

An evaluation of students' Internship experience in the Lifelong & Continuing Education
Department of the University of Lagos

by

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Abstract

The practical experience gained during Internship is vital to the production of a well-rounded university graduate and a required skill set in any profession. The study evaluated the Internship experience in the Department using mixed method involving qualitative and quantitative techniques. Five research questions were raised and answered using the questionnaire and Focus Group Discussion. The study Purposively sampled 300-Level students in the Department of Lifelong and Continuing Education of the University of Lagos, who were taking the course (ADE 325) on Internship (for two consecutive sessions), to establish opinions and students reaction to the conduct of Internship in the Department. All the students for the two Sessions were used for the study, making 125 in all. Data were administered and collected immediately during the final class of the course, thus retrieval rate was 100%. Themes treated in the FGD sessions included level of satisfaction with the course generally, choice of student placement as well as challenges faced. Data gathered were analyzed using simple percentages and Mean Scores for student responses to the questionnaire items. The FGD portion was treated with Thematic Analysis. Findings revealed a consensus, as all the respondents agreed that internship was beneficial, it was also unanimously noted that the time spent outside for the Internship was grossly inadequate for meaningful gain. Challenges include the timing interference with academic work, and funding was another issue. It was suggested that the timing of the Internship be urgently reviewed in the Department and to explore the possibility of giving the students a stipend to facilitate the experience. Having students who have experienced the practical aspect of their profession produces more confident and resourceful graduates who will contribute meaningfully to national development.

Key Words: University undergraduate, Method, Internship experience, LL& CE Department

Introduction

Practical training remains relevant to any profession, and ensuring that undergraduates experience the practical side of their training before entering the world of work is vital to the effectiveness of any profession. The changing nature of what they meet in the real world affirms the necessity to continue exposing students to the entire gamut of their chosen career. This is especially so for people who work with adult learners who have to continue to adapt and fit into a changing world, where the dynamics of what they need to learn through life keeps changing, especially in this technological age. The internship experience helps students familiarize

themselves with what it takes to work with adult learners, especially in handling them, as different from working with children. It is experiential learning, as students are actively engaged and participate in learning through direct experience. Grossman (2017) says Internship is a professional work experience where learning is built into the business' organization. Thus, the student takes on responsibilities in the organization and participates in observing and learning, while actively performing duties supporting the organizations' endeavors. Thus, it can be said that an intern is a student who undergoes supervised practical training in a temporary position, with an organization, through on-the-job training in order to learn more in that profession.

The notion of being an *Intern* was previously used in the Medical profession to define a person with a degree but without a license to practice yet. Internship is no longer limited to that profession alone nowadays. Student internship, as a work-based educational experience, and relating to specific job positions and professions started in the U.S. in the early 1900s and is now popularly practiced in many higher institutions that train professionals. Internship is a time of practical experience or exposure after completion of the theoretical part (which often takes years) and it is undertaken by professionals. It is undertaken in a short amount of time and may or may not include pay for the internees. It is a form of job attachment that consists of an exchange of services for experience between the student and an organization or individual who can be referred to as the 'mastercraftsman', or the more experienced, and is usually taken as a graded course within the University system, around the penultimate year before graduating.

Internship allows for practical skills acquisition under the guidance of more experienced mentors who will help provide that link between theoretical and practical experience in the field. Chambers (2015) describes it as working in the real world setting, guided by knowledgeable, experienced and successful supervisors. Briel & Getzel (2001) and Grossman (2017) add that it provides a link between academic setting and the world of work. Through the internship program, students are exposed to their relevant occupational areas in real work situations which helps them get a firmer understanding of the link between theory and practice, such that they can develop good work habits and make informed choices, assume responsibilities, develop knowledge and attitudes required for successful performance and generally explore that field of their career. Internship is common for undergraduates in most Universities in countries like

Italy, America, Australia and Germany. It is however practiced differently in some other countries; variations include for example, in the United Kingdom, internship is more common with Secondary School students; Canada runs internship for secondary school students and undergraduates, though it is referred to as Cooperative Education (Coop). Internship during the education period for students is however uncommon in Spanish Universities. It can also take the form of national or international exchanges, but they all share common basic similarities. Disciplines that incorporate internship practices include students in the Faculties of Engineering, Law, Medicine, Architecture and Education. Togara (2013) had suggested that practical experience cannot be gained within the classroom environment alone, which is why the external practical experience is crucial to creating a well-rounded scholar.

