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Research Article

A Study On The Impact Of The University Internship System On Students' Learning Outcomes: Examples Of Cultural And Creative Industries

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ABSTRACT

Background: Research on internship education in the cultural and creative industries remains limited. This study examines how university internship programs influence educational outcomes, focusing on key factors that may affect the effectiveness of such programs. Purpose: This study explores the impact of university internship programs on students' educational outcomes in the cultural and creative industries. Methodology/Approach: The study used a web-based survey to gather data from over 1,000 undergraduate interns from the Cultural and
Creative Industries Internship Base in Central Taiwan. A total of 293 valid responses were obtained. The research analyzed the relationship between four independent variables—internship hours, graduation requirements, compensation, and supervision—and nine dimensions of learning effectiveness, utilizing the Kirkpatrick four-level model. Findings/Conclusions: The findings highlight that both student attributes and the internship education system have a significant impact on learning outcomes. Key influencing factors include the student's year of study, internship hours, compensation, and supervision. These elements are crucial in shaping the effectiveness of internship programs in the cultural and creative industries. Implications: Optimizing internship design—ensuring adequate duration, supervision, and compensation—can enhance learning experiences and better prepare students for careers in the cultural and creative industries.

Keywords: Internship Education、Cultural and Crearive Industries、Learning Effectiveness、Kirkpatrick Evaluation Model

1. Introduction

Design talents have always been an indispensable driving force behind industrial innovation. However, the Taiwan Design Talent Survey Report 2023, presented by the Taiwan Design Research Institute (TDRI) (She, J. H.et al., 2024), a significant gap exists between the current training of design professionals in Taiwan's academic sector and the industrial demand for talent. This disparity is attributed to a general lack of creativity, execution, and industry-specific knowledge among students. This "academic-industrial gap" has led to over 60% of Taiwan's university graduates taking jobs unrelated to their fields of study(Wang, Yi-Chi, 2021). Addressing this issue has become increasingly urgent and is a focal point of discussion across various sectors. Internship education seems to offer a promising solution for bridging the gap between academic learning and practical application. This form of education entails a partnership between schools and corporations, enabling students to gain industry experience prior to graduation. Such arrangements enable students to apply and validate the knowledge and skills acquired in academic settings within real-world contexts, thereby enhancing their professional competence(Anjum, 2020). It also boosts students' occupational self-efficacy and fosters a deeper understanding of industry dynamics(Nghia & Duyen, 2019).
From both educational and research perspectives, internship education involves three key stakeholders: the academic sector, the corporate sector, and the students. While the relationship between enterprises and students, as well as its influence on internship effectiveness, has been well-documented (Routon et al., 2019; Neyt et al., 2022), the impact of school-based internship education systems on students' learning outcomes

remains underexplored. Furthermore, research on internship education predominantly focuses on fields such as business, hospitality, tourism, and healthcare. Conversely, studies addressing internship education in the cultural and creative industries—sectors critical to the cultivation of design talent—are relatively scarce and warrant further investigation.

According to Taiwan's internship education policies, universities are permitted to design internship courses tailored to the specific nature of their institutions and academic departments. A "Student Internship Committee" is typically established within the university to oversee the planning and coordination of offcampus internships (Wan et al., 2013), with faculty advisors assigned to provide guidance and support throughout the internship period. Essentially, internship education is an experiential learning process collaboratively planned, monitored, and supervised by academic institutions and corporations. The academic sector plays a dual role: ensuring the quality of students' learning outcomes and addressing challenges that may arise during internships, such as workplace safety, compensation, and the scope of work (Silva et al., 2018). Consequently, a robust internship education system within universities is pivotal to the success and effectiveness of internship programs. Building on this context, this study is motivated by the need to investigate internship education systems in disciplines related to the cultural and creative industries. Its primary objective is to understand how such systems influence students' learning outcomes, thereby providing insights to inform future practice and policy development.

