Motivational Factors for Internees’ Participation in Internship Training Programmes in Selected Universities of South-Western Nigeria

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Abstract
This study assessed motivational factors for internees’ participation in internship training programmes in selected universities of South-western Nigeria. Specifically, personal characteristics of participants and factors associated with internees’ participation in internship training programmes were investigated. Multistage sampling technique was employed to select two hundred and sixty seven internees from the selected universities namely Ladoke Akintola University of Technology (LAUTECH), Obafemi Awolowo University (OAU), Federal University of Agriculture Abeokuta (FUNAB) and Ekiti State University (EKSU). Data collected were analyzed using descriptive statistics. The findings indicate that the age of the respondents in all the universities sampled ranged between 24 and 25 years. More male than female respondents participated in the internship programme in most of the selected universities. The result of the findings, therefore revealed that internees were motivated by supervisors’ attitude, facilities provided for the internship training programme and the zeal of internees to practicalise training received. It is thereby recommended that managers of internship programmes provide the requisite funding to enhance supervisors’ positive attitude and arouse internees’ interest.

Keywords: Internship, motivation, supervisors and managers.

1. INTRODUCTION
The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies (Helsy, 2000). It forms the core of apprenticeships and provides the backbone of content at technical colleges, polytechnics.
and other institutions of higher learning. In addition to the basic training required for a trade, occupation or profession, observers of the labour-market recognize the need to continue training beyond initial qualifications in order to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development (Jackson et al, 2009).

Interest in field and industrial training programme of Agriculture is mounting rapidly, as there is an increasing concern by the government on the urgent problem recognized that there was strong need to provide the agricultural and rural populace (particularly the young people) with occupational skills and to broaden the skill of rural artisans, craftsmen and small entrepreneurs, such programmes in the past generally received a low priority.

The primary objectives of the Field Practical Training (FPT) programme in Nigerian Universities is to give prospective graduates of the Faculty of Agriculture an opportunity of hands on practical experience of the requirements of crop and livestock production. The programme emphasizes the inter-disciplinary nature of practical agriculture and encourages an integrated approach such as is normally found in the real world (NUC, 2005).

In terms of post effect, previous research has viewed internships as a positive development experience for the college students, having found linkages with a number of favourable outcomes (Callamon and Benzing, 2004), such as higher job satisfaction (Gault et al. 2000), greater degree of ambition (Pedro, 2006), improved perception of job fit and greater job stability (Rasheed, 2000) and reduced feelings of entry or reality shock on full time employment (Paulson and Baker, 1999). Also Coco (2000) pointed out that internship and other related programmes provide a risk-free method for companies to evaluate prospective lives and they provide a steady stream of motivated human resources who are comparatively less expensive than full time staff. Similarly, Piamko (1996) asserts that the internship can play a secondary recruiting role.

Farinde et al (1997) revealed that youth are known to contribute significantly to agricultural and forestry activities such as land
clearing, cultivation, marketing, distribution, and exploration. They also constitute the greater percentage (over 50%) of formidable force for community and national development as they supply a substantial amount of labour (Ekong, 2003). A large proportion of these youths are either in the tertiary institutions or secondary schools receiving one training or the other in various departments such as Agronomy, Agricultural Economics, Animal Production, Soil Science, Agricultural Extension and Home Management. Auta and Arokoyo (1992) reported that only participation of people who are energetic, creative, innovative productive and committed can bring about the expected development in agriculture. It is observed that young people tend to take special interest in conservation and management of natural resources and readily accept and promote sound environmental practices more than adults (Kalim, 1995).

Agricultural transformation will not take place in developing countries such as Nigeria unless there is improved technical knowledge and willingness of youth to be employed in the sector. The 2020 Vision Initiative has vigorously pushed for sustainable food for all by the year 2020. Thus, if agricultural production is to be sustainable, youth should be empowered with appropriate skills, knowledge and change in attitude towards farming so that young graduates will replace the aged farmers in agriculture. This will enhance agricultural productivity and food security for all in the immediate, medium and long terms on a sustainable basis. This informed the National University Commission’s (NUC) policy which makes FPT mandatory for agricultural undergraduates in the fourth year of the five-year degree programme. In the medium or long run, this measure would enable it to create a propitious environment for producing adequate food in a sustainable manner.

