the Recreation Management degree program at Lock Haven State University or the Recreation, Park, and Tourism Management degree program at Penn State University’s main campus during Spring 2010. The sample was delimited to these two universities, specified programs/majors, and students who were preparing to complete their internship between May 2010 and August 2011.

Both of these universities, which are located in central Pennsylvania, require students to complete a 10 to 15 week internship in order to complete their degree. However, the options/tracks (i.e.: fitness, outdoor, community, therapeutic, commercial recreation, etc.) students can specialize in within their degree program varies slightly, as does the number of students enrolled in each program. The decision to involve undergraduate students in the Recreation Management degree program at Lock Haven
State University and the Recreation, Park, and Tourism Management degree program at Penn State University was tied directly to the need for a sample of at least 65 students to limit problems with effect size. Additionally, these two universities/programs were selected because of (a) their willingness to work with the researcher and (b) the fact that they represent two different types of universities. Lock Haven State University is a smaller state affiliated university that places an emphasis on teaching whereas Penn State University is known for its teaching and research contributions.

Students who intended to pursue an internship between May 2010 and August 2011 were invited to participate in the study. As noted above, the study was delimited to students who were enrolled in the Recreation Management degree program or the Recreation, Park, and Tourism Management degree program during Spring 2010 and were engaged in the internship site selection process.

**Design and Data Collection**

The study was conducted using a mixed method approach, which included a focus group, a pilot study, and a self-administered questionnaire. Prior to the start of data collection, an introduction letter, consent forms, an outline of the focus group questions, and a preliminary questionnaire were submitted to and approved by Penn State University’s Office for Research Protection.

**Focus Group**

The focus group discussion was used as a technique to help the researcher formulate ideas about the students’ selection process, motivations for selection, and
potential internship constraints. A focus group discussion was held with nine students from Lock Haven State University on April 8, 2010 in Himes Meeting Room on the campus of Lock Haven State University. All students who met the study requirements (n=36) were invited to participate in the focus group discussion. The opportunity to participate in the focus group was announced in a class that had most, if not all, of the students preparing for their internship. Nine students signed up to participate at the pre arranged time and location set up by the researcher.

Prior to commencing the focus group discussion, the process was introduced and consent was obtained. Then, the focus group facilitator introduced herself and had the student participants go around the table and give their names and identify their specific track/option. A series of questions were formulated in advance to serve as a guide and be at the disposal of the interviewer. The actual discussion began with participants discussing where they were in the internship decision-making process. To encourage discussion the focus group facilitator asked a series of questions including, but not limited to: How is the internship selection process going? How motivated are you to select an internship? What type of internship are you looking for? Are you having any problems finding the internship you want? The complete list of questions can be found in Appendix A. Although feedback from the respondents was relatively positive regarding the internship selection process and choice, students did indicate some frustration. When asked to clarify what these frustrations were students often replied that “finding an internship that fit their needs was a bit of a hassle” or that “the agency never gets back to me when I have a question about their internship.”
The focus group discussion, which lasted approximately 40 minutes, was taped and later transcribed. The results of the focus group discussion were used to solicit ideas for the self-administered questionnaire. Based on the feedback from the students in the focus group discussion a two-part question was added to the questionnaire. The first question added was, “Overall, did you find the internship selection process frustrating?” Students responded to this question using a Likert type scale ranging from 1 (Not at all frustrating), to 3 (Somewhat Frustrating), to 5 (Extremely Frustrating). The second part of the questionnaire was simply, “Please explain.” Adding this statement allowed students the opportunity to write a follow up response to the open-ended question, if they so desired. This particular question was added because numerous students expressed “frustration” in trying to secure an internship, suggesting there may be a core concern with the decision-making process.

**Pilot Study**

Prior to data collection, a pilot study of the questionnaire was conducted with eight Lock Haven University students who were either in the process of selecting an internship site or who had selected an internship site. The students took approximately 15-20 minutes to complete the self-administered questionnaire.

The pilot study was designed to determine if any of the questions were unclear and/or needed to be revised or removed from the questionnaire. While the results of the pilot study indicated that no additional changes were necessary in terms of revising the questions or the format of the questionnaire, the pilot study did serve as a valuable
practice opportunity for administering the questionnaire and assessing participants’ understanding of the instructions and questions.

**Self-Administered Questionnaire**

To determine the most appropriate setting and time for distributing the questionnaire the researcher worked closely with the internship coordinators at both universities. The self-administered questionnaire was distributed in a pre-determined class at both of the universities. This method was chosen due to the fact that all of the students preparing to enter into their internship were required to complete this course. Additionally, the timing of distributing the questionnaire was critical. The researcher selected a date that coincided with the university deadline for internship site selection, ensuring that the participants had made their final internship choice.

Prior to distributing the self-administered questionnaire the researcher asked students for their voluntary participation and assured confidentially. The instructor of the designated course, not the researcher, administered and collected the questionnaires from the students. Only after students had completed the questionnaire and placed them in a box were they handed to the researcher. The time taken to complete the questionnaire was approximately 20 minutes. Students who participated in either the focus group or pilot study did not complete the questionnaire. Their results, however, were reviewed to check for consistency with the results of the self-administered questionnaire.

The self-administered questionnaire was developed, in part, using constructs from the theoretical framework presented by Hubbard and Mannell (2001). The entire instrument can be found in Appendix B. This theoretical framework was selected based
on the leisure behavior literature and its relevance to this study. Beyond using the constructs from Hubbard and Mannell (2001), additional questions were included based on the review of literature. For example, students were asked to what extent their internship coordinator, family, and friends played a role in limiting their internship choices. Additionally, questions pertaining to the location and climate of the internship site were asked.

The questionnaire included six sections of questions: internship motivations, perceived constraints to selecting an internship site, the extent of negotiation strategies used to overcome constraints, overall satisfaction with the selection process and choice, and improving internship experiences. Lastly, demographic information was collected about each participant. The questionnaire used for this study can be found in Appendix C.

Details regarding each of the constructs addressed in this study follow below.

**Motivation.**

Nine items from Hubbard and Mannell’s (2001) original leisure motivation scale were modified to address students’ motivation for choosing an internship site (see Table 2). Respondents were introduced to the scale with the following statement: “Listed below are a few statements that may indicate why you were motivated to choose your internship site. On the 5-point scale provided, circle the number that best represents the extent to which each motivation or reason influenced your decision.” The Likert-type scale included values ranging from 1 (Not at all), to 3 (Somewhat), to 5 (Very Much).
Table 2

*Motivations for Selecting an Internship*

<table>
<thead>
<tr>
<th>MOTIVATIONS INFLUENCING YOUR INTERNSHIP CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To apply my skills</td>
</tr>
<tr>
<td>To make new friends</td>
</tr>
<tr>
<td>To develop better communication skills</td>
</tr>
<tr>
<td>To develop problem solving skills</td>
</tr>
<tr>
<td>To complete my graduation requirement</td>
</tr>
<tr>
<td>To experience something new</td>
</tr>
<tr>
<td>To get a future job at the internship site</td>
</tr>
<tr>
<td>To satisfy my long-term career goals</td>
</tr>
<tr>
<td>To contribute my ideas</td>
</tr>
</tbody>
</table>


Additionally, the question, “Overall, how motivated were you in exploring and selecting an internship site?” was asked to determine students’ overall motivation for exploring and selecting an internship site. The scale ranged from 1 (Not at all Motivated), to 3 (Somewhat Motivated), to 5 (Extremely Motivated). Participants were also able to provide additional comments if they so desired.

**Perceived constraints to selecting an internship site.**

Hubbard and Mannell’s (2001) Leisure Constraint Scale was modified to address students’ perception of constraints (see Table 3). For example, items referencing
workplace exercise programs were omitted and replaced by items specific to internships. In addition, the wording of several questions was modified or altered to make them more specific to internship site selection. A total of 13 constraint statements were in the modified scale and included a mix of intrapersonal, interpersonal, and structural constraints. Respondents were introduced to the scale with the following statement: “Listed below are some potential constraints or barriers that you may have faced in the process of selecting your internship. Please read each of the following statements. Using the 5-point Likert scale provided, circle the number that best represents the extent to which each statement is true for you in limiting your internship choices.” The constraints scale ranged from 1 (Not a Barrier), to 3 (Somewhat of a Barrier), to 5 (A Significant Barrier).

