



Internship Experience in Architecture and Interior Architecture Departments from Students' Point of Views

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ABSTRACT

Internship is an important part of the education system which enables students to consolidate the knowledge gained from practical and theoretical courses by various field experiences and implementations. Despite the proven great advantages of the internship training for the education process, it is observed that the architecture and interior architecture education system in Turkey give less importance to the internship compared to the western countries and it has also been observed that there is a large gap in terms of the studies and researches related to this field in Turkey. For this purpose, a survey study was conducted with 2nd and 3rd grade students who completed their summer internship at Antalya Bilim University in 2019. The survey was aimed to raise awareness of the place of the internship in the education system with all the positive and negative experiences that might be contributed to the students. The survey was carried out according to three phases of the internship process. First phase is related to the pre-internship period in order to understand the students' experiences before finding the internship institutions. The second stage is about the internship period for recognizing student experiences during the internship implementations. The third stage is related to the post-internship period to get the experiences gained after the internship. Accordingly, the survey results were evaluated in terms of the role of the internship experience in the architecture and interior architecture education processes and its importance in the professional life were examined.

Keywords: Architecture Education System, Construction Site Internship, Interior Architecture Education System, Office Internship

1.INTRODUCTION

The internship can be described as a form of experiential learning that supports theoretical knowledge gained in the university education by practical implementation in a professional setting. The internship has a great importance in the fields of architecture and interior architecture. It can be seen as the first step of transition to the profession. However, the interior architecture and architecture education and training programs provided at Turkish universities are not sufficient to raise creative and adaptive professionals who are able to analyze and solve problems with a reliable foresight (Kanoğlu and Yazicioğlu, 2014). In Turkey, majority of the architecture and interior architecture departments aim to prepare their students for the possible job opportunities but when the internships are not part of the curriculum, they alone will not be able to provide the ideal preparation. It has also been observed that students' encountering with employers through internships is beneficial for some employers (Shannon, 2012).

As students discover their professional skills through the internship experiences, they better understand their real-life job expectations and determine their career goals in a better way (Jackson, 2013). The differences in working full-time or part-time by students as a group or individually provide versatile experiences, as well as teaching their responsibilities and rights in the workplaces, providing employment opportunities and making the right decisions after graduation (Freestone et al., 2006). Although it is recognized that the internship is a factor in softening the transition from universities to



the professional environment, the incompatibility between architectural/ interior architectural education and practice is considered as a weakness in teaching (Gregory et al., 2013). Even though the connection between theoretical and practical disciplines in the professional life is usually provided to the students through the workshops or studio courses at universities, they cannot fully form the business dimension of the profession (Dewar, 1998), This connection can be established in a stronger way by participating in different processes of the profession in the internship experience. In the internship experience, the students can be established in a healthier way by participating in different processes of the profession.

From the employers' perspective, students' work experience and experiential learning before graduation can be an important criterion. There is also an opportunity for employers to try out an extra workforce and a potential future employee (Focus, 2005), while helping students improve their skills (Maerts and Soeberl, 2014). In a survey study conducted by Kanoğlu and Yazıcıoğlu, the importance of the internship was verified once again according to the opinions of academicians, companies and students, and it was understood that the internship programs should be reconstructed considering the long-term benefits (Kanoğlu and Yazıcıoğlu, 2014). According to the analogical study of Paswerk (1989), it was observed that the students who have completed an internship were more successful than those who have not (Pasewark, 1989). Hugges et al. (1999) points out that practical experiences support the learning act so that the student's performance greatly improves.

It has been observed that life styles and conditions are constantly changing from the past to the present. With this change, great developments are observed in the education system in the process. For this reason, the higher education system in Turkey is expected to be a part of this great change. Today, Turkey's architecture and interior architecture education are officially considered as four years' time while this specification has been accepted by the UIA (International Union of Architects) as 5 years. Compulsory internship for two years' time and at least one year after graduation is one of the accepted items (Nalçakan and Polatoğlu, 2008). The academic community expects an education system in the form of 52 weeks of professional practice and continuous professional development, as well as 6 years of architectural education. In line with the ideas of UIA and ACE (Architects' Council of Europe), the Chamber of Architects has revealed the necessity of an education established in the fields of continuous education, professional practice, and continuous professional development for 5 years. Although studies continue today for training schools of architecture and interior architecture in Turkey to change 4 years in to 3 + 2 years' education system like western countries (Nalçakan and Polatoğlu, 2008), the education is still considered as 4 years. During this education process, students are required to complete two different internships separately which are categorised as construction site and office.

Recently in Turkey, with the awareness of the advantages of the internships in the architecture and interior architecture education systems in terms of gaining the necessary professional skills, education institutions have started to rearrange more credits and time periods for the training. Although the internship processes differ according to the universities, the process usually takes 30 working days and with this internship, students are expected to gain technical and practical skills. On the other hand, a lack of academic studies on the internship process in Turkey is obvious. It is observed that internships based on practice in European schools gained more importance and adapted the curriculum accordingly. However, Turkey has yet to be passed to a similar education system and the aim of this study is to draw attention to the importance of this issue.

This study also reveals Turkey's internship experience in architecture and interior architecture at the universities. With various questions, the subjects that the students



can benefit from the internship, the features they find lacking in themselves, the comparison of the education system were exposed and a basis for re-questioning the link between internship and education was provided. Suggestions were made in line with the given answers while a comprehensive review of the education system has become inevitable.

2.METHOD

2.1.Survey

This study was carried out with the method of questionnaire. 121 students from the Faculty of Fine Arts and Architecture of XXX University (the university is the same university of the authors' have been working, so it is deleted) who have completed their internship at a construction site or an office in the summer of 2019 have participated in this study (Table 1).