Several studies done elsewhere have indicated and concluded that a gap really exists between the quality of graduates produced and what the market demands (Mpairwe, 2010). For this and other reasons, training institutions and employers have accepted the need to seek mitigatory steps to bridge the gap. Among other steps, institutions of learning have introduced internship
programmes also referred to as field attachment in some of their degree and non-degree programmes. There has also been the realisation that imparting the relevant practical skills is a partnership between the training institution and the prospective employers through student internships.

The objectives of the study are to;

- identify the personal characteristics of internees;
- Examine motivational factors for internees’ participation in the internship training programmes across selected universities.

2. METHODOLOGY

The study was conducted in Ladoke Akintola University of Technology (LAUTECH) in Ogbomoso North Local Government Area of Oyo State, Obafemi Awolowo University (OAU) in Ife Central Local Government Area of Osun State, University of Ado Ekiti (EKSU) situated in Ado Ekiti, Ekiti State as well as federal University of Agriculture in Abeokuta (FUNAAB), Ogun State. Ogbomoso in Oyo State lies on 5° 10' North of the equator and 4° East of the Greenwich Meridian and it is gateway to the Northern part of Nigeria from the South; it is located between Ilorin and Oyo. The climatic condition is influenced by two major winds which are hot and dry wind. The type of crops grown well in the area (Ogbomoso) include Yam, Cassava, Potatoes and grain crops like millet, maize, guinea corn.

Ile – Ife in Osun State lies on 7° 8' North of the equator and 4° 5' East of the Greenwich meridian. Ile-Ife is an ancient Yoruba city in South-western Nigeria and it is located in present day Osun State. Ile-Ife has a moderate rainfall of 2000 - 3000mm per year. It has high temperature of about 27°C and high relative humidity of over 90% and it has a long period of raining season between 6-8 months and 3-4 month of dry seasons. Heavy rainfall in Ile-Ife makes it conducive in the cultivation of tree crops like cocoa, oil palm, kolanut and food crops like yam, cassava and maize.

Ado Ekiti is the capital of Ekiti State in south-western Nigeria. Ado Ekiti is inhabited by Yoruba-speaking people and is blessed with many institutions including University of Ado Ekiti and a Federal Polytechnic. It has a moderate rainfall of 2600 - 3500mm per year.
It has high temperature of about 26°C and high relative humidity of over 72% and it has a long period of raining season between 6-8 months and 3-4 month of dry seasons. Heavy rainfall in the area gives rise to the growth of tree crops like cocoa, oil palm, kolanut and food crops like yam, cassava and maize.

The population of this study comprised 2012/2013 internees (2,564) that participated in the internship training programme in the selected South-west Universities namely (LAUTECH, OAU, FUNAAB and EKSU).

Multistage sampling procedure was employed for this study. The first stage involved random selection of two federal and two state universities in south-west of Nigeria. The next stage involved was purposive selection of the Faculty of Agriculture from each of the selected institutions. All the Departments that are participating in the internship training programme in each of the Faculties of Agriculture from the selected institutions were considered. Then, fifteen percent of all the students in each of the departments from LAUTECH, OAU, EKSU and FUNAAB were chosen. Proportional sampling procedure was adopted to randomly select 15% of the internees from the selected Universities. List of the students were collected from the SIWES coordinator on departmental basis and 15% were sampled per department to ensure wide coverage of 269 respondents (Internees) for this study.

Descriptive statistics such as frequency counts, means, percentages, charts were employed in the presentation of some data values. The mean and standard deviation was obtained by summing up all the data values or scores and dividing by the total number of data value or scores (N).