Internship serves as a bridge for the student, between the classroom and the world of work and helps to make the transition smooth. The erstwhile tendency to rely too heavily on learning theory alone has been found to be least beneficial to students who will end up saturating the job-seekers market, instead of being self-employed, as they may lack skills that can make them creative. This could mean glutting the labour market with unemployable graduates which did not augur well for national development as noted by Ejere & Tende (2012); Oviawe (2010). In the same vein, the Nigerian government has introduced Entrepreneurship Education (EE) into the University curriculum in a bid to equip students with entrepreneurial skills and competences that will help them be employers of labour, rather than job-seekers themselves. It is hoped this will help fight poverty in the nation as well as improve the economy and foster industrial development. This is because the internship experience further helps to expose students to entrepreneurship opportunities and which is why Olorundare and Kayode (2014) called for entrepreneurial education in higher institutions. Though Merrit (2008) proclaimed that internship had many advantages and few disadvantages, the latter can be intensified if due care is not taken or the experience is handled carelessly.

The benefits of internship include that it:

1. allows for practical experience, giving students the opportunity to practice what has been learnt theoretically
2. helps students prepare for a career and may eventually help them to develop real interest in a particular line, or even specialize

3. helps in skill benefits for the student, as well as being a source of commercial gain for the employer for the period (like free labour)
4. helps to convince employers of labour that graduates can apply what they have learnt beyond what just possessing a certificate promotes. Grossman (2017) goes even further to assert that employers prefer graduates who have undergone the internship experience.
5. may lead to permanent employment and ensure job security for the unemployed new graduate, among others.

Adebakin (2015) further adds that internship (which is usually undertaken during the penultimate year in University) gives the students renewed impetus to face their studies in their final year, and was also ultimately found to positively affect their academic performance as corroborated by Binder, Baguley, Crook & Miller (2015); Gomez, Lush & Clements (2004), along with Jackson & Wirt (1996).

Internship is usually done between one to four months or more. It certainly does not take as long as it takes to acquire the theoretical aspects of the learning. It mostly takes place before the final year in school to make for a better-rounded scholar. Some of the popular methods of conducting internship include Job Shadowing, Mentoring, On the Job, Simulation, Demonstration/Practice, Vestible Training, among others. Several terminologies are often used synonymously with internship, like Apprenticeship, which is seen as a period of technical training in any vocation, it is similar to internship though a bit more rigorous; Cooperative Education is another type of paid internship taken for graduating credit; other similar terminologies include SIWES, Practicum and Externship (non-residential).

Internship in the University of Lagos

Internship is often conducted through the Student Industrial Training Program and offers Nigerian students in Higher Institutions the opportunity to gain work experience in different locations within their area of expertise. In the University of Lagos, internship takes the form of SIWES (Student Industrial Work Experience Scheme), Internship, Practicum or Industrial Training, depending on the Department, but they are all practical experience.

Internship is compulsory as a requirement for completing required number of units in the Department for graduation. It is best experienced within the vast field that constitutes Lifelong and Continuing Education which entails working with adult learners. There are no suitable adult education experiences within the University set-up where, at best, students are only exposed to

Secondary School students for their Teaching Practice experience in the Faculty. For those who will ultimately be working with adult learners, internship affords them the opportunity to interact with their primary clients, adults; it is important for them to acquire their work experience within the field itself where they will come in contact with adult learners in the different areas like Vocational Education, Continuing Education, Community Development, Literacy and Management Education. Those who guide them through the process as their 'mastercraftsman' ensure that the transition is smooth and done according to andragogical principles.