Table 1. Demographic data from the survey

	Woman	Man	Total
Total Number of Responses	90	31	121
Responded Interior Architecture Students	62	17	79
Responded Architecture Students	28	14	42
Total Construction Site Internship Students	56	17	73
Construction Site Internship (Int. Arch Students)	41	12	53
Construction Site Internship (Arch Students)	15	5	20
Total Office Internship Students	34	14	48
Office Internship (Int. Arch Students)	21	5	26
Office Internship (Arch Students)	13	9	22

In the first part of the questionnaire, which was prepared to identify the problems and situations related to the pre-internship period, the students were asked questions such as how they found the company to be interned and whether they had difficulty in finding it. In the second part of the questionnaire, students were asked questions related to occupational health and safety and how the university education prepared the student for the internships and if there were any problems based on gender discrimination in order to understand the possible problems that might be or may occur during the internship. In the last part of the study, there are questions prepared to investigate the point of views of the students after the internship and the effect of the internship on the students' professional lives in the future. In each part of the questionnaire, there are multiple-choice and short-answer questions with different numbers of evaluations on a 5-point likert scale, and the questionnaire consists of 35 questions in total. Apart from these three stages, basic information such as gender and nationality were also requested from all students who conducted the survey. During the applications of the departments of architecture and interior architecture, it was important for this study to indicate the gender of the respondents, as it was aimed to investigate the possibility of gender-based problems as well as examining all situations and findings according to the views of students from two different genders and revealing different approaches. All students participating in the survey are Turkish. Findings were obtained by entering the given answers of the students to the questionnaires into the SPSS program.

3.FINDINGS AND DISCUSSIONS

3.1. Before Internship

In the first part of the questionnaire, the criteria that play a role in the students' choice of internship place were aimed to be investigated. The aim here is to understand how



students perceive the importance of an internship. The prominent problem here is whether students perceive the internship as a necessity of the university education and a stage that has to be passed just like other theoretical courses or as the first step in their future professional life.

In order to better understand the criteria that play a role in students' choice of internship place, students were given three sentences containing evaluation in a 5-point Likert scale. The first of these concerns was related to the student choices whether they choose the internship firm according to the branch in which they want to specialize after graduation. The second concern is whether it is difficult to find an internship firm and the last one is about if the internship firm is the first choice of the student. According to this, it is understood that approximately 55% of the students have chosen the company for their internship according to the field they want to specialize after graduation. This is an important step for students to start their professional life in terms of enabling them to decide on the fields they will specialize in during their education. In this evaluation, the fact that 30% of the respondents have chosen the "unsure" option which indicates a significant student population that has not decided on the field they want to specialize in. Accordingly, considering the fact that the students usually perform the first compulsory internship after the fourth semester while the second one is after the sixth, more elective courses can be added to the curriculum in the disciplines of architecture and interior architecture to clarify the fields for the students. On the other hand, a minority group like 10% did not choose the companies for their internship according to the field they want to specialize. Therefore, some other criteria are becoming prominent for these students.

In order to understand more clearly whether the students have undergone an internship in the fields they want to specialize in, the students were also asked about the sector in which they have completed their internship. It was observed that over 90% of a group had internships in the construction sector for both interior architecture and architecture students, 6% in the furniture sector, and 2% in the yacht sector for the interior design students (Figure 1). When the curriculum of the architecture and interior architecture departments of the universities are examined, it is seen that the courses on yacht design and its' interior space analysis are generally omitted and are not included in the curriculum while some of the students want to specialize in this subject. Likewise, courses related to the field of furniture are generally given in the last two years of architecture/ interior architecture education and in a limited scope. Architecture and interior architecture fields contain many other sub-sectors. Therefore more detailed studies with students in this disciplines will affect the curriculum updates and the types of elective courses while better equipped students might be able to find the job they like easily.

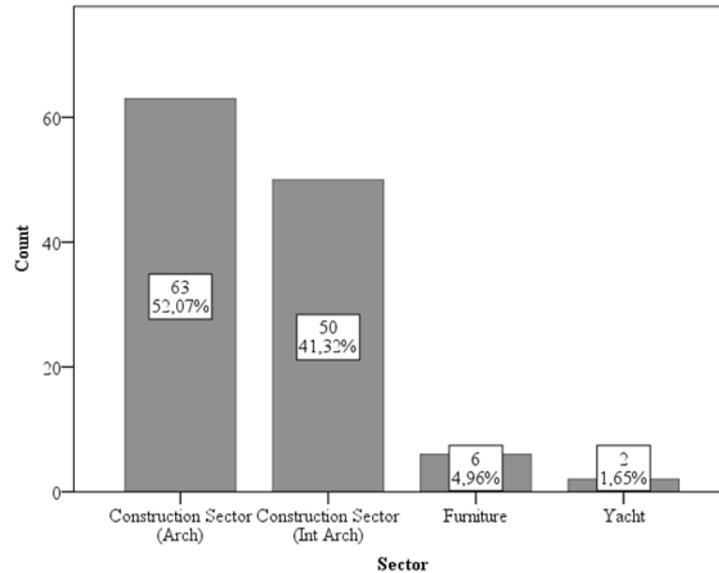


Figure 1. The Students' Internship Construction Sectors

The last question asked about the pre-internship period, which constitutes the first part of the survey study, was prepared to measure the expectations of the students about the internship and the students were asked to briefly explain their expectations. Similar answers given by the students were categorized and the number of similar answers was calculated. Considering the students' different expectations from construction site and office internships, the answers are tabulated separately for two different internship types. When the expectations of the students who have completed the construction site internship are examined, approximately 30% of the students have expected a basic observation of the implementations while 19% of them did not answer the question (Table 2). Moreover, the implementation observation answer was followed by gaining extra knowledge and vocational observation answers. Looking at the answers broadly, it is revealed that the students have an expectation of staying in the observer position rather than participating in the practice or being a part of the team. This result shows that respondents tend to perceive the internship as a part of the university education rather than a preview of their professional life.