**Negotiation strategies to overcome constraints.**

To measure constraint negotiation strategies Hubbard and Mannell’s (2001) constraint negotiation scale was modified by making the questions more relevant to internships (see Table 4). Respondents were asked to indicate their level of agreement with the constraint negotiation statements using a 5-point Likert-type scale with values ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Negotiation strategies included time management (3 items) skill acquisition (3 items), interpersonal coordination (3 items), and financial resource (3 items).
Table 3

*Perceived Constraint Items for Selecting an Internship Site*

<table>
<thead>
<tr>
<th>CONSTRAINT ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>My family did not like my internship choices</td>
</tr>
<tr>
<td>I was concerned that I didn’t have enough skills to do a good job at my internship</td>
</tr>
<tr>
<td>My friends did not think my internship choices were right for me</td>
</tr>
<tr>
<td>My advisor/internship coordinator did not think my internship choices were right for me</td>
</tr>
<tr>
<td>The internship site (agency) required me to stay there longer than the time required by the university</td>
</tr>
<tr>
<td>Internship choices were too far way from my hometown</td>
</tr>
<tr>
<td>Internship sites did not pay or offer a stipend to their interns</td>
</tr>
<tr>
<td>I didn’t give myself enough time to consider enough options for my internship</td>
</tr>
<tr>
<td>My current job limited my choices of an internship site</td>
</tr>
<tr>
<td>Being near my significant other limited my internship choices</td>
</tr>
<tr>
<td>No other students have interned at the internship sites that I considered</td>
</tr>
<tr>
<td>The climate (weather) of the internship location was too cold or too hot</td>
</tr>
<tr>
<td>The internship site did not provide free housing</td>
</tr>
</tbody>
</table>

Table 4

*Constraint Negotiation Items for Selecting an Internship Site*

<table>
<thead>
<tr>
<th>CONSTRAINT NEGOTIATION ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Management Items</strong></td>
</tr>
<tr>
<td>I set aside time to look for an internship site</td>
</tr>
<tr>
<td>I made selecting a good internship a priority</td>
</tr>
<tr>
<td>I did research on different internship sites</td>
</tr>
<tr>
<td><strong>Skill Acquisition Items</strong></td>
</tr>
<tr>
<td>I practiced my interviewing skills before selecting an internship site</td>
</tr>
<tr>
<td>I took classes to improve my communication skills for being an effective intern</td>
</tr>
<tr>
<td>I updated my resume before selecting an internship site</td>
</tr>
<tr>
<td><strong>Interpersonal Coordination Items</strong></td>
</tr>
<tr>
<td>I spoke to other students who have completed internships to get their opinions</td>
</tr>
<tr>
<td>My family helped me with my decision for selecting an appropriate internship site</td>
</tr>
<tr>
<td>I have asked for advice from my advisor or internship coordinator about selecting an internship</td>
</tr>
<tr>
<td><strong>Financial Resources and Strategies Items</strong></td>
</tr>
<tr>
<td>I saved enough money in preparation for my internship</td>
</tr>
<tr>
<td>I am planning to borrow money from family or friends in order to complete my internship</td>
</tr>
<tr>
<td>I will live with family or friends during my internship in order to save money</td>
</tr>
</tbody>
</table>

**Satisfaction with the internship selection process and choice.**

The participants were asked three questions to determine their satisfaction level with their internship selection process and choice. For question number one participants were asked, “Overall, how satisfied were you with the internship selection process?” The 5-point Likert-type scale had values ranging from 1 (Not at all Satisfied), to 3 (Somewhat Satisfied), to 5 (Extremely Satisfied). For the second question participants were asked, “Overall, did you find the internship selection process frustrating?” The 5-point Likert scaled had values ranging from 1 (Not at all Frustrating), to 3 (Somewhat Frustrating), to 5 (Extremely Frustrating). Additionally participants could further explain their answer by completing the open-ended question. For question number three participants were asked, “Overall, how satisfied are you with your final internship choice?” The 5-point Likert-type scale had values ranging from 1 (Not at all Satisfied), to 3 (Somewhat Satisfied), to 5 (Extremely Satisfied).

**Improving internship experiences.**

The participants were asked to provide feedback on what they believed the role of the internship site/agency was while they were on internship. Specifically, they were asked how important it was for the internship to provide orientation and training programs to interns, opportunities for professional development, managing part-time staff, and showing students how to prepare budgets, write grants, and lead programs. In all cases the respondents were asked to circle the number that best represented the extent to which each statement was true for them. The scale ranged from 1 (Strongly disagree) to, 3 (Neutral), to 5 (Strongly Agree).
In the second part of this section students were asked to provide feedback on what they believed the role of their university was in making the internship selection process better for them. These items included: helping me with my interviewing skills, finding an internship site, updating information on internship sites, reminding me of important deadlines, writing letters of recommendation on my behalf, and helping me get the necessary certifications I need. In all cases the respondents were asked to circle the number that best represented the extent to which each statement was true for them. The scale ranged from 1 (Strongly disagree) to, 3 (Neutral), to 5 (Strongly Agree).

**Demographic information.**

To profile the students involved in the study, participants were asked to indicate when they would do their internship, their option/track, their gender, and if their hometown was in Pennsylvania. These results were useful since it helped identify some of the characteristics of the participants in this study including the university they attend, their gender, and when they planned to complete their internship.

**Treatment of Data**

The questionnaires were coded and analyzed using SPSS 16.0 for Macintosh. Cells with missing data were excluded from all statistical analyses. Initially, descriptive statistics were compiled for research questions number 1 and 2. For research questions number 1 and 2 the mean scores, standard deviation, and frequency distributions were analyzed to determine the relative importance of motivations, constraints, constraint negotiation strategies, and satisfaction reported by students during their internship.
selection experience. For research question 2 the three individual satisfaction items also were subsequently combined into an index that represented an overall construct that was labeled, “satisfaction with the internship selection experience.” The index included the following individual items: satisfaction with the process of selecting an internship site, satisfaction with the students’ final internship site choice, and frustration with the selection process (reverse coded). Internal reliability analysis revealed that the three-item index was moderately reliable with a Cronbach’s Alpha of 0.684.

An exploratory principal component analysis was used to determine the underlying sub-domains of motivations, constraints, and constraint negotiation strategies. However, these analyses generated factor solutions that were difficult to interpret (i.e., separate expected domains loading on to the same factor). In light of these findings, the decision was made to treat each item within the three core independent constructs (motivations, constraints, and constraint negotiations) as separate variables rather than using a reduced set of indices. Thus, for research questions 3 and 4 the 13 constraint items and the 12 constraint negotiation items were each entered separately into the multiple linear regression analyses. For these regression analyses a stepwise entry procedure was used in order to examine the relationship between constraints and constraint negotiation strategies with satisfaction of the internship selection experience. Stepwise variable entry procedures were chosen because this method determines which variables have the most significant impact on the dependent variable (Barrick, McCraken, Miller, Van Tilburg, & Warmbrod, 1986).
Chapter 4

Analysis of Data

The purpose of this study was to document the factors (i.e., motivation and perceived constraints) and processes (i.e., constraint negotiation) that influence students’ selection of and satisfaction with their internship choice. This chapter presents the results of the data analyses including a description of the respondents, research questions, and a summary.

Participant Profile

Data were collected from a sample of 92 undergraduate students enrolled in either the Recreation Management (RM) degree program at Lock Haven State University or the Recreation, Parks, and Tourism Management (RPTM) degree program at Penn State University’s main campus during Spring 2010. The participants in this study were preparing to complete their internships between May 2010 and August 2011.

Sociodemographic Information

The sociodemographic information collected from the students using a self-administered questionnaire included their gender, the academic semester of the internship, track/option within their degree program, hometown of student (PA or other), and their university. The majority (63%) of the sample was males. Over one-half of the sample (55%) was planning to complete their internship in the Summer of 2010. The community/commercial track had the largest representation (52%) of all of the options available. It should be pointed out, however, that the fitness track/option is only available to students attending Lock Haven University. The vast majority (74%) indicated that their hometown was located in Pennsylvania and more of the respondents (61%) attended Penn State University than Lock Haven State University. See Table 5.
Table 5

*Sociodemographic Profile of Participants*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex (n=92)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>37.4</td>
</tr>
<tr>
<td>Male</td>
<td>57</td>
<td>62.6</td>
</tr>
<tr>
<td><strong>Internship Semester (n=91)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2010</td>
<td>50</td>
<td>54.9</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>17</td>
<td>18.7</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>20</td>
<td>22.0</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td><strong>Option/Track (n=90)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Recreation</td>
<td>18</td>
<td>20.0</td>
</tr>
<tr>
<td>Therapeutic Recreation</td>
<td>13</td>
<td>14.4</td>
</tr>
<tr>
<td>Community/Commercial</td>
<td>48</td>
<td>52.2</td>
</tr>
<tr>
<td>Fitness</td>
<td>11</td>
<td>12.2</td>
</tr>
<tr>
<td><strong>Hometown (n=92)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lives in Pennsylvania</td>
<td>67</td>
<td>73.6</td>
</tr>
<tr>
<td>Does not live in Pennsylvania</td>
<td>24</td>
<td>26.4</td>
</tr>
<tr>
<td><strong>Students’ University (n=92)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penn State University</td>
<td>56</td>
<td>60.9</td>
</tr>
<tr>
<td>Lock Haven State University</td>
<td>36</td>
<td>39.1</td>
</tr>
</tbody>
</table>

The total n for each question may vary because not all respondents answered all of the questions.

Note: Percentages may not add up to 100% due to rounding.
Research Question 1

What are the most important motivations, constraints, and constraint negotiation strategies reported by students when selecting an internship site?

Motivations.

Participants were given a list of nine motivations to choose from (Table 6). Respondents were introduced to the scale with the following statement: “Listed below are a few statements that may indicate why you were motivated to choose your internship site. On the 5-point scale provided, circle the number that best represents the extent to which each motivation or reason influenced your decision.” The Likert-type scale included values ranging from 1 (Not at all), to 3 (Somewhat), to 5 (Very Much). Additionally, students were encouraged to provide additional comments (see Appendix D).