The course itself is currently experimentally conducted in a two-fold manner where the first portion will see the students spending time at the Department-organized Literacy School on campus. This should go on during the First Semester in the evenings (5-7 p.m) in their different batches. The second part is done outside campus where students are fixed into various Vocational Institutions (currently organized by the Department and Lecturers in charge of the course) where they can observe, first-hand, how adults are treated in teaching/learning environment through the conduct of the facilitators. Students also get exposed to various skill acquisition opportunities which may stir them to interest in certain areas of adult education. Currently, the staff and Department source for the location and the one in use now is a Government-run Vocational Education Centre that consists of several Vocational Training Programs under the same complex. This is in the interim, but is convenient for everyone for now, even if it does not offer enough exposure to wider experiences. Students are to culminate the experience by writing a detailed report on their internship experience. The course is compulsory and earns them credit units towards their graduation. The Department used to be conduct the internship during the long vacation of about two months and students chose their own location based on proximity to their residences and lecturers would visit the various Centers to assess them. (Currently the Department has only been able to manage the external internship experience in the past 2 semesters to fit into what should have been their long vacation in the summer; (this used to be up to 2 to 3 months before). However, due to system logistics, the irregular summer holidays (around June) now has been reduced drastically to 2 to 3 weeks. These changes in the holidays mean there is no longer regular Summer breaks and students now have, at best a couple of weeks to intern, rather than up to the three months).

Human Capital Development is often achieved using education, health and labour as strategy for the socio-economic development of any nation. A well trained and equipped graduate can thus only contribute his quota to national development efforts. The National Policy on Education (2014) mentioned some of the goals of University education in Nigeria as contributing to national development through high level relevant manpower training, the acquisition of both physical and intellectual skills that will enable the individual to be self-reliant and useful members of the society, as well as to promote and encourage scholarship and community service (the latter of which is also a prominent goal of the University itself – (education, research and community service). In order to boost the Nigerian economy there is the need for the University communities, as creators of employable graduates to be more proactive and relevant to economic demands. The new type of graduate must be adequately equipped to be an entrepreneur, a post which he can only successfully attain with appropriate training and exposure to practical experience that will give him the skill and confidence to be self-employed, and he will thus become a solution and create wealth and jobs, rather than become a liability as a job-seeker. With the reduction in unemployment, other vices like crime, poverty, discontent, and so on can be eliminated in the nation and standard of living improved, thereby fostering national development.

Problem of the study

In view of the economic downturn and increase in unemployment situation in Nigeria, internship helps to create more well-rounded graduates and entrepreneurs who are capable of helping nation-building aspirations, if properly harnessed. What then is the situation of internship or what are the internship practices in Nigerian universities and how do they contribute to national development? In order to be able to successfully transition between the theoretical into practical experience of working with adult learners, students in the Department need to undergo the compulsory Internship experience. But what is their experience so far and what challenges do they encounter apart from benefits derived? If adult learning is to be encouraged for life, those working with them must be adequately equipped to perform the necessary tasks, otherwise graduates will not be able to optimally contribute their quota to national development. The question of who gets to dictate where the student intern has also been a burning issue over time. In terms of choice, Medical students in Israel use the lottery method to pick top hospitals for

their internship (Slava, Hassidim, Arnon, Romm, Shreberk, Hassidim & Massler (2015). Merrit (2008) says the student decide in the U.S. The issue of choice is yet to be thoroughly addressed in the Department. Also, Internship programs are hardly evaluated for effectiveness, thus it is a gap in research that must be addressed for improvement in the internship practices of Nigerian Universities. Nse (2012) had again noted that there seemed to be a wide margin between the reality and actualization of the objectives of students participating in Students Industrial Work Experience (SIWES) of students in tertiary institutions. Do Universities practice internship effectively? Are students' expectations met in the Program? The importance of internship has made the Lifelong and Continuing Education Department and other Faculties in the University take notice and recognize the need for a reassessment of their internship practices in a bid to develop students' practical skills. The study is based on students' reaction and opinion to the general conduct of the course, as well as thir experience on the Program.

Purpose of the study

The main goal of this research is primarily to help highlight and address common criticisms and challenges within the internship practice; specifically:

- to document students' experience in the course so far;
- to record the perceived benefits derived from the experience;
- to examine the challenges faced, and
- explore how these can be ameliorated.

Research Questions

How is Internship currently handled in the Department?

What are the benefits of internship?