2. Literature Review

2.1. Internship Educaiton

The theoretical foundation of internship education is rooted in Dewey's (1997) experiential learning theory. Dewey's concept of "Learning by Doing" emphasizes that active engagement in the learning process enhances students' learning outcomes. In design education, many intangible competencies, such as aesthetic experience, are cultivated through experiential processes. These activities involve constructing competencies that extend beyond verbal or written words, requiring students to engage in observation and hands-on participation. Through bodily experiences and memory, students develop and refine their skills (Deaux et al., 1993). Similar perspectives can be drawn from observational learning within social learning theory. Bandura (1977) argued that much of human knowledge is acquired through observational learning and modeling. This is particularly true when individuals participate in social contexts or follow role models such as mentors, supervisors, or experienced peers. Such experiences enable learners to acquire both knowledge and skills. Beyond improving professional competencies, internship education helps students identify career fields of interest through workplace exposure (Gault et al., 2000), facilitates connections to industry resources (Kang, 2023), and inspires self-reflection, fostering a lifelong learning attitude and behavior both during and after their academic journey (Nghia & Duyen, 2019). Successful internship education not only benefits industries by enhancing their human capital (Wan et al., 2013) but also helps universities improve their reputation and visibility (Weible & McClure, 2011). Additionally, it enables institutions to secure resources and funding from government and industry, provide scholarships (Gault et al., 2000), receive valuable feedback on academic curricula from the industry (Weible, 2010), and enhance the professional expertise of their faculty and staff (Gault, 2015). Internship education is an educational activity in which students are placed under the joint planning and supervision of academic and industry professionals. Fleming and Ferkins (2005) suggested that systematically and structurally integrating academic learning with workplace experience enhances the effectiveness of internship education. The preparatory work undertaken by academic institutions is crucial to the success of such programs. According to DiLorenzo-Aiss and Mathisen (1996), four typical standards define internship education: "internship hours," "compensation," "graduation requirements (e.g., whether credit is granted)," and "supervision and guidance" (Gault et al., 2015). These factors serve as the framework for this study.

2.1.1. Internship Hours

The Ministry of Education in Taiwan has issued recommendations for schools offering off-campus internship programs. These include a full-time "semester internship program" lasting a minimum of 4.5 months, a fulltime "academic year internship program" lasting at least 9 months, and a "summer internship program" that runs for 8 consecutive weeks and requires a total of 320 hours or more(Technological and Vocational Department, MOE, 2012). Generally, the length of the internship depends on the specific requirements of different academic departments. A shorter internship period may pose challenges for students in adapting to the workplace, potentially impacting the effectiveness of their learning outcomes (Jokisaari & Nurmi, 2009).

2.1.2. Compensation

The issue of compensation for interns has always been a significant consideration in both practical internship education and research. From a practical perspective, Taiwan's Labor Standards Act, the primary purpose of an intern is to learn skills rather than to provide labor. To protect students' rights during off-campus internships, educational institutions and companies enter into contracts that delineate their respective rights and obligations, including provisions for internship compensation, rewards, or various forms of subsidies. The

question of whether internships should be compensated has been discussed in past research. Rose (2015) suggested that providing compensation for internships could foster a positive attitude among students, which, while not significantly related to work performance, is associated with overall satisfaction. This viewpoint was supported by a study conducted by Beebe et al. (2009). However, Steers and Porter (1991) argued that due to the nature and length of internships, short-term internships may not provide substantial compensation. Therefore, intrinsic motivation is considered a key factor influencing learning performance. Bogdana et al. (2012) asserted that the benefits gained from internship education far exceed the value of compensation, particularly with regard to real-world work experience and opportunities that cannot be obtained through formal academic education.

2.1.3. Graduation Requirements

In line with the aforementioned internship hours, schools may offer different internship programs, some of which are mandatory while others are elective, depending on the overall curriculum structure set by each department. Knemeyer and Murphy (2002) stated that receiving academic credit should be a fundamental benefit for students undertaking such courses. Odlin et al. (2022) noted that for compulsory internship courses, both students and schools are likely to increase their commitment and investment, which promotes more active participation in internship activities. This is a critical consideration in the design of internship education programs. However, Moghaddam (2013), in a study on internship motivations, found that students may not prioritize meeting the academic credit requirements when deciding to participate in internships. In fact, credit requirements and degree program requirements were among the least considered factors. In contrast, students were more motivated by desires such as gaining practical experience, enriching their resumes, and learning new skills.