The top five motivations based on the mean scores were: to complete my graduation requirements ($M=4.76, SD=.58$); to experience something new ($M=4.26, SD=.89$); to apply my skills ($M=4.23, SD=.78$); to develop problem-solving skills ($M=4.00, SD=1.00$); and to develop better communication skills ($M=4.00, SD=.96$). As indicated, most of the responses appear to be internal motivations that focus on improving or bettering oneself.
Table 6

Motivations for Internship Site Selection: Frequency Distribution

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Not at all 1 (%)</th>
<th>2 (%)</th>
<th>Somewhat 3 (%)</th>
<th>4 (%)</th>
<th>Very Much 5 (%)</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>To apply my skills</td>
<td>0.0</td>
<td>0.0</td>
<td>20.9</td>
<td>35.2</td>
<td>44.0</td>
<td>91</td>
<td>4.23</td>
<td>.78</td>
</tr>
<tr>
<td>To make new friends</td>
<td>6.6</td>
<td>19.8</td>
<td>36.3</td>
<td>24.2</td>
<td>13.2</td>
<td>91</td>
<td>3.18</td>
<td>1.10</td>
</tr>
<tr>
<td>To develop better communication skills</td>
<td>3.3</td>
<td>3.3</td>
<td>16.5</td>
<td>44.0</td>
<td>33.0</td>
<td>92</td>
<td>4.00</td>
<td>.96</td>
</tr>
<tr>
<td>To develop problem solving skills</td>
<td>2.2</td>
<td>5.6</td>
<td>20.0</td>
<td>34.4</td>
<td>37.8</td>
<td>92</td>
<td>4.00</td>
<td>1.00</td>
</tr>
<tr>
<td>To complete my graduation requirements</td>
<td>0.0</td>
<td>1.1</td>
<td>4.4</td>
<td>12.1</td>
<td>82.4</td>
<td>92</td>
<td>4.76</td>
<td>.58</td>
</tr>
<tr>
<td>To experience something new</td>
<td>2.2</td>
<td>4.4</td>
<td>9.9</td>
<td>38.5</td>
<td>47.3</td>
<td>92</td>
<td>4.26</td>
<td>.89</td>
</tr>
<tr>
<td>To get a future job at the internship site</td>
<td>5.5</td>
<td>11.0</td>
<td>9.9</td>
<td>28.6</td>
<td>45.1</td>
<td>92</td>
<td>3.97</td>
<td>1.22</td>
</tr>
<tr>
<td>To satisfy my long-term career goals</td>
<td>1.1</td>
<td>6.6</td>
<td>27.5</td>
<td>29.7</td>
<td>35.2</td>
<td>92</td>
<td>3.91</td>
<td>.97</td>
</tr>
<tr>
<td>To contribute my ideas</td>
<td>2.2</td>
<td>9.9</td>
<td>27.5</td>
<td>41.8</td>
<td>18.7</td>
<td>92</td>
<td>3.65</td>
<td>.97</td>
</tr>
</tbody>
</table>
Constraints.
Participants were given a list of 13 constraint items to choose from (Table 7). Respondents were introduced to the scale with the following statement: “Listed below are some potential constraints or barriers that you may have faced in the process of selecting your internship. Please read each of the following statements. Using the 5-point Likert scale provided, circle the number that best represents the extent to which each statement is true for you in limiting your internship choices.” The constraints scale ranged from 1 (Not a Barrier), to 3 (Somewhat of a Barrier), to 5 (A Significant Barrier).

The top five constraints based on the mean scores were: the internship sites did not pay or offer a stipend to their interns ($M=2.74, SD=1.39$); the internship site did not provide free housing ($M=2.25, SD=1.35$); internship choices were too far from my home ($M=2.10, SD=1.39$); I did not give myself enough time to consider enough options for my internship ($M=2.02, SD=1.15$); and I was concerned that I did not have enough skills to do a good job at my internship ($M=1.93, SD=.98$). Based on these results it appears that most of the constraints identified were structural. Overall, however, students were relatively unconstrained when selecting their internship.

Negotiation strategies.
Participants were given a list of 12 negotiation strategies to respond to from (Table 8). Respondents were introduced to the scale with the following statement: “Listed below are some of the strategies used by students to overcome difficulties in selecting their internship site. Using the 5-point scale provided, circle the number that best represents the extent to which each statement was true for you in selecting your internship.” The Likert-type scale included values ranging from 1 (Strongly disagree), to 5 (Strongly agree).

The top five negotiation strategies used by students based on the mean scores were: I updated my resume before selecting an internship site ($M=4.35, SD=.75$); I made selecting a good internship a priority ($M=3.93, SD=.97$); I researched different internship sites
I set aside enough time to look for an internship ($M=3.45$, $SD=1.02$); and I asked for advice from my internship coordinator about selecting an internship ($M=2.89$, $SD=1.28$).
Table 7

*Internship Selection Constraints: Frequency Distribution*

<table>
<thead>
<tr>
<th>Constraint</th>
<th>Not a Barrier 1 (%)</th>
<th>2 (%)</th>
<th>Somewhat of a Barrier 3 (%)</th>
<th>4 (%)</th>
<th>A Significant Barrier 5 (%)</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My family did not like my internship choices</td>
<td>77.2</td>
<td>5.4</td>
<td>16.3</td>
<td>0.0</td>
<td>1.1</td>
<td>92</td>
<td>1.42</td>
<td>.84</td>
</tr>
<tr>
<td>I was concerned that I didn’t have enough skills to do a good job at my internship</td>
<td>44.6</td>
<td>23.9</td>
<td>25.0</td>
<td>6.5</td>
<td>0.0</td>
<td>92</td>
<td>1.93</td>
<td>.98</td>
</tr>
<tr>
<td>My friends did not think my internship choices were right for me</td>
<td>83.7</td>
<td>8.7</td>
<td>5.4</td>
<td>2.2</td>
<td>0.0</td>
<td>92</td>
<td>1.26</td>
<td>.66</td>
</tr>
<tr>
<td>My advisor/internship coordinator did not think my internship choices were right for me</td>
<td>71.7</td>
<td>13.0</td>
<td>7.6</td>
<td>7.6</td>
<td>0.0</td>
<td>92</td>
<td>1.51</td>
<td>.93</td>
</tr>
<tr>
<td>The internship site (agency) required me to stay there longer than the time required by the university</td>
<td>69.6</td>
<td>15.2</td>
<td>7.6</td>
<td>4.3</td>
<td>3.3</td>
<td>92</td>
<td>1.57</td>
<td>1.03</td>
</tr>
<tr>
<td>Internship choices were too far away from my home</td>
<td>54.3</td>
<td>8.7</td>
<td>19.6</td>
<td>7.6</td>
<td>0.0</td>
<td>92</td>
<td>2.10</td>
<td>1.39</td>
</tr>
<tr>
<td>Internship sites did not pay or offer a stipend to their interns</td>
<td>28.3</td>
<td>15.2</td>
<td>22.8</td>
<td>21.7</td>
<td>12.0</td>
<td>92</td>
<td>2.74</td>
<td>1.39</td>
</tr>
<tr>
<td>Constraint</td>
<td>Not a Barrier 1 (%)</td>
<td>2 (%)</td>
<td>Somewhat of a Barrier 3 (%)</td>
<td>4 (%)</td>
<td>A Significant Barrier 5 (%)</td>
<td>N</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>------</td>
<td>----------------------------</td>
<td>------</td>
<td>-----------------------------</td>
<td>----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>I didn’t give myself enough time to consider enough options for my internship</td>
<td>44.6</td>
<td>23.9</td>
<td>20.7</td>
<td>6.5</td>
<td>4.3</td>
<td>92</td>
<td>2.02</td>
<td>1.15</td>
</tr>
<tr>
<td>My current job limited my choices of an internship site</td>
<td>77.2</td>
<td>16.3</td>
<td>3.3</td>
<td>1.1</td>
<td>2.2</td>
<td>92</td>
<td>1.35</td>
<td>.79</td>
</tr>
<tr>
<td>Being near my significant other limited my internship choices</td>
<td>67.4</td>
<td>8.7</td>
<td>15.2</td>
<td>4.3</td>
<td>4.3</td>
<td>92</td>
<td>1.70</td>
<td>1.15</td>
</tr>
<tr>
<td>No other students have interned at the internship sites that I considered</td>
<td>77.2</td>
<td>10.9</td>
<td>8.7</td>
<td>2.2</td>
<td>1.1</td>
<td>92</td>
<td>1.39</td>
<td>.83</td>
</tr>
<tr>
<td>The climate (weather) of the internship location was too cold or too hot</td>
<td>76.1</td>
<td>10.9</td>
<td>9.8</td>
<td>1.1</td>
<td>2.2</td>
<td>92</td>
<td>1.42</td>
<td>.88</td>
</tr>
<tr>
<td>The internship site did not provide free housing</td>
<td>47.8</td>
<td>6.5</td>
<td>26.1</td>
<td>13.0</td>
<td>6.5</td>
<td>92</td>
<td>2.25</td>
<td>1.35</td>
</tr>
</tbody>
</table>
Table 8