What has students' experience been like?

What do students view as challenges in the practice?

How can internship experience in the Department be better handled?

Significance of the study

The following stakeholders are expected to benefit from this study in singular ways:

- Students: will learn to be more confident, backed by the necessary practical skill acquisition, to face their vocation.
- Staff and authorities: will learn the best way to handle the course and maximize opportunities
- Adult learners, the ultimate recipients, will work with more seasoned and well-trained adult educators, and
- The nation: The outcome of the study should ultimately translate into nation building and create a vibrant work force and a lifelong learning society, along with adding to literature in the field.

Methodology

The study used mixed method involving qualitative and quantitative techniques. The instruments used for the study were the questionnaire and Focus Group Discussions (FGD – guided by a check list). The FGD was added for a more in-depth analysis and to corroborate the questionnaire. Frequency counts were used to analyze along with Mean Scores, and thematic analysis used for the qualitative aspect.

The study Purposively used 300-Level students in the Department of Lifelong and Continuing Education of the University of Lagos, who are taking a course on Internship to establish opinions and student reaction to the conduct of internship in the Department. Two sets of Year-3 students were used within the period of 2015 (52 students) and 2016 (74 students), making 126 in all. All the students for the two Sessions were used for the study. Data were collected during the final class of the course. A 'questionnaire on student evaluation of internship' (QOSEOI) was researcher-developed and validated by three experts in the Department and their corrections were incorporated into the instrument. The instrument contained 16 items in all. The second part was Focus Group Discussion. The questionnaire part had 2 sections, the first had three-option answers to the first 4 questions while the next 7 items were in the form of a rating scale ranging from very satisfied (5) to very dissatisfied (1). The other 5 items were semi structured in the form of FGD for the entire class to seek students' opinion and reaction, as well as evaluation of the class. Themes treated in the discussion included level of satisfaction with the course generally, choice of student placement, as well as challenges faced. Instrument was administered

to the respondents in each Semester during the final class and was collected immediately, therefore all students in the class participated and retrieval rate was 100%. 20 students, who were not part of the main study, from Year-4 of another Department, were used to test-run the instrument for reliability, and the quotient .81, after a test-retest, was found to be adequate. Data gathered were analyzed using simple percentages and Mean Scores for student responses to the questionnaire items. The FGD portion was treated with thematic analysis.

Result of findings

Course Handling

To answer the question about who should be responsible for the students’ postings, the responses are indicated below:

Table 1: Responsibility for students’ posting for Internship

	2015	2016
Students	21(40%)	13(17%)
Lecturers	12(23%)	22(30%)
The Department	19(37%)	39(53%)
Total	52 (100%)	74 (100%)

This is further depicted in the Pie Charts in figure 1a and b.

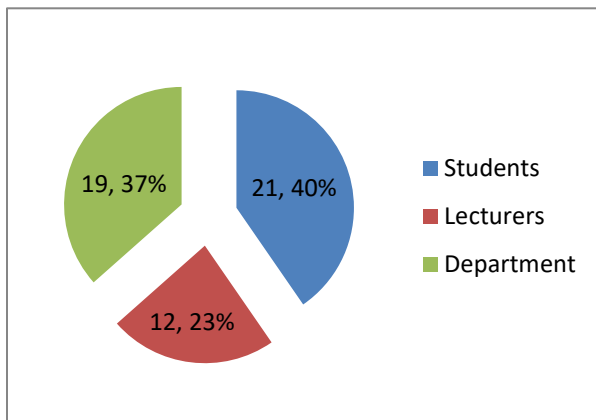


Fig. 1a: Responses for 2015

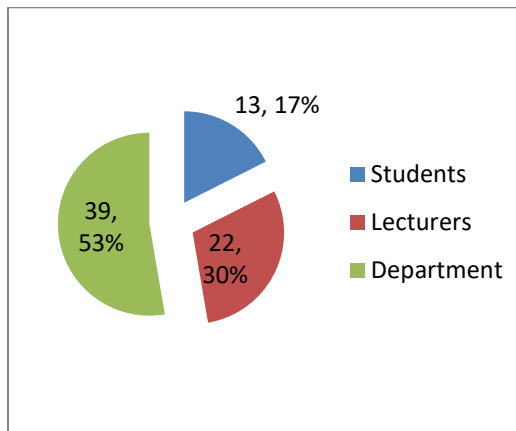


Fig. 1b: Responses for 2016

In response to the question of who should be responsible for internship posting, majority 21(40%) of respondents in 2015 felt it should be the students. This opinion changed in 2016 when respondents overwhelmingly (39 – 53%) felt it should be the Department. Majority of students (92.5%) in the two years examined were satisfied with the handling of the course.