2.1.4. Supervision and Guidance

Teachers play a crucial role during students' off-campus internships, particularly concerning workplace safety, student rights, work content, learning objectives, and the roles of external mentors and support systems (Hobson et al., 2009). Schools, departments, and teachers must prepare thoroughly in advance to ensure that students receive optimal internship education in a safe environment. Before the internship, teachers provide students with a comprehensive understanding of the internship content through classes, briefings, and site visits, which also helps to promote their motivation. During the internship, teachers not only perform roles related to record-keeping and assessment but also provide feedback and professional advice to students who encounter industry-specific challenges and seek solutions. They may also serve as a bridge between the students and the industry. After the internship, teachers can further promote students' learning self-efficacy through follow-up courses, thereby enhancing their learning potential. The continuous guidance, emotional and psychological support, and promotion of career and professional development provided by teachers are key factors in improving students' learning outcomes (Hobson et al., 2009).

2.2. Talent Cultivation in the Cultural and Creative Industries Policy

In 2002, the Taiwanese government launched the "Challenge 2008: National Development Plan," formally introduced the concept of cultural and creative industries for the first time. The following year, the Cultural and Creative Industry Development Act was enacted, defining 15 categories within these industries, which encompass all design-related sectors. The Act places particular emphasis on the cultivation of creative talent, stating that "to nurture talent in the cultural and creative industries, the government should fully develop and utilize cultural and creative human resources. It should also integrate various teaching and research resources while encouraging collaboration between industry, government, and academia in research and talent development". As a result, both central and local government cultural departments initiated a variety of cultural activities. These cultural activities not only aimed to enhance the economic value of cultural production but also to promote a wide range of efforts, including artistic exhibitions, educational programs, outreach initiatives, collaborative education projects, and mentorship programs. Additionally, universities participated in organizing internships, contributing to the collective effort to cultivate talent for the cultural and creative industries.

2.2.1. Status and Challenges of Internship Education

Over the past 15 years, the Ministry of Education has actively promoted various internship education related laws and programs, laying a strong foundation for internship initiatives in universities. Currently, most higher education institutions operate under the amended "Technical and Vocational Education Act" (2019), the "Regulations on Industry-Academia Collaboration for Schools Above Junior College Level" (2017), and the "Regulations for Performance Evaluation of Internship Courses for Schools Above Junior College Level" (2015). According to statistics, till summer 2023, Taiwan's vocational education system had implemented off-campus internships in 983 departments, representing 97.8% of the 1,005 departments, with over 100,000 participating students and 13,786 collaborating institutions (Chen, 2024). Additionally, off-campus internships have expanded to general universities. According to a 2023 announcement by the Department of Higher Education, 75 universities and 737 departments are offering internship courses, with a total enrollment

of 68,827 students. These figures indicate that internship education has become a crucial learning model in higher education, significantly influencing students' career development.These figures indicate that internship education has become a crucial learning model in higher education, significantly influencing students' career development. This study examines the current state of internship education in cultural and creative industry-related departments at various universities from 2023 to 2024, based on publicly available data.The results show that 16 public universities, covering 24 departments and programs, offer internship education, while 20 private universities, with 48 departments and programs, have implemented similar programs. In the technical and vocational education system, 10 public institutions offer internships in 26 departments,while 37 private institutions—covering 81 departments—lead in the number of internship programs. Most internship courses are designed for third- or fourth-year students, with required hours ranging from 12 to 1,440. Through investigation, the result highlights the diversity of internship programs, flexible course options, and credit exemption schemes across institutions. Although detailed descriptions are not provided due to space limitations, this study emphasizes the need for further research into the corresponding policies, implementation details, educational goals, and learning outcomes of students participating in off-campus internships.

2.3. Kirkpatrick's Four-Level Evaluation Model

Interns entering the workplace can be considered novices. From the perspective of internship organizations, internships are viewed as a sequential vocational education and training process. This study posits that adopting a training perspective helps in understanding of the learning benefits that internship education brings to students. Kirkpatrick emphasizes that effective talent training is crucial for achieving a return on investment in human resource development (HRD) for enterprises.

In 1959, Kirkpatrick proposed a training evaluation model, which describes the effectiveness of talent training through four levels, known as the Four-Level Evaluation Model. This model is widely used to assess the overall impact of training and is easy to understand, making it one of the most commonly applied models for evaluating talent development programs across government sectors and private organizations globally (Yaqoot, et al., 2021). Kirkpatrick's Four-Level Training Evaluation Model consists of four levels: Reaction, Learning, Behavior, and Results (Kirkpatrick, 1959; Kirkpatrick & Kirkpatrick, 2006).