Table 2. Students' Expectations from the Construction Site Internship

CATEGORIES	WOMAN		MAN		TOTAL		Rank
	Number of Responses	Percentage	Number of Responses	Percentage	Number of Responses	Percentage	
Construction Site Internship Students (73)							
Implementation Observation	19	26,03	5	6,85	24	32,88	1
No Answer	11	15,07	3	4,11	14	19,18	-
Gaining Extra Knowledge	8	10,96	1	1,37	9	12,33	2
Profession Observation	6	8,22	1	1,37	7	9,59	3
Gaining Experience	3	4,11	4	5,48	7	9,59	4
Gaining General Skills Related to the Profession	3	4,11	2	2,74	5	6,85	5
Material and Construction Observation	1	1,37	-	-	1	1,37	6
None	1	1,37	-	-	1	1,37	7
Project Management Observation	1	1,37	-	-	1	1,37	8
Project	1	1,37	-	-	1	1,37	9



Participation							
Training	-	-	1	1,37	1	1,37	10
Gaining Municipality Regulation Knowledge	1	1,37	-	-	1	1,37	11
Nothing Beneficial	1	1,37	-	-	1	1,37	12

When the same question is asked to 48 students for office internship, it is observed that the prominent answer is "gaining experience" with a rate of 21%, and 10% of them did not answer (Table 3). When the answers are examined, it is seen that the observation is a prominent internship expectation in this group as well. Nevertheless, compared to the group of construction site internship, these students have expectations such as being more involved in the process and gaining more experience and knowledge. One of the reasons for this finding is the timing of the internships in the 8 semesters of education process which students have the construction site internship right after the fourth semester while they have the office internship when the sixth semester is completed. On the other hand, construction site internship is a prerequisite for the office internship in the process. According to the students who has undergone the construction site internship, it can be inferred that third grade students who have both completed an internship before and have received one more year of theoretical education attach more importance to the office internship.

Table 3. Students' Expectations from the Office Internship

CATEGORIES	WOMAN		MAN		TOTAL		Rank
	Number of Responses	Percentage	Number of Responses	Percentage	Number of Responses	Percentage	
Office Internship Students (48)							
Gaining Experience	5	10,42	5	10,42	10	20,84	1
Project Management Observation	5	10,42	2	4,17	7	14,59	2
Gaining Extra Knowledge	4	8,33	1	2,08	5	10,42	3
No Answer	3	6,25	2	4,17	5	10,42	-
Implementation Observation	2	4,17	1	2,08	3	6,25	4
Profession Observation	2	4,17	1	2,08	3	6,25	5
Project Participation	3	6,25	-	-	3	6,25	6
Gaining General Skills Related to the Profession	2	4,17	-	-	2	4,17	7
Learning Software	2	4,17	-	-	2	4,17	8
Material and Construction Observation	1	2,08	-	-	1	2,08	9
Gaining Job Oppurtunity	1	2,08	-	-	1	2,08	10
Serving Tea & Coffee	-	-	1	2,08	1	2,08	11
Networking	1	2,08	-	-	1	2,08	12
Training	1	2,08	-	-	1	2,08	13
Observing Municipality Affairs	-	-	1	2,08	1	2,08	14
Working Abroad of the Company's Factory	1	2,08	-	-	1	2,08	15
Gaining Restoration Experience	1	2,08	-	-	1	2,08	16

3.2. During Internship

The second part of the survey was prepared to perceive the status of the students and to get their opinions. First of all, they were asked the building type that they have worked on. It is seen that approximately 70% of students had their internships in residential

buildings (Figure 2) and likewise the other industries, the majority of companies (70%) in the construction industry are SME (Small and Medium-sized Enterprise) (Koçak and Sey 2008). These companies mostly work on the residential projects.

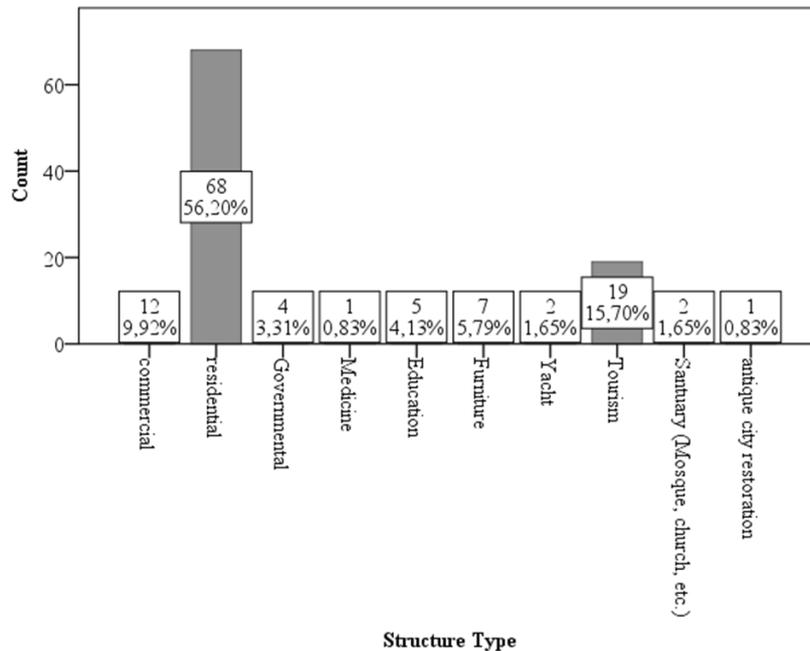


Figure 2. Type of structure in which students completed their internships.