3. RESULTS AND DISCUSSION

Figure 1 indicated that internees were between 21 and 25 years in LAUTECH (67.4%), OAU (70.6%), FUNAAB (81.8%) and EKSU (88.5%). The mean age of most of the respondents was 25 years in LAUTECH while the mean age of internees from OAU, FUNAAB and EKSU was 24 years. The mean age of the respondents is an indication that they are youths (Ajayi, 2006). They are still undergoing learning processes which will invariable fashion out their future job
attainment. This stage in life of the youths is very crucial as it connotes period when they are proactively wishing to satisfy the curiosity of their minds which will definitely affect their future attainment and may have either direct or indirect influence in the home and society at large since they are future generation of any community. The result is in line with the previous finding by Ojediran (1997) which claimed that for a country to attain economic stability, the agricultural sector must be vibrant and the youths must be encouraged to imbibe farming as a noble profession. Youths have the potential to overcome some of the major constraints to expanding animal production in developing countries such as pest control, feeding, genetic improvement and protection against predators because they are often more open to new ideas and practices than adult farmers. They play an important role in awareness on different subjects (Ijere, 1992).

![Figure 1: Mean= (LAUTECH=25), OAU=24, FUNAAB=24, EKSU=24, POOLED=24](source_data_analysis_2013)

The findings in Fig. 2 revealed that 58.2 percent of the respondents from LAUTECH were male while 40 percent of them were female. About 60 percent of the respondents from OAU were male while 35.3 percent were female, 66.2 percent of the respondents from FUNAAB were male while 33.8 percent were female. Also, 34.6 percent of the respondents from EKSU were male while 65.4 percent were female. On the overall, 60.0 percent were male while 40.0 percent were female from all the focal universities. The result of the finding...
therefore indicates that more of male than female respondents participated in internship programmes in the most of the selected universities except in EKSU where more of female than male participated in the programmes. This is an indication that male are more involved in agricultural activities since it is tedious and laborious. Some internship training programmes are geared for boys and girls, yet female students are more likely to participate in work-based internships than male students. The finding is contrary to the report of Haimson and Bellotti (2001) which claimed that female students are more likely to participate in work-based internships than male students and as such additional work-based internships involving activities and settings that appeal to male students need to be developed. Also, additional work-based internships involving activities and settings that appeal to male students need to be developed (Haimson and Bellotti, 2001).

![Figure 4.2: Gender of respondents](image)

**Source: Data analysis, 2013**

Table 1 showed the distribution of respondents by marital status. It was revealed that most of respondents in LAUTECH (89.8%), OAU (98.5%), FUNAAB (80.5%), and EKSU (100.0%) were single. However, more of internees in FUNAAB (19.5%) and LAUTECH (10.2%) were married. Evidently, most students remained single probably in other to be focused on the training and avoid the tendency of marriage pressure diverting their attention. The finding still tends to favour singles category which indicates vividly that most of the internees are youths. Majority of the internees participated in internship programme and these youths are known to contribute significantly to agricultural and
forestry activities such as land clearing, cultivation, marketing, distribution, and exploration (Farinde et al., 1997). The result is in line with that of Ovwigho and Ijie (2004) which stated that youths were considered as people who were not yet married and depended on their parents for social and economic survival.

Table 1: Distribution of respondents by marital status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>LAUTECH (Frequency, %)</th>
<th>OAU (Frequency, %)</th>
<th>FUNAAB (Frequency, %)</th>
<th>EKSU (Frequency, %)</th>
<th>POOLED (Frequency, %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>88(89.8)</td>
<td>67(98.5)</td>
<td>62(80.5)</td>
<td>26(100.0)</td>
<td>241(90.3)</td>
</tr>
<tr>
<td>Married</td>
<td>10(10.2)</td>
<td>1(1.5)</td>
<td>15(19.5)</td>
<td>-</td>
<td>26(9.7)</td>
</tr>
<tr>
<td>Total</td>
<td>98(100.0)</td>
<td>68(100.0)</td>
<td>77(100.0)</td>
<td>26(100.0)</td>
<td>269(100.0)</td>
</tr>
</tbody>
</table>