2.3.1. Reaction Level

This level assesses the internal reactions of trainees throughout the training process, including their satisfaction with the services provided, including the professionalism of instructors, the work environment, and the overall atmosphere, and their self-assessment of learning. Previous studies have suggested that positive reactions during training can lead to higher levels of learning engagement, enthusiasm, and effectiveness (Narayanan et al., 2010). This study uses the satisfaction dimensions proposed by Nerkar et al. (1996)—tool satisfaction, social satisfaction, and self-satisfaction—as the basis for designing the reaction-level evaluation.

2.3.2. Learning Level

The learning level evaluates the extent to which trainees improve their knowledge, skills, and attitudes as a result of the training, serving as an indicator of both the effectiveness and efficiency of the training content. Based on the essence of internship education, this study examines the learning level through four dimensions: (1) validating acquired competencies (Herreid, 1994), (2) gaining soft skills (Burns and Chopra, 2017), (3) acquiring industry assets (Kang, 2023), and (4) clarifying career choices (Burns and Chopra, 2017).

2.3.3. Behavior Level

The behavior level focuses on identifying positive changes in trainees' behavior following the training. The successful experiences gained during internships can lead to changes in students' learning behaviors, attitudes, and motivation. This self-directed, proactive behavior is referred to as "self-regulation," which not only manifests in academic behavior post-internship but can also result in long-term behavioral changes that foster lifelong learning (Çetin, 2022). In this study, the enhancement of self-regulation abilities serves as the evaluation metric for the behavior level.

2.3.4. Results Level

From the perspective of higher education and internship programs, evaluating outcomes should focus on the long-term impacts of internship education on students. These include students' confidence, aspirations, strategies, and self-efficacy in pursuing related careers, as proposed by Bandura (1986) in his concept of selfefficacy. Specifically, the belief in one's ability to choose, make choices, make decisions, and perform in a career can be referred to as career self-efficacy (Oberman et al., 2021). This study uses the Career Exploration and Decision-Making Self-Efficacy Scale developed by Lent et al. (2016) as the basis for evaluating outcomes.

3. Study Design

Study Framework

This study examines the impact of internship education systems on student learning outcomes, while also considering factors related to student attributes. The research framework is illustrated in Figure 1. The independent variable "student attributes" includes four dimensions: school type (technical or vocational universities, general universities), field of study (cultural and creative fields, non-cultural and creative fields), and year of study during the internship (first year, second year, third year, fourth year). The independent variable "internship education system" is categorized based on the structure of internship programs at various Taiwanese universities, which includes four dimensions: internship hours (less than 99, 100-199, 200-299, 300-399 hours), graduation requirement (compulsory, elective, voluntarily participated), compensation (satisfaction level), and supervision and guidance (satisfaction level). The dependent variable "learning outcomes" is developed from Kirkpatrick's Four-Level Evaluation Model, which includes four dimensions: reaction level (satisfaction), learning level (internship effectiveness), behavior level (self-regulation ability), and result level (career self-efficacy). Based on the literature review, each dimension includes 3 to 5 questions, resulting in a 35-item questionnaire that serves as the research instrument.