In order to make a gender-based analysis of the construction industry in which the students were involved during their internship, the students were asked about the gender distribution in the companies they have observed. In this context architectural historiography in the field of design dates back to ancient times, and when the historical process of the profession is examined, it is seen that women have never played a leading role, and the profession has performed itself in a male-dominated fiction both literary and in practice (Pınarcı and Ünsal Gülmez, 2018). In addition, in the Bauhaus ecole; one of the most important schools on which architecture and interior architecture education are based, Walter Gropius has set a standard for the ideal number of students as 50 women and 100 men, then in order to reduce the number of female students, he raised the standards in terms of application to the school (Balcıoğlu, 2019). However, things have changed since then and especially in the interior architecture education, the number of the female students has increased significantly. In this study, it is clear that the female / male student balance is in a female-dominated position. In recent years, the number of the female students and the female faculty members in interior architecture departments have both increased as it has been expressed in quantitative data in several studies in the literature (Pınarcı and Ünsal Gülmez, 2018). According to the findings of this study, approximately 54% of the students completed their internships in male-dominated, 13% female dominated, 43% balanced female/male gender ratio companies (Figure 3). This situation shows that the recent preference of the interior architecture-architecture professions by women has not yet reflected on the market.

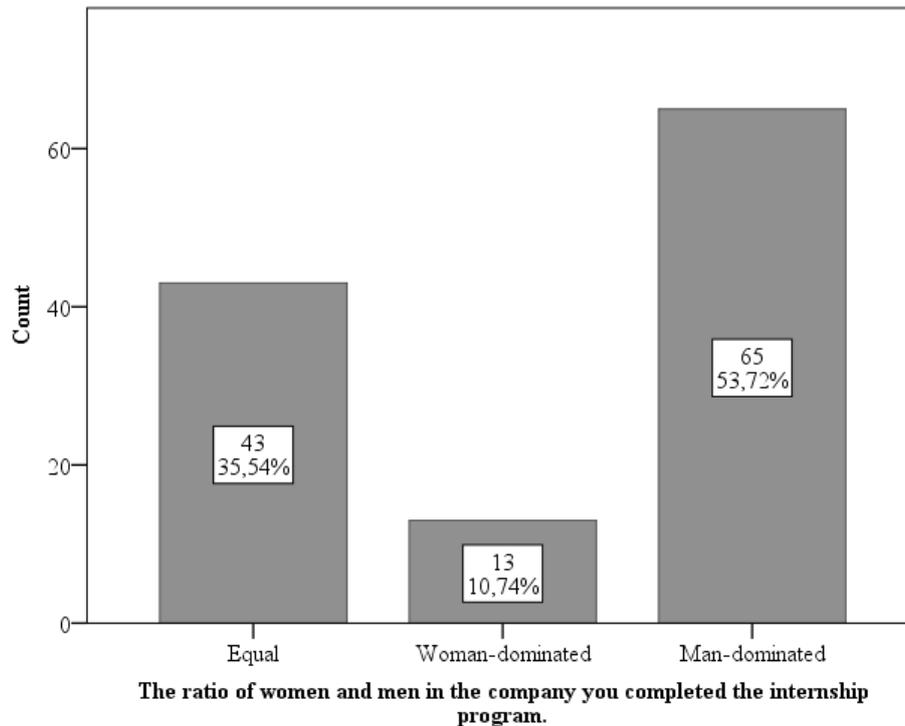


Figure 3. The ratio of women and men in the internship companies of the students

There is a general belief that the construction site environment is not suitable for women. According to this, it is seen that female civil engineering students do their internship in a work environment that many people think that women have no place at the construction site. Therefore, constructors and journeymen do not take women supervisors seriously and they consider their instructions as "taking orders from a woman" (Toraman and Haydaroğlu, 2016). Studies show that women have difficulties in working in the construction sector, in an area where male domination is high, gender discrimination and sexual harassment of woman are reported (Ng et al., 2005). It is also observed that the female architects in the construction sector are exposed to gender discrimination in their recruitment periods, career opportunities, and salary-wage imbalances (Lingard et al., 2010). Another study shows that gender-related prejudices against women in work environments dominated by men are an important stress factor for female architects and this situation negatively affects their business life (Çivici, 2020). For these reasons, students have been asked questions in order to examine whether there are any difficulties based on gender during the internship of architecture-interior architecture disciplines, where most of the student population is composed of women today.

Two of these questions include an evaluation on a 5-point Likert scale (Table 4). According to the survey results; it is observed that more than 85% of the students do not experience gender discrimination and approximately 90% of them did not experienced difficulties based on gender. On the other hand, the number of those who answered these questions as "unsure" is one of the important data of this study. 10% of the female students answered the question of gender discrimination as 'unsure' while 5% had given the same answer to the question of gender-based difficulty. While male students did not respond negatively to these questions with answers such as "agree" or "unsure" whereas negative responds were more common in female group. According to the survey study, it was found that female interns had more gender-based difficulties, while it was observed that male students also had difficulties, albeit in the minority. Arising general difficulties for interns according to the survey are listed in Table 5.