*Internship Negotiation Strategies: Frequency Distribution*

<table>
<thead>
<tr>
<th>Negotiation Strategy</th>
<th>Strongly Disagree 1 (%)</th>
<th>2 (%)</th>
<th>3 (%)</th>
<th>4 (%)</th>
<th>Strongly Agree 5 (%)</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I set aside enough time to look for an internship</td>
<td>1.1</td>
<td>17.4</td>
<td>35.9</td>
<td>27.2</td>
<td>18.5</td>
<td>92</td>
<td>3.45</td>
<td>1.02</td>
</tr>
<tr>
<td>I made selecting a good internship a priority</td>
<td>2.2</td>
<td>4.3</td>
<td>23.9</td>
<td>37.0</td>
<td>32.6</td>
<td>92</td>
<td>3.93</td>
<td>.97</td>
</tr>
<tr>
<td>I did research on different internship sites</td>
<td>6.5</td>
<td>9.8</td>
<td>21.7</td>
<td>33.7</td>
<td>28.3</td>
<td>92</td>
<td>3.67</td>
<td>1.18</td>
</tr>
<tr>
<td>I practiced my interviewing skills before selecting an internship site</td>
<td>14.1</td>
<td>31.5</td>
<td>26.1</td>
<td>22.8</td>
<td>5.4</td>
<td>92</td>
<td>2.74</td>
<td>1.13</td>
</tr>
<tr>
<td>I took classes to improve my communication skills for being an effective intern</td>
<td>22.8</td>
<td>22.8</td>
<td>29.3</td>
<td>20.7</td>
<td>4.3</td>
<td>92</td>
<td>2.61</td>
<td>1.18</td>
</tr>
<tr>
<td>I updated my resume before selecting an internship site</td>
<td>0.0</td>
<td>1.1</td>
<td>13.0</td>
<td>35.9</td>
<td>50.0</td>
<td>92</td>
<td>4.35</td>
<td>.75</td>
</tr>
<tr>
<td>I spoke to other students who have completed internships to get their opinion</td>
<td>22.8</td>
<td>23.9</td>
<td>25.0</td>
<td>20.7</td>
<td>7.6</td>
<td>92</td>
<td>2.66</td>
<td>1.25</td>
</tr>
<tr>
<td>My family helped me with my decision for selecting an internship site</td>
<td>27.2</td>
<td>29.3</td>
<td>19.6</td>
<td>16.3</td>
<td>7.6</td>
<td>92</td>
<td>2.48</td>
<td>1.26</td>
</tr>
<tr>
<td>Negotiation Strategy</td>
<td>Strongly Disagree 1 (%)</td>
<td>2 (%)</td>
<td>3 (%)</td>
<td>4 (%)</td>
<td>Strongly Agree 5 (%)</td>
<td>N</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>----------------------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>I have asked for advice from my advisor or internship coordinator about selecting an internship</td>
<td>18.5</td>
<td>22.8</td>
<td>18.5</td>
<td>31.5</td>
<td>8.7</td>
<td>92</td>
<td>2.89</td>
<td>1.28</td>
</tr>
<tr>
<td>I saved enough money in preparation for my internship</td>
<td>39.1</td>
<td>30.4</td>
<td>18.5</td>
<td>6.5</td>
<td>5.4</td>
<td>92</td>
<td>2.09</td>
<td>1.16</td>
</tr>
<tr>
<td>I am planning to borrow money from family or friends in order to complete my internship</td>
<td>30.4</td>
<td>12.0</td>
<td>26.1</td>
<td>18.5</td>
<td>13.0</td>
<td>92</td>
<td>2.72</td>
<td>1.41</td>
</tr>
<tr>
<td>I will live with family or friends during my internship in order to save money</td>
<td>35.9</td>
<td>8.7</td>
<td>13.0</td>
<td>9.8</td>
<td>32.6</td>
<td>92</td>
<td>2.95</td>
<td>1.72</td>
</tr>
</tbody>
</table>
Research Question 2

What is the level of satisfaction reported by students with regard to their internship selection experience?

To address satisfaction in the internship selection process students were asked the following question: “Overall, how satisfied were you with the internship selection process? The scale ranged from 1 (Not at all Satisfied), to 3 (Somewhat Satisfied), to 5 (Extremely Satisfied). The mean score was 3.52, suggesting that students were fairly satisfied (Table 9). In addition, students were asked, “Overall, did you find the internship selection process frustrating. The scale ranged from 1 (Not at all Frustrating), to 3 (Somewhat Frustrating), to 5 (Extremely Frustrating). In this instance the data were reverse coded prior to determining mean score, which was 2.88. Students who indicated they were frustrated also had an opportunity to explain why. The most common responses were: “not every agency got back to me with the information I needed, I wanted more assistance from my internship coordinator, and a lot of time was spent finding the right internship.” Please see Appendix E for a full accounting of students’ responses. Lastly, students were asked, “Overall, how satisfied are you with your final internship choice?” The scale ranged from 1 (Not at all Satisfied), to 3 (Somewhat Satisfied), to 5 (Extremely Satisfied). The mean score for this question was 3.98, indicating that students were again moderately satisfied with their final internship choice (Table 9).
Table 9

*Satisfaction with Internship Selection Experience*

<table>
<thead>
<tr>
<th>Satisfaction Variables</th>
<th>Not at all Satisfied 1 (%)</th>
<th>Somewhat Satisfied 2 (%)</th>
<th>Extremely Satisfied 3 (%)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Selection Process</strong></td>
<td>2.2</td>
<td>10.9</td>
<td>37.0</td>
<td>32.6</td>
<td>17.4</td>
<td>92</td>
</tr>
<tr>
<td><strong>Frustration With Process</strong></td>
<td>6.5</td>
<td>30.4</td>
<td>39.1</td>
<td>16.3</td>
<td>7.6</td>
<td>92</td>
</tr>
<tr>
<td><strong>Overall Choice Satisfaction</strong></td>
<td>1.1</td>
<td>3.3</td>
<td>28.6</td>
<td>30.8</td>
<td>36.3</td>
<td>91</td>
</tr>
</tbody>
</table>
In general, students were fairly satisfied with the overall selection process, their final choice, and thus their overall internship selection experience. However, they also indicated they experienced at least some frustration with the process (Table 9). Because these three variables represented students’ overall experience with the internship selection experience, an overall experience index was created using the three variables (frustration with the process was reverse coded). The resulting three-item satisfaction index (Table 10) was reliable at an acceptable level (Cronbach’s Alpha=.684).

Table 10

Selection Experience Index

<table>
<thead>
<tr>
<th>Item/Scale</th>
<th>Alpha if item deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Satisfaction Process</td>
<td>.506</td>
</tr>
<tr>
<td>Frustration Process (reverse coded)</td>
<td>.741</td>
</tr>
<tr>
<td>Choice</td>
<td>.502</td>
</tr>
</tbody>
</table>

Note: satisfaction index scale alpha is .684

Research Question 3

Which constraints are significantly related to satisfaction with the internship selection experience and to what extent?

Multiple regression analysis was used to determine the variables that are significant predictors of satisfaction with the internship selection experience. Independent variables considered in the equation were the 13 constraint items. The dependent variable was the three-item satisfaction index. Three constraint items accounted for 36% of the explained variance in satisfaction with the internship selection experience: the internship site did not provide free housing, internship choices were too far away from my hometown, and I did not give myself enough time to consider enough options for my internship were
significantly related to satisfaction (Table 11). The more students felt constrained by these factors, the less satisfied they were with the internship selection experience.

Table 11

Regression Model: Constraints on Satisfaction with the Internship Selection Experience

<table>
<thead>
<tr>
<th>Model</th>
<th>Variable Entered</th>
<th>Beta(^a)</th>
<th>Std. Error of Estimate</th>
<th>R(^2)</th>
<th>R(^2) Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Barrier – No Free Housing</td>
<td>-.410</td>
<td>.662</td>
<td>.255</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>Barrier – Choices Too Far Away</td>
<td>-.253</td>
<td>.627</td>
<td>.340</td>
<td>.085</td>
</tr>
<tr>
<td>3 (Full)(^b)</td>
<td>Barrier – Not Enough Time to Consider</td>
<td>-.229</td>
<td>.608</td>
<td>.387</td>
<td>.047</td>
</tr>
</tbody>
</table>

\(^a\) Excluded Variables: (Barriers – Family Disapproval, Not Enough Skills, Friend Disapproval, Advisor Disapproval, Length of Internship, No Stipend, Current Job Limited Choices, Significant Other, No Previous Interns, Weather)

\(^b\) Standardized coefficients for each variable entered in Model 3 (Full Model), F = 18.29, p = .000, d.f. = 3.

Research Question 4

Which negotiation strategies are significantly related to satisfaction with the internship selection experiences and to what extent?

Multiple regression analysis was used to determine whether any of the 13 constraint negotiation strategies were significantly related to satisfaction with the internship selection experience. Only one negotiation strategy, “I made selecting a good internship a priority” was significantly related to satisfaction with the internship selection experience (Table 12). The overall model was significant.
Table 12

Regression Model: Constraint Negotiation Strategies on Satisfaction with the Internship Selection Experience

<table>
<thead>
<tr>
<th>Model</th>
<th>Variable Entered</th>
<th>Beta(^a)</th>
<th>Std. Error of Estimate</th>
<th>R(^2)</th>
<th>R(^2) Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Full)(^b)</td>
<td>Strategy – Made Selection a Priority</td>
<td>.355</td>
<td>.718</td>
<td>.126</td>
<td>--</td>
</tr>
</tbody>
</table>

\(^a\) Excluded Variables: (Strategies – Set Aside Enough Time, Did Research, Practiced Interviewing, Took Skill Classes, Updated Resume, Spoke to Other Students, Family Helped with Decision, Asked for Advisor Help, Saved Money, Borrowed Money, Will Live with Others to Save Money)

\(^b\) Standardized coefficients for each variable entered in Model 1 (Full Model), F = 12.80, p = .001, d.f. = 1.