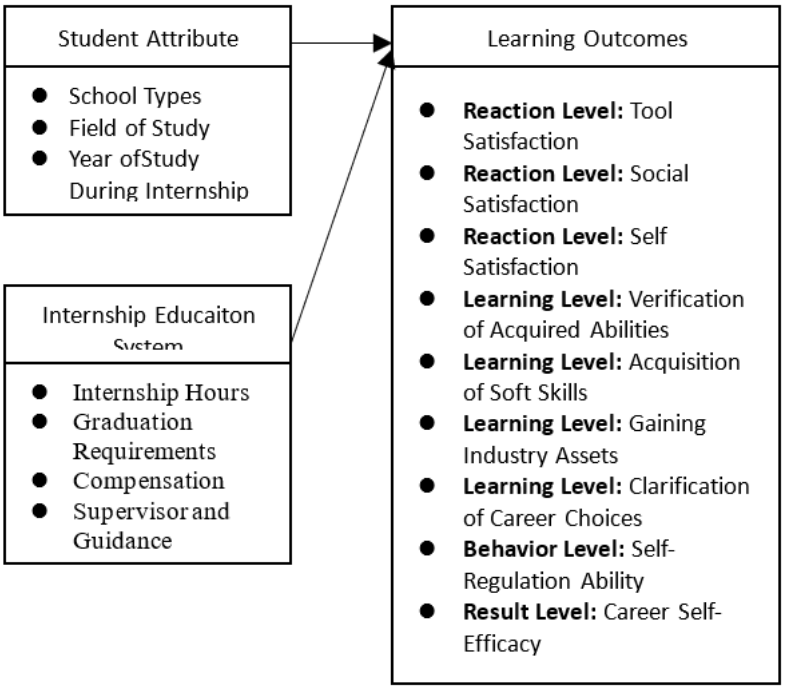

Fig. 1. Study Framework

3.1. Cases and Sampling Subjects

This study was conducted in collaboration with the "Central Taiwan Cultural and Creative Internship Base,"established by the Ministry of Culture in Taichung. Located within the Cultural Heritage Park, the base annually invites private companies, art studios, and public sector organizations related to the cultural and creative industries to offer internship positions. University students from across Taiwan, regardless of their field of study, are welcome to apply throughout the year. Since its inception in 2016, over one thousand students have completed internships at the base, making it the largest internship matching platform in Taiwan. The study employed an online survey method conducted between March and May 2024, with assistance from the office of the "Central Taiwan Cultural and Creative Internship Base." Invitation letters and messages were sent to all students who had completed the internship program. By the end of the survey period, a total of 297 responses were received. After excluding incomplete responses and validating the data using reverse questions, 293 valid questionnaires were collected.

The Institute of Law and Politics at Chung Hsing University reviewed and authorized the conduct of this research study, determining that approval from an ethics committee was not required.

3.2. Analysis Strategy

This study developed its analytical strategy based on the research objectives and the nature of the data. First, the collected questionnaires underwent Cronbach's α reliability analysis to evaluate the reliability of each construct and ensure the internal consistency of the factors. Subsequently, to assess the impact of student attributes on learning outcomes, T-tests and one-way ANOVA were employed. Additionally, to analyze the influence of the internship education system on learning outcomes, one-way ANOVA and the Pearson correlation coefficient were utilized.

4. Analysis and Discussion

4.1. Reliability Analysis

To ensure that the items align with their respective factor constructs, this study employed Cronbach's α to assess internal consistency and establish reliability. The reliability analysis revealed that the Cronbach's α values for the four levels of the internship education system and learning outcomes factors ranged from 0.811 to 0.912. Meanwhile, the Cronbach's α values for the individual factor constructs ranged from 0.817 to 0.918, all indicating a high level of reliability.

4.2. The Impact of Student Attributes on Learning Outcomes

This study initially employed an independent samples t-test to examine whether there were significant differences in internship outcomes between students from different types of universities. The analysis results, presented in Table 1, show that the only significant difference between school types was observed in the "Verification of Acquired Abilities" dimension within the "Learning" factor. Students from vocational universities reported a significantly higher level of agreement that the internship helped them validate the skills they had learned, compared to students from general universities. This result may be related to the educational policies and content of these institutions, as vocational schools tend to focus more on technical education.

Table 1 Learning Outcomes by School Type

Factors Dimension	School Types	Count	Mean	T	*p*
Verification of Acquired Abilities	Vocational Universities	208	3.89	2.23	.027
	General Universities	85	3.65		

Note: only those with significant results

The study further employed an independent samples t-test to examine whether there were significant differences existed in internship learning outcomes among students from different academic disciplines. The results of the analysis, presented in Table 2, indicate significant differences in the "Social Satisfaction" and "Self-Satisfaction" dimensions of the "Reaction" factor, as well as in the "Verification of Acquired Skills" dimension of the "Learning" factor. In all instances, students from cultural and creative-related disciplines achieved higher learning outcomes.