Table 4. The 5-point likert questionnaire results about gender related difficulties and occupational health

Question	Strongly Agree		Agree		Unsure		Diagree		Strongly Disagree	
	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man
During the internship, I had the authority in the field of design/application.	6,61 (8)	3,31 (4)	21,49 (26)	8,26 (10)	19,01 (23)	5,79 (7)	22,31 (27)	3,31 (4)	4,96 (6)	4,96 (6)
The supervisors in the internship program spent time to answer my questions and give information according to the tasks.	51,24 (62)	14,05 (17)	18,18 (22)	11,57 (14)	4,96 (6)	-	-	-	-	-
I had some negative experiences on occupational health and safety during the internship program.	2,48 (3)	1,65 (2)	5,79 (7)	1,65 (2)	4,96 (6)	1,65 (2)	33,06 (40)	9,09 (11)	28,10 (34)	11,57 (14)
I have experienced gender discrimination in the internship program.	0,83 (1)	-	1,65 (2)	0,83 (1)	9,09 (11)	-	26,45 (32)	7,44 (9)	37,19 (45)	16,53 (20)
I had gender-based difficulties in the internship program.	1,65 (2)	-	4,96 (6)	-	4,96 (6)	0,83 (1)	29,75 (36)	8,26 (10)	33,06 (40)	16,53 (20)

Table 5. The students' answers about gender related difficulties in the internship

Employees' irritating staring, behaviours and attitudes towards female interns

In the construction site, male interns were more likely to be included in the process than female interns as they stayed more in the background

Women interns' opinions were not taken seriously

Women interns had difficulties in brute strength based works at the construction site

Female interns spent less time in the construction site than male students and were not be able to went there alone.

Male interns were put on to brute strength based works rather than female interns and they were uncomfortable with this situation.

Another important problem that students may experience during their internship was related to occupational health and safety. In this context, students were asked a question on a 5-point Likert scale and approximately 83% of the students stated that they did not have a problem. While 7% of the students answered "I am not sure", around 10% of the students stated that they had problems in the field of occupational health and safety (Table 4).

According to the survey study, generally observed problems in occupational health and safety are listed in Table 6.

Table 6. The students' answers about occupational health related difficulties in the internship

Constructors working at dangerous heights without taking adequate security measures

Trainees were in danger of falling from the upper levels due to the lack of security measures in the buildings.

Workers did not mind the warnings and did not use precautions such as helmets and protective clothing.

Necessary precautions against pests were not taken



During the internship, the students were asked whether their supervisors took enough time to answer their questions and provide information. Almost all of the students claimed that their supervisors gave them enough time for this question. The students were also asked whether they had design and application competencies in the internship. In this context, 40% of the students stated that they have authority, approximately 25 of them were not sure about this issue and approximately 35% of them did not have authority (Table 5). Considering the limited internship period and the students' temporarily work in the companies, the employers and managers generally do not include intern students in design and implementation decisions. However, when the data of this study are evaluated, it is observed that almost half of the students were given authority in the fields of design and application.

The students were asked to briefly explain the subjects they felt competent and successful during the internship. In this direction, the answers given by the students were turned into keywords and the most frequently given answers were listed. This evaluation has been tabulated separately for students who do construction site and office internships.

The subjects which construction site internship respondents felt the most inadequate were the application, material and structural techniques. These answers were followed by general knowledge and technical drawing deficiencies. Approximately 10% of the students stated that they did not feel any deficiency in any subject, while 3% stated that they felt inadequate in all areas. This question was answered by 28% of the respondents that completed the on-site internship (Table 7).

It is revealed that those who did an office internship mostly felt inadequate about the competence in computer programs. This answer was followed by the 'application', 'materials' and 'construction techniques' answers in a similar way to the students who did the on-site internship. 10% of this group gave no answer (Table 8).

Table 7. The categories that students felt inadequate in the on-site internship program.

CATEGORIES	WOMAN		MAN		TOTAL		Rank
	Number of Responses	Percentage	Number of Responses	Percentage	Number of Responses	Percentage	
Construction Site Internship Students (73)							
No answer	15	20,55	5	6,85	20	27,4	-
Implementation	13	17,81	2	2,74	15	20,55	1
Material and Construction Techniques	9	12,33	5	6,85	14	19,18	2
None	3	4,11	4	5,48	7	9,59	3
Lack of General Knowledge	6	8,22	-	-	6	8,22	4
Technical Drawing	4	5,48	-	-	4	5,48	
Inadequate in all	2	2,74	-	-	2	2,74	5
Municipality Regulations	1	1,37	-	-	1	1,37	6
Detail Drawing	1	1,37	-	-	1	1,37	7
Communication	1	1,37	-	-	1	1,37	8
Measuring	-	-	1	1,37	1	1,37	9
Laziness	1	1,37	-	-	1	1,37	10

Table 8. The categories that students felt inadequate in the office internship program.

CATEGORIES	WOMAN		MAN		TOTAL		Rank
	Number of Responses	Percentage	Number of Responses	Percentage	Number of Responses	Percentage	
Office Internship Students (48)							
Software	6	12,50	1	2,08	7	14,58	1
No Answer	2	4,17	3	6,25	5	10,42	-
Material and	5	10,42	-	-	5	10,42	2



Construction Techniques							
Implementation	1	2,08	3	6,25	4	8,33	3
Timing	4	8,33	-	-	4	8,33	4
Municipality Regulations	3	6,25	1	2,08	4	8,33	5
Technical Drawing	2	4,17	1	2,08	3	6,25	6
Detail Drawing	2	4,17	-	-	2	4,17	8
Lack of General Knowledge	2	4,17	-	-	2	4,17	9
Measuring	1	2,08	1	2,08	2	4,17	10
3D Modeling	1	2,08	1	2,08	2	4,17	11
Inadequate in all Design	1	2,08	1	2,08	2	4,17	12
Learning the profession in a different language	-	-	1	2,08	1	2,08	14
University Education in General	1	2,08	-	-	1	2,08	15
Project Management	1	2,08	-	-	1	2,08	16
None	1	2,08	-	-	1	2,08	17

Communication and observation are the primary areas that students who do on-site internship find themselves most successful during their internship. While some of the students found themselves successful in all fields in general, some of them stated that they were successful in technical drawing (Table 9).