The Internship experience

The next seven questions in the second section were a rating scale indicating students’ level of satisfaction. The first asked about their overall satisfaction with the posting itself.

Table 2: Level of student satisfaction with the overall internship posting

	2015	2016
Very satisfied	13(25%)	42(57%)
Satisfied	20(38%)	20(27%)
Fairly satisfied	12(23%)	1(1%)
Dissatisfied	3(6%)	1(1%)
Very dissatisfied	4(8%)	10(14%)
Total	52(100%)	74(100%)

This is shown in the next two charts:

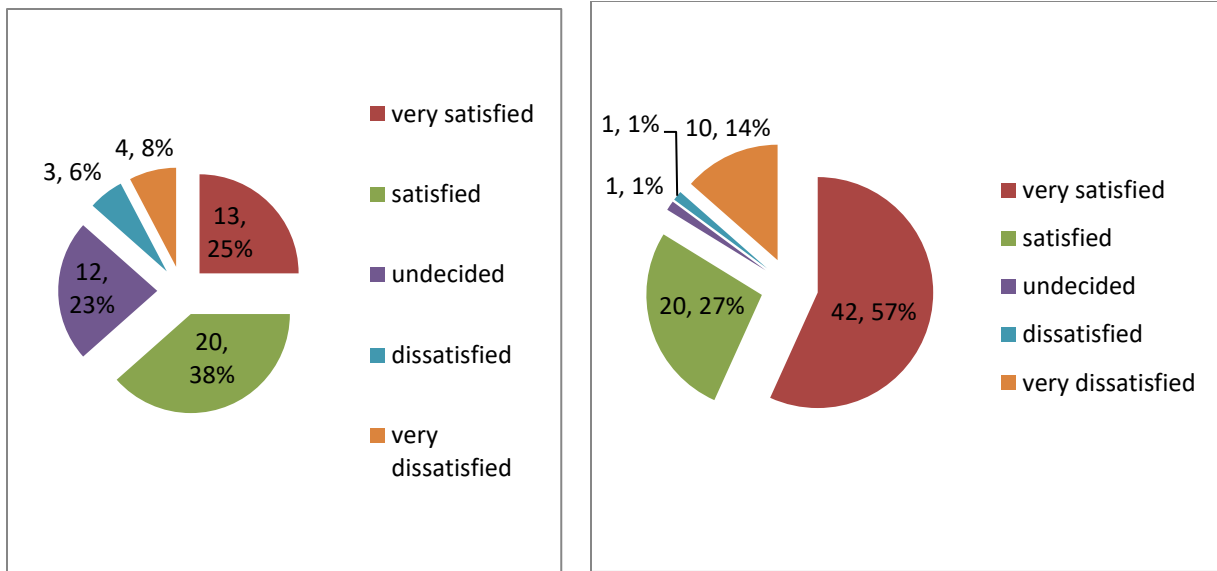


Fig. 2a: 2015 Overall satisfaction with postings Fig. 2b: 2016 Overall satisfaction with postings

The respondents were mostly satisfied in both Sessions with their postings. This is more so in the year 2016. A further probe however, revealed that they would have been happier if they were more involved with the selection process.

As for the second question on what the students have learnt from observing the facilitators’ method of teaching at the Internship Centre, majority felt satisfied with what they have learnt from them as shown in the next table.