Table 2 Learning outcomes under different field of study categories

Factors Dimension	Field of Study	Count	Mean	T	*p*
Reaction Level: Social Satisfaction	Cutural and Crearive Department	245	4.29	1.98	.048
	Non-Cultural and Creative Department	48	4.03		
Reaction Level: Self Satisfaction	Cutural and Crearive Department	245	4.15	3.572	.001
	Non-Cultural and Creative Department	48	3.58		
Verification of Acquired Abilities	Cutural and Crearive Department	245	3.87	2.394	.017
	Non-Cultural and Creative Department	48	3.55		

Note: only those with significant results

Regarding the issue of whether the undergraduate levels in which students participate in internships affects their learning outcomes, the results of the one-way ANOVA analysis can be seen in Table 3. The table reveals significant differences across the four dimensions of learning outcomes based on students' undergraduate year levels. Notably, students who participate in internships during their earlier academic years tend to achieve higher learning outcomes. Conversely, these outcomes gradually decline as the academic year increases. This finding is highly relevant to the practical implementation of internship education. The study suggests that younger students tend to have less clarity about their future learning and career paths, are more likely to perceive significant improvements in their professional knowledge, skills, and attitudes during the internship process.

Furthermore, these learning benefits have a positive impact on their future academic studies and career development. Additionally, a study conducted by Taiwanese scholar Shih-Jen Ho and colleagues (2007) also found that students in higher academic years tend to have lower motivation and commitment to learning. If this viewpoint holds true, universities must address this serious issue and propose appropriate teaching strategies to improve the current situation.

Table 3 Learning outcomes in different undergraduate year-level internships

Factors Dimension	Internship in different undergraduate year-level	Count	Mean	F	*p*
Reaction Level: Social Satisfaction	Freshmen	35	4.43	3.35	.019
	Sophomore	91	4.36		
	Junior	146	4.20		
	Senior	21	3.81		
Learning Leve/ Soft Skills	Freshmen	35	4.46	7.47	.000
	Sophomore	91	4.25		
	Junior	146	4.00		
	Senior	21	3.74		
Learning Level/Gaining Industry Assets	Freshmen	35	4.40	7.13	.000
	Sophomore	91	4.16		
	Junior	146	3.86		
	Senior	21	3.45		
Behavior Level/Self-Regulation Ability	Freshmen	35	4.21	3.08	.028
	Sophomore	91	4.09		
	Junior	146	3.91		
	Senior	21	3.87		

Note: only those with significant results

4.3. The Impact of the Internship Education System on Learning Outcomes

To assess the impact of internship hours on learning outcomes, this study employed a one-way ANOVA. As illustrated in Table 4, a total of seven dimensions were influenced by internship hours, leading to significant differences in learning effectiveness. Consistent with prevailing views on talent development, longer training hours generally lead to improved, more stable, and more proficient acquisition of knowledge and technical skills (Ryan and Deci, 2009). Therefore, among the various internship durations, students who completed internships lasting 300 to 399 hours demonstrated the highest learning effectiveness. However, it is noteworthy that the second highest learning effectiveness was observed in internships lasting less than 99 hours. These short-term internships, usually paired with academic courses, involve students engaging in several weeks of industry-based experience during the semester. This highlights the effectiveness of internships lasting less than 99 hours, which offer benefits akin to those of a "sandwich course" (Clark & Zukas, 2016). During the course, students participate in a cyclical process of theoretical learning and practical application. In terms of effectiveness, this shows that with proper guidance from instructors, learning outcomes can be significantly strengthened, providing educators with critical insights for re-evaluating educational strategies and the associated costs of learning.

Table 4 Learning outcomes under different internship hours

Factors Dimension	Internship hours	Count	Mean	F	*p*
Reaction Level/ Tool Satisfaction	Below 99	41	4.07	8.26	.000
	100-199	109	3.89		
	200-299	26	3.77		
	300-399	117	4.36		
Reaction Level: Social Satisfaction	Below 99	41	4.29	2.68	.047
	100-199	109	4.10		
	200-299	26	4.11		
	300-399	117	4.39		
Reaction Level: Self Satisfaction	Below 99	41	4.02	9.37	.000
	100-199	109	3.96		
	200-299	26	3.96		
	300-399	117	4.36		
Learning Leve/ Soft Skills	Below 99	41	4.07	4.68	.003
	100-199	109	3.98		
	200-299	26	3.96		
	300-399	117	4.29		
Learning Level/Gaining Industry Assets	Below 99	41	3.80	9.24	.000
	100-199	109	3.79		
	200-299	26	3.63		
	300-399	117	4.32		
Behavior Level/Self-Regulation Ability	Below 99	41	4.12	4.66	.003
	100-199	109	3.83		

	200-299	26	3.77		
	300-399	117	4.13		
	Below 99	41	3.82	4.28	.006
Result Level: Career Self-Efficacy	100-199	109	3.75		
	200-299	26	3.65		
	300-399	117	4.04		

Note: only those with significant results

A one-way ANOVA was conducted to investigate the impact of graduation requirements influence learning outcomes, and the results summarized in Table 5. The analysis revealed significant differences in the "Reaction Level" factor, the "Self-Satisfaction" dimension, and in the "Learning Level" factor, the "Validation of Acquired Skills" dimension. These findings indicate that when internships are a mandatory requirement for graduation, they enhance students' learning outcomes. This study infers that mandatory courses may bring students earlier expectations, more comprehensive internship planning, and closer collaboration between schools and companies, all of which contribute to a higher-quality internship experience.