Chapter Summary

This chapter presented the results of the data analyses including the sociodemographic profile of the respondents has with the results of the four research questions. Research question one used descriptive statistics to determine what were the most important motivations, constraints, and constraint negotiation strategies reported by students when selecting an internship site. The results can be found in Tables 6, 7, and 8. Research question two analyzed satisfaction, using mean scores, with the internship process and final choice. Additionally, a three-part satisfaction index was developed and labeled “satisfaction of the internship selection experience.” The satisfaction index was derived from three questions including overall satisfaction with the selection process, frustration of the process (reverse coded), and overall satisfaction of the final internship choice. The results of this research question found that students were fairly satisfied with their internship selection experience.

For research question three the independent variables considered in the equation were the thirteen constraint items. Multiple regression analysis was used to determine the
variables that were significant predictors of satisfaction with the internship selection experience. The results found that there were three constraint items that contributed to the explained variance in satisfaction with the internship selection experience and included the following items: the internship site did not provide free housing, internship choices were too far away from my hometown, and students did not give themselves enough time to consider options for their internship.

Lastly, for research question four the independent variables considered were the twelve negotiation strategies used to overcome constraints. Initially, a factor analysis was used but did not appear to load well together. Therefore, multiple regression analysis was used to determine the variables that were significant predictors of satisfaction with the internship selection experience. The results for research question four found that the only independent variable that was significant was “I made selecting a good internship a priority.”
Chapter 5

Implications and Recommendations

The primary purpose of this study was to examine and document the factors (i.e., motivation and perceived constraints) and processes (i.e., constraint negotiation) that influence students’ selection and satisfaction with their internship sites. The results of the research questions are re-visited, implications are discussed, recommendations are offered, and directions for future research are presented in this chapter.

Although researchers have examined motivations, constraints, and negotiation strategies in recreation and leisure settings, they have not done so within the context of the internship selection experience. A multi-method approach was employed to determine the role that motivations, constraints, and negotiation strategies play in students’ selection process and choice of an internship site. The data obtained from the self-administered questionnaire were utilized to answer the research questions. Additionally, open-ended questions were asked in the self-administered questionnaire to obtain a more in-depth understanding of participant responses (Appendices D and E).

Research Question 1

What are the most important motivations, constraints, and constraint negotiation strategies reported by students when selecting an internship site?

An overall mean score was determined for each motivation, constraint and constraint negotiation strategy. First, the top five motivations based on their mean scores were: to complete my graduation requirements, to experience something new, to apply
my skills, to develop problem-solving skills, and develop better communication skills.
Next, the top five constraints based on their mean scores were: the internship sites did not
pay or offer a stipend to their interns, the internship site did not provide free housing,
internship choices were too far from my home, I did not give myself enough time to
consider enough options for my internship, and I was concerned that I did not have
enough skills to do a good job at my internship. Lastly, the top five negotiation strategies
used by students based on their mean scores were: I updated my resume before selecting
an internship site, I made selecting a good internship a priority, I researched many
different internship sites, I set aside enough time to look for an internship, and I asked for
advice from my internship coordinator about selecting an internship.

Research Question 2

What is the level of satisfaction reported by students with regard to their
internship selection experience?

Three individual items (i.e., overall selection process, frustration with the process,
satisfaction with final choice) were combined to create an overall satisfaction with the
internship selection experience index. The mean score for overall selection process was
3.52 with a standard deviation of .978. The mean score (reverse coded) for frustration
with the process was 2.88 with a standard deviation of 1.02. And, the mean score for
satisfaction with the final internship choice was 3.98 with a standard deviation of .943.
The combined mean score for the overall internship selection experience index was 3.46
with a standard deviation of .763.
In general, individuals were fairly satisfied with the internship selection process and their final internship choice. In fact, they were slightly more satisfied with their final internship choice than the selection process they went through. Ironically, even though students were generally satisfied with the internship selection experience, they still indicated some frustration with the selection process.

**Research Question 3**

Which constraints are significantly related to satisfaction with the internship selection experience and to what extent?

Multiple regression analysis was used to determine the variables that are significant predictors of satisfaction with the internship selection experience. Independent variables considered in the equation were the thirteen constraint items. The final results indicated that three constraints significantly contributed to the explained variance in satisfaction with the internship selection experience. The three items were: the internship site did not provide free housing, internship choices were too far away from my hometown, and I did not give myself enough time to consider enough options for my internship.

**Research Question 4**

Which negotiation strategies are significantly related to satisfaction with the internship selection experience and to what extent?
Multiple regression analysis was used to determine the variables that are significant predictors of satisfaction with the internship selection experience. Only one strategy significantly contributed to the explained variance in satisfaction with the internship selection experience: “I made selecting a good internship a priority.”

Implications and Recommendations

For many students satisfaction with the internship selection experience starts with their own motivations, perceived constraints, and negotiation strategies. However, because the decision as to where to complete their internship is not made in isolation, the university and the agency also play a pivotal role in students’ decision making process. Therefore, the implications of this research and the corresponding recommendations have been divided into three sections—the students, the university (which the student is attending), and the internship site providing the experience. Lastly, recommendations for future study are presented.

Implications and Recommendations for Students.

The results of this study indicate that the number one motivation for students to complete an internship is to fulfill their graduation requirement. This is not surprising as most students complete their internship at the culmination of their four or five years of college and can’t graduate without meeting this requirement. Additionally, students are eager to graduate, transition from being a student to being a professional in the workplace and, hopefully, become more financially independent.
Financial considerations play a role in the selection of an internship site for students. Although, “the internship site did not pay or offer a stipend” was the most important individual perceived constraint, based on mean score, it was not a significant predictor of satisfaction with the internship selection experience. However, approximately one-third of the students indicated they were either constrained or significantly constrained if the internship did not pay interns or provided a stipend. Additionally, almost half of the students were at least somewhat constrained if the internship site did not provide free housing. Thus, there appears to be a need for many students to complete their internship close to their hometown. In fact, the constraint item, “internship choices were too far away from my home,” was a significant predictor of satisfaction with the internship experience. Hence, this brings up the question as to whether students are selecting sites that are based on convenience. For example, students may be living at home or with their parents in order to save money rather than selecting an experience that would provide them with more opportunities to experience something new, develop problem solving skills, and/or apply their skills; all of which were deemed to be primary motivations. That being said, are students limiting their internship location choices and therefore sacrificing their experiences because they are financially constrained?

Numerous negotiation strategies were employed by students to overcome constraints to the internship selection process. They indicated that updating their resume was the most important negotiation strategy in the process of selecting an internship site. However, this may have been influenced by the fact that both universities involved with this study did require students to update their resume before seeking an internship.
Regardless, having a well-written resume is an important consideration, especially because many of the internship sites require students to submit one as part of the application process. Additional strategies used by students to overcome constraints were making their internship selection a priority, researching different sites, and setting aside enough time to look for an internship.

In contrast, it is also important to document what negotiation strategies were not used or used only by a few. In this case, the opinions and influence of others (students and family) had very little impact on students’ decision-making. This finding suggests that students are making their decisions based on their own research and feelings about the internship site without collaborating with others. Additionally, many students did not seek advice from their internship coordinator or advisor. Although this was the fifth most popular negotiation strategy, based on mean score, a sizeable percentage of students did not view their internship advisor/Coordinator as being a valuable asset to the internship selection process. Surprisingly, approximately 41% of the students indicated that they either “strongly disagree or disagree” that they have asked for advice from their advisor or internship coordinator about selecting an internship. This is a problem because both of the universities involved in this study have designated internship coordinators whose job is to advise students throughout the internship decision making process. Interestingly, selecting a good internship was a priority for students; it significantly contributed to the explained variance in satisfaction with the internship selection experience. However, many students did not view their internship advisor’s/coordinator’s opinions as important in helping them to establish their priorities.
Students need to determine well in advance what additional costs are associated with their internship and plan accordingly. Because the experience itself is such an important consideration students do not want financial limitations dictating or influencing where they do their internship. Students should be encouraged to save money in advance of their internship in order to financially support themselves during the internship; especially if the internship does not pay or provide free housing. Furthermore, most students will not be able to have a paid job in addition to their full-time internship due to the agency expectations placed on interns.

There is a great deal of planning, research, and decision making involved in selecting an internship; therefore, students should be making decisions well in advance of their internship placement. Ideally, an internship should be secured at least one full semester before students start their internship. As stated in the literature, students need to identify early on in the selection process what types of experience they hope to have and the skills they want to develop. Students need to know what types of work they will be doing, with whom they might be working, and the conditions of their experience (Verner, 2004). Ideally, students should visit the internship site they are considering in advance.

Many students are motivated to select an internship that will lead to a potential job at that site. Therefore, students should know before doing their internship if employers typically hire interns, what skills they look for in an employee, and the potential demand for hiring new employees. Furthermore, research has shown that job satisfaction in a temporary position can be transferred to full-time employment (D’Abate et al., 2009).
The most important negotiation strategy given by students was updating their resume. This appears to be a prudent strategy because for many organizations the first step in the selection process is evaluating the resume. In particular, the applicant applying for an internship may be evaluated on his/her academic qualifications, work and volunteer experiences, and extracurricular activities (Cole, Rubin, Field, & Giles, 2007). Because having a well-written resume is so essential, students should take advantage of any resume building classes, workshops, and/or career service programs available through the university.

**Implications and Recommendations for Universities.**

Although some students are interested in completing their internship far away from their hometown, many students also want to complete their internship closer to their hometown. According to Carter (1998), many students find local internships valuable because they can continue to take classes while learning more about their career through an internship placement.