Table 9. The categories that students felt successful in the construction site internship program.

CATEGORIES	WOMAN		MAN		TOTAL		Rank
	Number of Responses	Percentage	Number of Responses	Percentage	Number of Responses	Percentage	
Construction Site Internship Students (73)							
Communication	12	16,44	4	5,48	16	21,92	1
No Answer	13	17,81	3	4,11	16	21,92	-
Observation	12	16,44	3	4,11	15	20,55	2
Good in General	5	6,83	4	5,48	9	12,31	3
Technical Drawing	4	5,48	-	-	4	5,48	4
2D-3D Drawing and Design	2	2,74	1	1,37	3	4,11	5
Measuring	3	4,11	-	-	3	4,11	6
Material	2	2,74	-	-	2	2,74	7
Reading	1	1,37	-	-	1	1,37	8
Electricity Project Calculation	1	1,37	-	-	1	1,37	9
None	1	1,37	-	-	1	1,37	10
Structure	-	-	1	1,37	1	1,37	11
Municipality Regulations	-	-	1	1,37	1	1,37	12

Communication is one of the areas in which office internship students find themselves most successful. Apart from that, some of the students found themselves successful in general, while a group of students found themselves successful in computer programs, 2D-3D drawings and design (Table 10).

Table 10. The categories that students felt successful in the office internship program.

CATEGORIES	WOMAN		MAN		TOTAL		Rank
	Number of Responses	Percentage	Number of Responses	Percentage	Number of Responses	Percentage	
Office Internship Students (48)							
Communication	4	8,33	3	6,25	7	14,58	1
Good in General	4	8,33	1	2,08	5	10,41	2
Software	3	6,25	2	4,17	5	10,41	3



2D-3D Drawing and Design	3	6,25	1	2,08	4	8,33	4
Design	4	8,33	-	-	4	8,33	5
3D Modeling	3	6,25	1	2,08	4	8,33	6
No Answer	3	6,25	1	2,08	4	8,33	-
Observation	3	6,25	1	2,08	4	8,33	7
Technical Drawing	1	2,08	2	4,17	3	6,25	8
Measuring	1	2,08	2	4,17	3	6,25	9
Detail Drawing	2	4,17	-	-	2	4,17	10
Language Skills	1	2,08	-	-	1	2,08	11
Presentation	1	2,08	-	-	1	2,08	12
Municipality Regulations	1	2,08	-	-	1	2,08	13

3.3. After Internship

In the last part of this study, the questions were asked about the opinions of the students after the internship. The answers given to the question of whether the education at the university is sufficient in technical and practical areas in terms of the cases faced by the students in the internship process, approximately 60% of them stated that academic education prepared the students sufficiently for the internship, while 25% stated that they were unsure. A group of approximately 15% thinks that academic education did not prepare them adequately (Table 11).

The issues that students felt incomplete during their internship are important. In this context, both construction site and office internship respondents had difficulties in the fields of application, material, construction techniques and computer programs. Accordingly, the necessity of developing these courses arises.

In the study; although an evaluation was made on how much academic education prepared the student for the internship, opinions were asked about whether the internship would have a positive effect on the rest of the education. The students stated that the internship would actually have a positive effect on their education life with a ratio of 95% (Table 12). This ratio, which is quite high, shows the importance that professional practice adds to the education process.

Table 11. The 5-point likert questionnaire results about the relationship of the academic education and the internships

Question	Strongly Agree		Agree		Unsure		Diagree		Strongly Disagree	
	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man
As a result of the academic education, I was ready for the internship program in terms of technical and practical knowledge.	10,75 (13)	2,48 (3)	31,40 (38)	14,05 (17)	20,66 (25)	4,13 (5)	9,92 (12)	2,48 (3)	2,48 (3)	1,65 (2)
I think what I learned during the internship program will benefit the next stage of my academic education.	36,36 (44)	12,40 (15)	33,88 (41)	11,57 (14)	3,31 (4)	0,83 (1)	0,83 (1)	-	-	0,83 (1)

In the study, students were expected to express the link between the internship program and academic education in one word. Similar answers given were categorized and prominent answers were determined. In this context, around 17% of students think that



the link between internship and education is 'irrelevant'. In addition, answers such as "different", "application" and "experience" were also given. While the answers 'irrelevant' and 'different' came to the fore, a small number of students gave answers such as "complementary", "interconnected" and "bridge" (Table 12).

According to the survey results, it can be said that the connection between academic education and the internship is quite weak. For this reason, it is necessary to include more practice in education process. "Learning by doing", an education method suggested by the Bauhaus School, could be readopted and updated according to the recent conditions to make the implementation a part of today's design education.

Table 12. The relationship between the internship program and the academic education in one word