Table 5 Learning Outcomes at Different Graduation Requirements

Factors Dimension	Graduation Requirements	Count	Mean	F	*p*
	Volunteer	85	3.74	10.01	.000
Reaction Level: Self Satisfaction	Elective	62	4.11		
	Mandatory	146	4.22		
	Volunteer	85	3.61	4.11	.017
Verification of Acquired Abilities	Elective	62	3.84		
	Mandatory	146	3.93		

Note: only those with significant results

In the previous discussion of the literature, we covered the impact of internship compensation conditions on student satisfaction. In this study, Pearson's correlation coefficient was used as the analytical method to examine the relationship between "Compensation Satisfaction" and "Learning Outcomes." The results, as shown in Table 6, indicate that when students are more satisfied with the compensation and conditions received during the internship, it positively influences their learning outcomes. A significant positive correlation was identified between the two variables. This finding is consistent with the results of Rose's (2015) study.

Scholar Cheong et al. (2014) noted that internship education constitutes a "supervised work experience," during which students may not be proficient in performing independent tasks. Instead, effective teacher supervision, active participation, and guidance are critical factors that enhance students' learning from the experience (Daugherty, 2011). These perspectives are corroborated by the findings of this study. When using Pearson's correlation coefficient to examine the relationship between "Supervision and Guidance" and "Learning Outcomes," the results show a significant positive correlation between the two (see Table 7).

Table 6 Correlation between compensation satisfaction and learning outcomes

	Reaction/ Tool	Reaction/ Social	Reaction / Self-Satisfaction	Learning/ Validation of Acquired Skills	Learning/ Soft Skills	Learning/ Assests	Learning/ SelfEfficacy	Behavior	Result
Pearson Correlation Coefficient	.458**	.445**	.416**	.245**	.341**	.259**	.390**	.412**	.320**

Note: ** The correlation was significant at the 0.01 level.

Table 7 Correlation between satisfaction with supervision and counselling and learning outcomes

	Reaction/ Tool	Reaction/ Social	Reaction/ SelfSatisfaction	Learning/ Validation of Acquired Skills	Learning/ Soft Skills	Learning/ Assests	Learning/ SelfEfficacy	Behavior	Result
Pearson Correlation Coefficient	.458**	.457**	.382**	.356**	.456**	.401**	.406**	.505**	.475**

Note: ** The correlation was significant at the 0.01 level.

5. Conclusion and Suggestion

This study examines the impact of internship education systems on the learning outcomes of university students majoring in cultural and creative industries. Several key factors emerge from the findings, including "Internship in Different Undergraduate Levels, "Internship Hours," "Compensation," and "Supervision and Guidance," all of which significantly influence "Learning Outcomes." Regarding "Internship in Different Undergraduate Year Levels, the study challenges the traditional perspective that internships are primarily designed to facilitate "employment upon graduation." The results indicate that lower-year students participating in internship education experience greater improvements in learning outcomes, which, in turn, have a lasting positive effect on their subsequent academic performance. Concerning "Internship Hours," while longer internship durations naturally lead to the highest learning outcomes, it is noteworthy that even shortterm internships integrated with academic courses yield learning benefits nearly equivalent to those of the longest internships. These insights provide valuable guidance for educators in designing "sandwich-style" internship programs and planning courses. Finally, "Compensation" and "Supervision and Guidance" demonstrate a significant positive correlation with learning outcomes.

This study has certain design limitations, and it is recommended that future research expands to encompass broader areas of investigation. For instance, factors such as student learning motivation, mentor-mentee relationships during internships, the environment and atmosphere, and variations in internship systems across different fields may significantly influence learning outcomes. These topics are all important and merit further discussion and exploration.

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