College course work completed prior to an internship is an important component in preparing students for their internships. Unfortunately, approximately one in four students who were preparing to finalize their internship selection were concerned that they did not have enough skills to do their internship. Clearly this is an important issue to address, as too many students felt apprehensive or unprepared to take on the challenges of an internship.

There are numerous university support systems available to students trying to find an internship. In fact, most four-year universities have either a part-time or full-time staff
or faculty member employed as an internship coordinator or advisor. In general, their role is to help students find an appropriate internship that meets the requirements of the university, prepare them for the internship, and provide guidance in general. Again, there appears to be a divide between the help students can get working closely with an internship advisor and the number of students who believed their internship advisor could be helpful to them.

Lastly, approximately one-third of the students believed that not having enough time to consider options for the internship was somewhat of a barrier. The internship selection process can be lengthy and time consuming for both the student and the university trying to place the student on his/her internship. For example, typically there are numerous forms to be completed by both parties; background checks are done on students and affiliation agreement forms need to be signed. And, as stated in the literature, students need to identify early on in the selection process what types of experiences they hope to have, the skills they want to learn, and what is required of them to be successful.

University personnel (i.e., internship advisors and coordinators) need to do a more effective job of making sure students are aware of the assistance the internship advisor can offer. It appears that these professionals are being under utilized because students do not see the benefits of seeking their advice. The most effective way to select an internship is through a cooperative approach, which occurs between the student, university personnel, and the agency supervisor (Young & Baker, 2004).

In addition, key university personnel need to help students understand the additional financial costs they may incur when going on internship. One suggestion
would be offering workshops about budgeting to students who are preparing to go on internship. Financial constraints may result in many students seeking internships close to their home. As a result, internship advisors may be challenged to locate appropriate internships in close proximity to students’ hometowns. One way to remedy this challenge is to establish a data bank of approved internship sites.

Finalizing the internship takes time; thus, students need to identify early on in the selection process the types of experiences they would like to have and at what locations. In order to help students, many universities provide an internship class as part of the program’s curriculum. Typically students attend this class the semester before they go on their internship. However, because students have indicated that they tend not to give themselves enough time to consider enough options, it may be advantageous for university personnel to rethink the timing of these classes. In other words, students may need to take the pre-internship class at least two semesters before their internship placement.

Unfortunately, many students indicated that they were concerned about not having the necessary skills to do their internship. In this instance, universities may want to review their curriculum, consider having students do meaningful volunteer experience, or simulate “internship like” experiences in an attempt to boost students’ level of confidence. Additionally, universities offering internships need to clearly delineate what is required of the student.
Implications and Recommendations for Internship Site Providers.

The findings in this study indicated that students are seeking internships that not only provide them with new experiences, but also where they can apply their skills. Therefore, the agency supervisor plays an important role by ensuring intern performance on the job and acting as a mentor to the intern (Girard, 1999). This is not surprising as the literature supports the notion that internship site supervisors willing to spend time with the intern, provide meaningful work, and allow for exposure to many aspects of the organization are generally more successful with students.

In addition, students are looking for tangible benefits or support (i.e., free housing and a stipend) when selecting an internship. In part, these benefits are important considerations because they remove some of the financial constraints that students have when completing their internship. Specifically, based on the results of this study, it appears that one of the three constraints (i.e., lack of free housing) accounted for most of the explained variance in satisfaction with the internship selection experience and can be directly or indirectly associated with the internship site choice. Although the constraint—“the internship did not pay or offer a stipend to their interns”—did not play a significant role in the overall satisfaction model of the internship selection experience, it was the number one single constraint to selecting an internship site.

Although there is no guarantee that an internship will lead to a future job at the internship site, this is an important consideration for students. In fact, almost two out of three students or seventy-four percent indicated that this is an important or very important motivation for internship site selection. Fortunately, the literature indicates that for most students the chance of gaining employment at the location of their internship is enhanced
when an internship has been completed there. In fact, according to Callanan and Benzing (2004) the internship experience is the most significant influence on a student’s ability to obtain a career-oriented position.

The results of this study suggest that students are looking for internship experiences that allow them to have new experiences and apply their skills. Furthermore, when agencies are accountable for ensuring the effectiveness of an internship program they are more successful in having the student perform well (Cupps & Olmosk, 2008). Thus, one recommendation is to give interns a variety of experiences within many facets or departments. Additionally, allowing students to attend staff meetings and receive training similar to paid employees is recommended.

Financial constraints, such as the internship that doesn’t provide a stipend or free housing, are an issue for many students. Although some agencies may not be prepared to pay their interns, they should at the very least consider providing other benefits such as free housing or assisting students with housing costs.

Students are looking for internships that may provide a transition into a job after their internship. Internships can also be used as a mechanism to streamline the recruitment of potential future hires (D’Abate et al., 2009). Therefore, it would be wise for agencies to consider rewarding interns who do a good job by giving them priority in the hiring process. If possible, this could also be used as a recruiting strategy to increase the agency’s internship applicant pool.

A recurring theme for many students in this study was that the agency they were interested in did not get back to them in a timely manner. Therefore, if agencies are
serious about having interns at their site they need to give greater attention to how and when they respond to students.

**Recommendations for future study.**

This research provides information that can help future exploration in regards to the students’ internship selection experience. More specifically, the study can be used to address future research that considers the role of motivation, perceived constraints, and constraint negotiation strategies in the internship selection process. Furthermore, this study could be replicated in a variety of settings, which will provide useful information for university personnel who help coordinate internships and agencies that provide internships. While this study has addressed many issues it has also raised many possibilities for future study.

First, researchers may want to consider using a larger sample size or a more diverse sample. For example, this study was delimited to two schools located in central Pennsylvania with similar degree programs. With a larger sample, differences can be examined between and among the various options and tracks within the Recreation and Park Management major. Research could also be conducted to determine if there are any differences in motivations, constraints, and negotiation strategies for individuals who have been required to complete a shorter field placement (typically a requirement for many university students before doing their 10-15 week internship).

This study built upon the theoretical framework of Hubbard and Mannell (2001). While the framework proved beneficial, some modifications were made to address motivations, constraints, and negotiation strategies that were specific to the internship
decision making process. In retrospect, some modifications of the questions presented in the self-administered questionnaire and/or the use of different questions could prove useful in further understanding students constraints and frustrations. For example, many students indicated in their open-ended responses that a common frustration they experienced was that the internship agency did not get back to them in a timely manner. However, this was not one of the choices on the constraint item scale. Furthermore, although students were satisfied overall with the internship selection process and their final decision, at the same time they were fairly frustrated with the process. Thus, it would have been helpful to know why (beyond the results of the existing open ended question).

Lastly, although this study did not consider overall satisfaction with completion of the internship, this could be another potential area of research. Being able to re-visit students after they’ve completed their internship would be beneficial. For example, the motivations students reported as important prior to their internship may not be as important after completing the internship. Additionally, the constraints identified pre-internship may now seem unimportant after completion of the internship. In closing, there are many areas for future research that could be explored by investigating the roles of motivation, perceived constraints, and constraint negotiation strategies in the internship selection process.
References


Appendix A

Focus Group: Interview Guide and Questions
Focus Group
Interviewer Guide and Questions

PART 1

Introduction
Describe purpose of study
Have students introduce themselves

PART 2

1. Please tell me about the track (option) you are in within Recreation Management.
   
   1a. Why have you chosen this track (option)?

2. I understand that you have to complete an internship prior to graduation. How is the internship selection process going?

3. What types of internships are you looking for?

4. What are some of the factors you are considering in the internship selection process?

5. Are you having any problems finding the internship you want?

6. In general, how motivated are you to complete an internship?

7. Please complete the following sentences…
   
   I’m looking for ______________ from my internship.

   I want ______________ from my internship.

   I need ______________ from my internship

Now I would like you to share your responses. I will write your comments on the flip chart.

Is the list on the flip chart representative of your motivations for completing an internship?

PART 3

1. What are some of the challenges you are having selecting an internship site?

2. What, if anything, are you doing to overcome these challenges?
Appendix B

Hubbard and Mannell Questionnaire

(Used for theoretical framework purposes only)
Leisure Constraints Scale
Jennifer Hubbard & Roger C. Mannell

The following are reasons that people often give for their level of involvement or lack of involvement in fitness and recreation programs at work. Please read each of these reasons and on the 5-point scales provided, circle the number which best represents the extent to which each statement is true for you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am too shy to start an activity (INTRA)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I have friends and/or acquaintances with whom to participate (INTER)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The people I know work too far away to start an activity with me (INTER)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I feel comfortable participating in activities with members of the opposite sex (INTRA)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I don't feel permitted to do activities during the work day (INTRA)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I would do an activity if the facilities I need are not crowded (STRUCT)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I don't feel comfortable participating in activities with my subordinates (INTRA)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The people I know usually don't have time to start an activity with me (INTER)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I don't feel comfortable changing clothes in front of co-workers (INTRA)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I wouldn't do an activity if I have other commitments (STRUCT)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I would start an activity that my family thinks is alright (INTRA)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I don't have the right clothes or equipment required to participate (STRUCT)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The people I know usually have enough money to begin an activity with me (INTER)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I wouldn't do an activity that makes me feel uncomfortable (INTRA)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I wouldn't do an activity if the facilities I need aren't convenient (STRUCT)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I would do an activity that my friends thought was alright (INTRA)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The people I know usually have too many family obligations to start an activity with me (INTER)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I would do the activity if I know what is available (STRUCT)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I would do an activity that doesn't make me feel self-conscious (INTRA)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>