Source: Data analysis, 2013

The result in table 2 revealed that the need to practice what was thought in the classroom was the major reason why most internees (93.9%) engaged in internship programmes in LAUTECH, OAU (85.3%) and EKSU (69.2%) while opportunities to go for excursion and field trip was the major motivational factor into internship training programmes in FUNAAB (89.6%). The result of the finding therefore revealed that most of the internees were motivated into internship programmes because they want to practice what they had been thought in the classrooms in order to learn more and engage in hands on training. This implies that internship programmes could be identified as a forum through which internees learn more by experimenting (on field demonstration) the theoretical knowledge acquired especially in the classroom usually in a real life situation. Internees like any other learners, seems to learn more through practical demonstration of an event, processes and activities. More information is likely to be acquired through practical demonstration. During the internship, students are paired with a mentoring adult or onsite supervisor in the organization or business where they are available online: http://edupediapublications.org/journals/index.php/JSMaP/
interning. The mentor or supervisor collaborates with student interns on their internships, carefully monitors their work, coaches, counsels, guides and evaluates them on an ongoing basis. This finding is in line with the fact that internship is a process of learning through supervised practical experience, that is, the process of gaining knowledge and skill through observation and by doing (Yusuf, 2005). Also, this finding corroborates the result of research carried out by Biliaminu (2005) which appraised a field evaluation of LAUTECH internees’ attitudes towards animal production and claimed that large proportion of students are being influenced by the farm supervisors, peer groups, farm location, weather condition and indeed their personal interest on animal production.

Table 2: Distribution of respondents by motivational factors into internship programmes

<table>
<thead>
<tr>
<th>Motivational factors</th>
<th>LAUTECH (Frequency, %)</th>
<th>OAU (Frequency, %)</th>
<th>FUNAAB (Frequency, %)</th>
<th>EKSU (Frequency, %)</th>
<th>POOLED (Frequency, %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors’ attitude</td>
<td>79(80.6)</td>
<td>21(30.9)</td>
<td>46(59.7)</td>
<td>18(69.2)</td>
<td>164(61.4)</td>
</tr>
<tr>
<td>Zeal to practicalize what is taught</td>
<td>92(93.9)</td>
<td>58(85.3)</td>
<td>57(74.0)</td>
<td>18(69.2)</td>
<td>224(83.9)</td>
</tr>
<tr>
<td>Opportunities to go for excursion</td>
<td>73(74.5)</td>
<td>49(72.1)</td>
<td>56(72.7)</td>
<td>11(42.3)</td>
<td>187(70.0)</td>
</tr>
<tr>
<td>Opportunities to learn more</td>
<td>81(82.7)</td>
<td>50(73.5)</td>
<td>69(89.6)</td>
<td>16(61.5)</td>
<td>215(80.5)</td>
</tr>
<tr>
<td>Societal influence</td>
<td>48(49.0)</td>
<td>29(42.6)</td>
<td>33(42.9)</td>
<td>13(50.0)</td>
<td>136(50.9)</td>
</tr>
<tr>
<td>Colleague influence</td>
<td>60(61.2)</td>
<td>37(54.4)</td>
<td>32(41.6)</td>
<td>8(30.8)</td>
<td>137(51.3)</td>
</tr>
<tr>
<td>The state of farm equipment</td>
<td>48(49.0)</td>
<td>17(25.0)</td>
<td>55(71.4)</td>
<td>8(30.8)</td>
<td>127(47.5)</td>
</tr>
<tr>
<td>Competency of the supervisors</td>
<td>83(84.7)</td>
<td>32(47.1)</td>
<td>50(64.9)</td>
<td>15(57.7)</td>
<td>178(66.6)</td>
</tr>
<tr>
<td>Based on the orientation received</td>
<td>76(77.6)</td>
<td>31(45.6)</td>
<td>53(68.8)</td>
<td>16(61.5)</td>
<td>175(65.5)</td>
</tr>
</tbody>
</table>

* Multiple responses
4. CONCLUSION AND RECOMMENDATIONS

It was concluded that a lot revolves around the supervisor, respective internees and the internship environment.

It is thereby recommended that managers of internship programmes should be cognizant of the welfare of appointed supervisors of the programme, state of readiness and preparedness of the internees and the facilities provided for the successful undertaking of the internship programme.

5. REFERENCES