All Internship Students (121)	WOMAN		MAN		TOTAL		Rank
	Number of Responses	Percentage	Number of Responses	Percentage	Number of Responses	Percentage	
Irrelevant	14	11,57	6	4,96	20	16,53	1
Different	11	9,09	3	2,48	14	11,57	2
Implementation	9	7,44	2	1,65	11	9,09	3
Experience	7	5,79	3	2,48	10	8,27	4
No Answer	6	4,96	3	2,48	9	7,44	-
Reality	7	5,79	1	0,83	8	6,62	5
Practice	6	4,96	1	0,83	7	5,79	6
Complementary	4	3,31	2	1,65	6	4,96	7
Preparation	3	2,48	1	0,83	4	3,31	8
Inadequate	3	2,48	1	0,83	4	3,31	9
Occupation	-	-	2	1,65	2	1,65	10
Design	1	0,83	1	0,83	2	1,65	11
Observation	2	1,65	-	-	2	1,65	12
Progress	1	0,83	1	0,83	2	1,65	13
Contradictoriness	1	0,83	1	0,83	2	1,65	14
Dependent	1	0,83	1	0,83	2	1,65	15
Trial	1	0,83	-	-	1	0,83	16
Middle	1	0,83	-	-	1	0,83	17
Pathway	1	0,83	-	-	1	0,83	18
Ripening Period	1	0,83	-	-	1	0,83	19
Logical	-	-	1	0,83	1	0,83	20
Important	1	0,83	-	-	1	0,83	21
Bother	1	0,83	-	-	1	0,83	22
Time	1	0,83	-	-	1	0,83	23
Benefit	1	0,83	-	-	1	0,83	24
Support	1	0,83	-	-	1	0,83	25
Uncontrolled	1	0,83	-	-	1	0,83	26
Inadequacy	1	0,83	-	-	1	0,83	27
Bridge	1	0,83	-	-	1	0,83	28
Mission	-	-	1	0,83	1	0,83	29
Social Pain	1	0,83	-	-	1	0,83	30
Necessary	1	0,83	-	-	1	0,83	31

The students were asked the factors that might motivate them to spend the internship process more efficiently. To this question, which had been prepared as a multiple choice, 44% of the students chose the job opportunities after graduation, 29% networking, and 19% earning a small fee. According to the given answers, it has been observed that prominent motivating factor for the internship is the opportunity to start their professional life right after the graduation (Figure 4). At this point, the internship has seen as a bridge to a professional career.

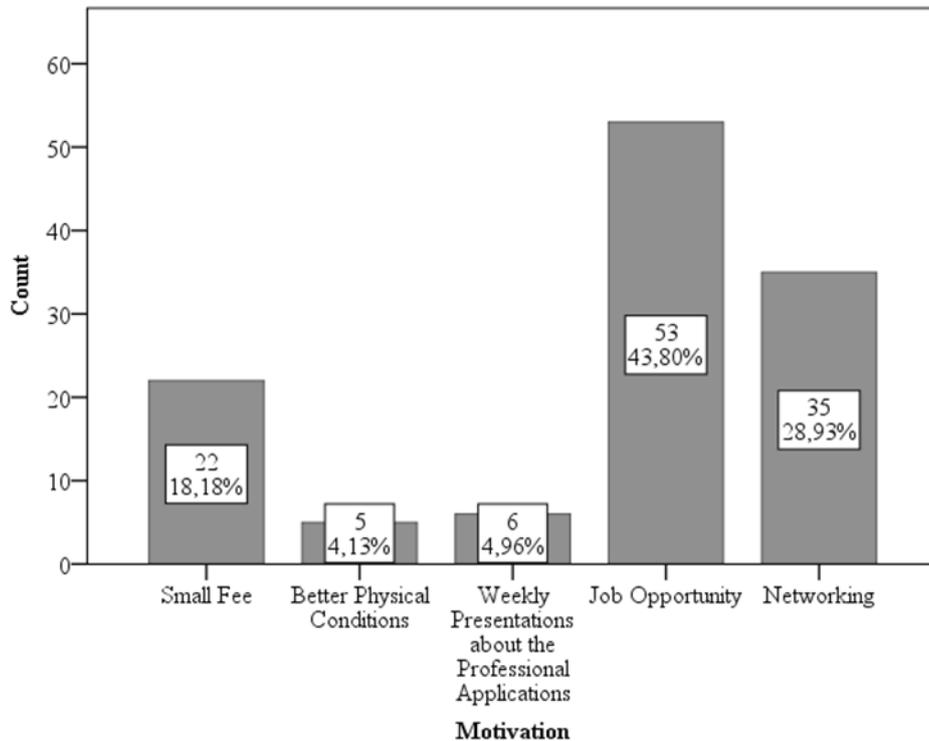


Figure 4. The motivation factor of a better internship process

Students make their choice of the university education and profession for the rest of their lives at a very early age, mostly influenced by factors such as university matriculation scores, rankings, and family orientation. Students in many departments cannot understand whether that profession is the right choice for them, since they do not have the chance to fully observe the professional side of their profession in their education life. Since the internship is the first step in which the students involved in professional practice, it is the first place where the students can realise their suitability for the profession they were trained for. For this reason, students who have completed their internship at the construction site or in an office were asked if they think they are suitable for this profession. Accordingly, 79% of the students decided that they were suitable for their chosen professions right after the internship experience while 18% were unsure and a few of the students stated that they were not suitable.

Until 2015, the interior architecture departments of the universities had accepted students with a special talent exam (ÖSYS 2015). Abolishing the special talent exam and entering these departments with the numerical scores obtained from university entrance exams are still a matter of debate in the academic environment. The students who took the university exam with a special talent exam received art training in this field during their high school education and came to the departments with a certain background and idea. However, students mostly choose their departments according to their scores recently without knowing the truth about their choice. Despite this, it is a very positive data that architecture and interior architecture students found themselves suitable for this department after the internship experiences (Table 13).