2 Items belonging to the three subscales comprising this 32-item measure of constraints are noted in parenthesis following each item (INTRA = Intrapersonal, INTER = Interpersonal, STRUCT = Structural).
### Leisure Constraint Scale
*Jennifer Hubbard & Roger C. Munnell*

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer the atmosphere for physical activities in the work environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(STRUCT)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The people I know usually don't have enough skills to start an activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with me (INTER)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I would do an activity if I have money for clothes, equipment, and fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(STRUCT)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel comfortable participating in activities with people older or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>younger than me (INTER)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The people with whom I would participate are on a different work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>schedule from me (INTER)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am not in good enough shape to participate (INTER)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wouldn't do an activity that is not in keeping with my religious beliefs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(INTER)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I wouldn't do an activity if I don't have time (STRUCT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would do an activity that doesn't require a lot of skill (INTER)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am too busy with physical activities outside of work (STRUCT)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel uncomfortable participating in activities with my superiors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(INTER)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have a disability that prevents me from participating (STRUCT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't have the energy to participate (INTER)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Leisure Constraint Negotiation Scale
Jennifer Hubbard & Roger C. Mannell

The following are some of the things people have told us they do to get around the obstacles that they face in starting, continuing, or increasing their involvement in fitness and recreation programs at work. Please read each of these statements and on the scales provided circle the number that best represents how frequently you have done or are doing the following things to try to start, continue, or increase your participation in fitness and recreation programs at work.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Regularly</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>When at work, I work hard so that I can have more fitness and recreation time (TM1)²</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to learn new activities (S41)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to find people to do fitness and recreation activities with (IC1)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to be organized (TM2)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I borrow equipment and/or clothes (FS3)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I use a babysitter sometimes to make free time (TM3)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to budget my money (FS2)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I arrange rides with friends (IC2)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to plan ahead for things (TM4)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to improve my skills (S42)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I ask my family to share in the daily chores (TM5)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I set aside time for fitness and recreation activity (TM6)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I save up money to do fitness and recreation activities (FS3)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have just learned to live within my means (FS4)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I do more fitness and recreation activities close to home (FS5)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have learned to participate despite an injury or physical/health condition (S43)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I prioritize what I want to do, and make fitness and recreation a priority (TM7)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I take lessons (S44)</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>


²Items belonging to the four subscales comprising this 35-item measure of negotiation resources are noted in parenthesis following each item (TM = Time Management, S4 = Skill Acquisition, IC = Interpersonal Coordination, FS = Financial Resources and Strategies).
Leisure Constraint Negotiation Scale

Jennifer Hubbard & Roger C. Mawnell

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take turns with my spouse taking care of the kids (TM69)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I just try to work my fitness and recreation in around my other commitments (TM99)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am trying to get a better job (FS6)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I just swallow my pride and try my best (S45)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I get up earlier or stay up later to make fitness and recreation time (TM10)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I ask for help with the required skills (S46)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to teach my kids to be more responsible and help with things (TM11)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I participate in activities with people in my age group (IC3)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sometimes, if I need some recreation time, I just drop what I am doing and take it (TM12)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I sometimes substitute another more convenient activity for a preferred one (TM13)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I obtain treatment for injury or health condition (S47)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I improvise with the equipment and/or clothes I have (FS7)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I cut short the activity session time (TM14)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to meet people with similar interests (IC4)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I participate in activities with people of the same gender (IC3)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to participate in off-peak times when facilities are less busy (TM15)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I practice the required skills on my own (S48)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix C

Participant Questionnaire
Your Internship

Recently you chose an internship site and you will be interning there this summer or this fall. To help other students like you with this decision, we have a few questions about your internship selection experience that we would like you to complete.

Below, you will find a series of questions that ask about your possible motivations, difficulties, and strategies that you may have experienced in making your internship choice.

Part 1: Factors Influencing Your Internship Choice

1. Listed below are a few statements that may indicate why you were motivated to choose your internship site. On the 5-point scale provided, circle the number that best represents the extent to which each motivation or reason influenced your decision.

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Not at All</th>
<th>Somewhat</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To apply my skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>B. To make new friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>C. To develop better communication skills</td>
<td>1'</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>D. To develop problem solving skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>E. To complete my graduation requirements</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F. To experience something new</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>G. To get a future job at the internship site</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>H. To satisfy my long-term career goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I. To contribute my ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

2. **Overall**, how motivated were you in exploring and selecting an internship sites?

<table>
<thead>
<tr>
<th>Not at all Motivated</th>
<th>Somewhat motivated</th>
<th>Extremely motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Additional comments welcome_______________________________________________
3. Before deciding on your final internship site please estimate how many total internship sites you considered (select one).

______ Only 1 site  ______ 2-4 sites  ______ 5 or more sites

**Part 2: Internship Selection Constraints/Barriers**

List below are some potential constraints or barriers that you may have faced in the process of selecting your internship. Please read each of the following statements. Using the 5-point Likert scale provided, circle the number that best represents the extent to which each statement is true for you in limiting your internship choices.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not a Barrier</th>
<th>Some-What of a Barrier</th>
<th>A Significant Barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>My family did not like my internship choices</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I was concerned that I didn’t have enough skills to do a good job at my internship</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>My friends did not think my internship choices were right for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>My advisor/internship coordinator did not think my internship choices were right for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The internship site (agency) required me to stay there longer than the time required by the University</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Internship choices were too far away from my hometown</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Internship sites did not pay or offer a stipend to their interns</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I didn’t give myself enough time to consider enough options for my internship</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>My current job limited my choices of an internship site.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Being near my significant other limited my internship choices</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>No other students have interned at the internship sites that I considered</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The climate (weather) of the internship location was too cold or too hot</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The internship site did not provide free housing</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Part 3: Strategies Used to Overcome Constraints/Barriers

Sometimes students can overcome difficulties in selecting their internship site by using a number of strategies like the ones listed below. Using the 5-point Likert scale provided, circle the number that best represents the extent to which each statement was true for you in selecting your internship site.

<table>
<thead>
<tr>
<th>Time Management Items</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I set aside enough time to look for an internship</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I made selecting a good internship a priority</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I did research on different internship sites</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Acquisition Items</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I practiced my interviewing skills before selecting an internship site.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I took classes to improve my communication skills for being an effective intern</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I updated my resume before selecting an internship site</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Coordination Items</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spoke to other students who have completed internships to get their opinions</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>My family helped me with my decision for selecting an appropriate internship site</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I have asked for advice from my advisor or internship coordinator about selecting an internship</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Resources and Strategies Items</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I saved enough money in preparation for my internship</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I am planning to borrow money from family or friends in order to complete my internship</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I will live with family or friends during my internship in order to save money.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Part 4: Satisfaction with the Internship Selection Process and Choice

1. Overall, how satisfied were you with the internship selection process?

<table>
<thead>
<tr>
<th>Not at all Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Extremely Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
2. Overall, did you find the internship selection process frustrating?

<table>
<thead>
<tr>
<th>Not at all Frustrating</th>
<th>Somewhat Frustrating</th>
<th>Extremely Frustrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Please explain: __________________________________________________________

3. Overall, how satisfied are you with your final internship choice?

<table>
<thead>
<tr>
<th>Not at all Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Extremely Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Part 5: Improving Internship Experiences**

1. Please tell me what role you believe that internship sites (i.e.: agencies, organizations, companies) have in providing certain experiences while at the internship site. Using the 5-point Liker scale provided, circle the number that best represents the extent to which each statement is true for you.

<table>
<thead>
<tr>
<th>Internships should provide:</th>
<th>Strongly disagree</th>
<th>Neutral</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and training to interns</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Opportunities for professional development for interns</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Opportunities for interns to manage part-time staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Opportunities for interns to prepare budgets</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Opportunities for interns to write grants</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Opportunities for interns to lead programs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
2. Please tell me what role you believe your university has in making the internship selection process better for you. Using the 5-point Liker scale provided, circle the number that best represents the extent to which each statement is true for you.

<table>
<thead>
<tr>
<th>I believe my university/internship coordinator should:</th>
<th>Strongly disagree</th>
<th>Neutral</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help me with my interviewing skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Help me find an internship site</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Keep updated information on internship sites</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Remind me of important deadlines</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Write letters of recommendations on my behalf so I can get the internship I want.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Help me get the necessary certifications required by my internship site | 1 | 2 | 3 | 4 | 5 |

**Part 6: Information About You**

**Please tell us a little bit about yourself by answering the questions below.**

1. When will you do your internship?
   - ___ I will do my internship in the summer of 2010
   - ___ I will do my internship in the fall of 2010
   - ___ Other (please indicate the semester/year) ______________________

2. Which of the following describes your option/track? (check all that apply if you have a dual option/track in the major).
   - ___ Outdoor Recreation
   - ___ Community/Commercial Recreation
   - ___ Fitness Management
   - ___ Therapeutic Recreation

3. Please identify your gender
   - ___ Male
   - ___ Female

4. Is your hometown in Pennsylvania? (select one)
   - ___ Yes
   - ___ No

*Thank you for your time in completing this questionnaire. Please place your questionnaire in the envelope that has been provided.*
Appendix D

Responses to Open Ended Questions: Motivation
Student Motivations in Exploring and Selecting an Internship Site

Overall, how motivated were in you in exploring and selecting an internship site? Additional comments welcome…

Penn State Student Responses:

“I wanted to choose a site that would parallel my academic focuses as well my personal interests. I hate office work and paperwork; I will not choose an office-job internship. I love my studies regarding environmental conservation and behaviors. I will choose an internship related to both.”

“I was incredibly motivated to find a place but the internship guidelines and restrictions didn’t work with most places I was interested in.”

“Hard to search, don’t know where to begin.”

“I decided to stay with a site I have been working with due to new opportunities from a grant.”

“It’s hard to get a good internship.”

“It fell in my lap so to speak.”

“I was excited to find out my internship site.”

“Think it will be fun.”

Lock Haven University Student Responses:

“Fitness is not what I do-it’s who I am.”

“I am waiting to do mine so my current motivations is not at its peak.”

“It has been hard to find an internship.”

“Was unsure of what and where I wanted to go.”
Appendix E

Responses to Open Ended Questions: Frustration
Student Frustrations with the internship Selection Process

Overall, did you find the internship selection process frustrating? Please explain…

Penn State Student Responses

“It was a huge strainer. I wanted to find one internship with every specific focus.”
“The internship was basically given to me.”
“Finding a position that would fit with my skills.”
“Hard to find what I’m looking for.”
“I have taken 37 credits the past two semesters, so it wasn’t the internship process that was frustrating, just my lack of time is some cases to devote to the internship process.”
“It is just a very stressful process because it is a graduation requirements and there are many requirements to complete before the internship.”
“I wish the school had provided more options.”
“Most don’t pay.”
“There are so many things that need to be addressed.”
“The department requirements are more frustrating than choosing a site.”
“I waited too long to find an internship and I thought PSU would be more help.
“No not really. There’s something out there for everyone just gotta find it.”
“Don’t get answers very quickly.”
“It was hard to find something that was exactly what I was looking for.”
“I wasn’t sure exact field I wanted to go into so I had to compare/contrast sites in total opposite directions of work.”
“I wish there was more assistance with internship locating.”
“Deadline for forms too strict.”
“Frustrating not hearing back from sites.”
“I haven’t heard back so I am starting to panic.”
“Frustrating not knowing if I’d get accepted.”
“I applied at over 8 sites and was afraid I wouldn’t get a position because it took a while to hear a response.”
“Not-coordinated enough, little amount of people to talk with.”
“Already received offer before actually looking for an official internship.”
“Too many camps needed different reference letter.”
“Just happened.”
“A lot of time and energy was used.”
“Not every agency got back to me with details.”
“So many choices.”
“They didn’t want me doing anything that involved the sport I play but that sport is where I want my career to stay with.”
“I should have met with my advisor more.”
Lock Haven University Student Responses

“I knew exactly what kind of an experience I wanted.”
“Not much direction from faculty or ability to contact connections. Also, not much in way of event management has been done.”
“Not many were paid or with housing.”
“I had applied to a lot of different sites so I really had to chose which one best fitted me.”
“Need to make sure if fit my family needs. Paid.”
“Not always getting timely responses from sites.”
“Difficult to meet all characteristics and no paid internships.”
“It wasn’t that bad finding a place to intern at.”
“Hard to find an actual internships, therefore, I searched for jobs and told them about the internship requirements I have to complete.”
“Not really, though it was difficult deciding what to do.”
“Finding one that you want to do for the rest of your life.”
“I tried to find an internship in my desired area that was full-time and paid money but kind of challenging.”
“It was hard to find a paid, 12 credit internship that could meet requirements.”
“Called many places and was hard to find a place with a CTRS (Certified Therapeutic Recreation Specialist).”
“Due to money constraints I was limited in the choices, making the process frustrating.”
“I’ve worked hard to create relationships with people in my field.”
“Mostly on the hiring partners behalf.”
“Finding a place close to home with a CTRS (Certified Therapeutic Recreation Specialist).”
“It adds lots of pressure during the last semester of classes.”
“Effectively completing the material and arrangements for deadlines, while completing other school work was difficult.”
“Applied to many sites with the SCA, didn’t hear back from most.”
“The university/advisor gave me no guidance or help in finding or looking for internship opportunities, they showed on interest.”
“My ideal internship was posted online and the deadline was while I was out of the country on a class trip. No exceptions where made with that agency.”
“When dealing with bureaucracy in state agencies they take a much longer time to give notice that you got the internship.” Then I have to have a paper filled out by a person who is hard to get a hold of.”
“Not enough out there.”
“The part that was frustrating was waiting to hear back from a place.”
“It’s hard to find an internship I can afford or is not a hassle.”
Coding of Responses to Frustration Question

*Penn State Student Responses*

**Student unsure of internship focus**

“It was a huge strainer. I wanted to find one internship with every specific focus, therefore making it excessively competitive.

“Finding a position that would fit with my skills.”

“Hard to find what I’m looking for.”

“It was hard to find something that was exactly what I was looking for.”

“I wasn’t sure of the exact field I wanted to go into so I had to compare/contrast sites in total opposite directions of work.”

“So many choices.”

**Lack of time**

“I have taken 37 credits the past two semesters, so it wasn’t the internship process that was frustrating, just my lack of time is some cases to devote to the internship process.”

“A lot of time and energy was used.”

“It is just a very stressful process because it is a graduation requirements and there are many requirements to complete before the internship.”

“I waited too long to find an internship and I thought PSU would be more help. However, I did get a great internship.”

“There are so many things that need to be addressed.”

“Deadline for forms too strict.”

**Financial**

“Most don’t pay.”

**Poor communication**

“Frustrating not hearing back from sites.”

“I haven’t heard back so I am starting to panic.”

“Frustrating not knowing if I’d get accepted.”

“I applied at over 8 sites and was afraid I wouldn’t get a position because it took a while to hear a response.”

“Too many camps needed different reference letters.”

“Not every agency got back to me with details.”

“Don’t get answers very quickly.”

“Not-coordinated enough, little amount of people to talk with.”
Penn State Student Responses (con’t)

University/Personnel

“I wish the school had provided more options.”
“The department requirements are more frustrating than choosing a site.”
“I wish there was more assistance with internship locating.”
“I should have met with my advisor more.”
“They didn’t want me doing anything that involved the sport I play but that sport is where I want my career to stay with.”

Other

“The internship was basically given to me.”
“No not really. There’s something out there for everyone just gotta find it.”
“Already received offer before actually looking for an official internship.”
“Just happened.”

Lock Haven University Student Responses

Student unsure of internship focus

“I had applied to a lot of different sites so I really had to chose which one best fitted me.”
“Not really, though it was difficult deciding what to do.”
“Finding one that you want to do for the rest of your life.”
“Hard to find an actual internships, therefore, I searched for jobs and told them about the internship requirements I have to complete.”
“Not enough out there.”

Lack of time

“It adds lots of pressure during the last semester of classes.”
“Effectively completing the material and arrangements for deadlines, while completing other school work was difficult.”

Financial

“Not many were paid or with housing.”
“Need to make sure if fit my family needs. Paid.”
“Difficult to meet all characteristics and no paid internships.”
“It was hard to find a paid, 12 credit internship that could meet requirements.”
“Due to money constraints I was limited in the choices, making the process frustrating.”
“It’s hard to find an internship in regards to there being a place for me to live during it that I can afford or is not a hassle.”
Poor communication

“Mostly on the hiring partners behalf.”
“Not always getting timely responses from sites.”
“Applied to many sites with the SCA, didn’t hear back from most. “
“My ideal internship was posted online and the deadline was while I was out of the country on a class trip. No exceptions were made with that agency.”
“When dealing with bureaucracy in state agencies they take a much longer time to give notice that you got the internship.” Then I have to have a paper filled out by a person who is hard to get a hold of.”
“The part that was frustrating was waiting to hear back from a place.”

University/Personnel

“Not much direction from faculty or ability to contact connections. Also, not much in way of event management has been done.”
“The university/advisor gave me no guidance or help in finding or looking for internship opportunities, they showed no interest.”

Other

“I knew exactly what kind of an experience I wanted.”
“It wasn’t that bad finding a place to intern at.”
“I’ve worked hard to create relationships with people in my field.”
“Finding a place close to home with a CTRS (Certified Therapeutic Recreation Specialist).”
“Called many places and was hard to find a place with a CTRS (Certified Therapeutic Recreation Specialist).”
VITA

Ms. Kimberly A. Batty completed her Bachelor’s degree in Recreation and Parks, her Master’s degree in Leisure Studies, and her Ph.D. in Workforce Education and Development at Penn State University.

Ms. Batty is currently an instructor in the Department of Recreation Management at Lock Haven State University and the Community/Commercial Track Coordinator. Along with teaching she is an advisor to 35 undergraduate students and is on many department and university committees. Prior to teaching at Lock Haven State University, she taught at California State University at Sacramento.

Prior to teaching in higher education Ms. Batty lived and worked in New Zealand for five years where she was involved in promoting, implementing, and evaluating programs for residents and oversees tourists. During her employment with the Christchurch City Council and St. Hilda’s Collegiate School she was responsible for organizing multiple special events.

Ms. Batty has been involved with recreation and sport for over 15 years both at the local and state level. More specifically, she has held management positions in municipal government and within the resort setting. Some of her responsibilities included the marketing of programs and services, developing participant needs assessments, and overseeing college interns.