Table 13. The 5-point likert questionnaire results about the students' opinions after internship

Question	Strongly Agree		Agree		Unsure		Disagree		Strongly Disagree	
	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man
After the internship program, I	18,18 (22)	6,61 (8)	40,50 (49)	13,22 (16)	14,05 (17)	4,13 (5)	1,65 (2)	-	-	1,65 (2)



have realized that I was suitable for this job.										
I think the internship program and the academic education will help me to get a job.	16,53 (20)	3,31 (4)	33,88 (41)	11,57 (14)	19,83 (24)	5,79 (7)	4,13 (5)	0,83 (1)	-	4,13 (5)
The internship program met my expectations.	19,83 (24)	5,79 (7)	34,71 (42)	14,88 (18)	15,70 (19)	3,31 (4)	4,13 (5)	-	-	1,65 (2)

In the first part of the study, which covers the pre-internship period, the students were asked about their expectations from the internship and whether these expectations were met after the internship. 75% of the students stated that their expectations stated in the first part were met, 19% stated that they were unsure and 6% stated that their expectations were not met (Table 14). Here, the student satisfaction rate is quite high. The fact that students describe internship and university education as irrelevant and a group of 45% of students want a course in preparation for internship before the internship reflects the need to bring the theoretical education and professional practices a little closer. On the other hand, 70% of the students find a 30-day internship sufficient (Table 14). This shows that increasing the application aspect of education is not by increasing the internship period, but by balancing the theoretical aspect of the academic theoretical education with practice or by increasing the teaching time as in western countries, and it is necessary to give more place to the application area.

Table 14. The 5-point likert questionnaire results about preparation course and duration of the internship programs

Question	Strongly Agree		Agree		Unsure		Diagree		Strongly Disagree	
	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man
Before the internship program, I would like to have a preparation course.	11,57 (14)	3,31 (4)	23,97 (29)	7,44 (9)	20,66 (25)	7,44 (9)	9,92 (12)	4,13 (5)	8,26 (10)	3,31 (4)
I think 30 workdays of internship program is enough.	17,35 (21)	8,26 (10)	37,19 (45)	7,44 (9)	7,44 (9)	3,31 (4)	7,44 (9)	4,13 (5)	4,96 (6)	2,48 (3)

4. CONCLUSION

As it is generally understood from the findings, students who have received an academic theoretical education that does not give much weight to professional practices before the internship, prefer to remain in the observer position in their first experience which is the on-site internship. As students started to get into practice, they had the opportunity to test their suitability for the profession. In the second internship, it is observed that students have experienced the internship with an approach that they perceive and involve more in the professional life. In addition, it has been observed that there is not much gender discrimination in the internships of female students. It has been observed that students who experience difficulties are mostly in construction site internships under male domination. In this case, findings show that female prejudice is changing day by day. It has been observed in the study that there is not much attention paid to occupational health and safety at construction sites and students also have difficulties in these matters.

When the results are examined, some students do not fully grasp the areas they want to specialize in and they have never encountered some areas in the education and training process. Therefore, the varieties of elective courses can be increased to enable students to explore different fields in architecture and interior architecture and make the right decisions on the areas they want to specialize in. Considering the timing of the first internship at the end of the fourth semester, it is important to open a variety of elective courses that will make it easier for students to choose the fields they want to specialize in and it could improve the implementation background of the material and construction techniques courses.

Before the office internship at the end of the sixth semester, students who were equipped with computer-aided drawing, modeling and graphic expression lessons, which would prevent students from feeling inadequate in these areas during their office internship (Figure 5).

When we look at the survey results, it is clearly understood that education alone is insufficient and at this point internship is a very important factor in recognizing and learning the profession.

For this reason, it is necessary to focus on applied courses in architecture and interior architecture education. Accordingly, the education period could be extended. Theoretical, elective and design (project) courses and internships are elements that support and complement each other. The fact that these units remain unrelated and separated from each other makes the education life of the student difficult and the process of preparing for the profession harder. For this reason, the architectural education and training system needs to be reviewed and reorganized.

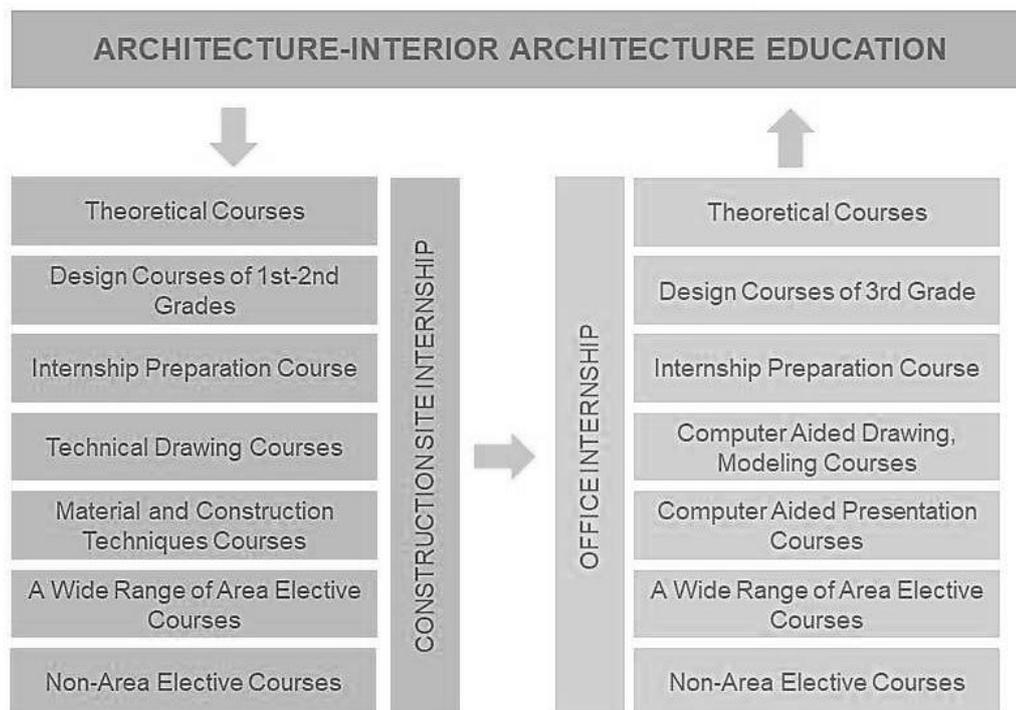


Figure 5. A proposal of an architecture/interior architecture education program

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