Table 3: Gain from facilitators’ teaching method at the Centre

Students’ opinion on facilitators method of teaching during the program	2015	2016

Very satisfied	21 (40.38%)	43 (40.38%)
Satisfied	11 (21.15%)	19 (25.67%)
Fairly satisfied	13 (25%)	1 (1.35%)
Dissatisfied	4 (7.69%)	0
Very dissatisfied	3 (5.77%)	11(14.86%)
Total	52 (100%)	74 (100%)

This is further presented in the graph below:

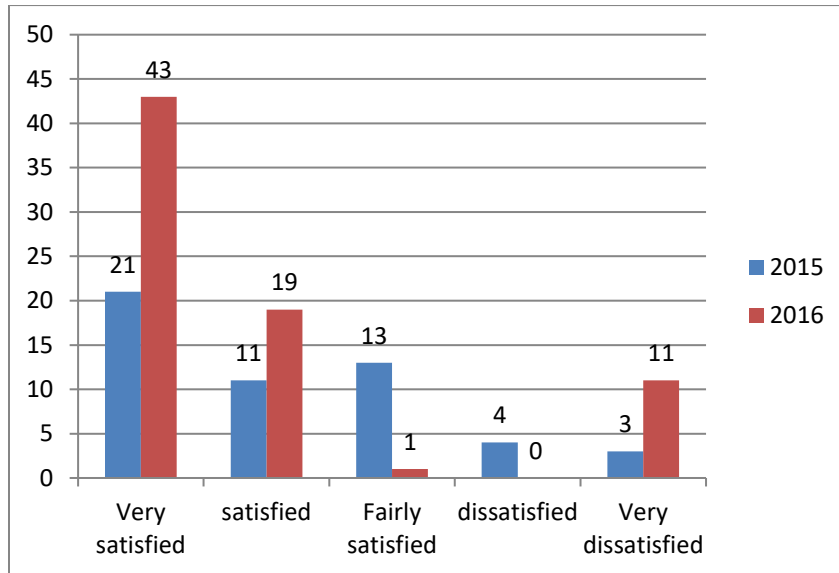


Fig. 3: level of satisfaction with facilitator method of teaching

Majority of the respondents were satisfied with what they have gained from observing the facilitators method of teaching. However, the next question on the level of student satisfaction with facilitators handling of the adult learners yielded mostly the displeasure of the respondents as they felt the handling generally could be better. Many were satisfied that majority of the facilitators used Practical skill teaching methods. However, some respondents were dissatisfied with the overall handling of the adult learners, which did not show adherence to andragogical principles.

The next question deals with students' level of satisfaction with their reception at the Centre where they served for internship, their responses are detailed below:

Table 4: Satisfaction with student reception at their assigned internship Centre

Satisfaction with reception at the	2015	2016
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center		
Very satisfied	11(21.15%)	39(52.70%)
Satisfied	18(34.61%)	28(37.84%)
Fairly satisfied	19(36.54%)	1(1.35%)
Dissatisfied	4(7.70%)	2(2.70%)
Very dissatisfied	0	4(5.41%)

They were mostly impressed with their reception at the Centers where they served and felt they were well received and had full cooperation. Students felt warmly received at the centers where they served in the two sessions.

The next question is on students' interaction with the adult learners:

Table: 5: Experience with student interaction with the adult learners

Satisfaction with student interaction with the adult learners	2015	2016
Very satisfied	11(21.15%)	39(52.70%)
Satisfied	18(34.61%)	28(37.84%)
Fairly satisfied	19(36.54%)	1(1.35%)
Dissatisfied	4(7.70%)	2(2.70%)
Very dissatisfied	0	4(5.41%)

Asked about their experience and interaction with the adult learners, the students reported that they had a smooth and cordial interaction with the adult learners, according to table 5.

The next question, which was students' rating of their overall satisfaction with the handling of the course itself yielded 120 (95.24%) respondents claiming that they were satisfied with the course handling.

The second part was conducted as FGD and the responses were combined for the first four questions and averages revealed that the majority of the respondents 92(73.02%) described the overall experience with internship in positive terms and felt that it was beneficial. They all went in to gain practical experience after the theoretical aspect of the course in the classroom.

In terms of Students' benefit from the course, when asked why they feel they have to go for internship, they all (126 -100%) said it was for the practical experience to support what they have already learnt in theory in the classroom and also because the course was compulsory. Majority 85 (67.46%) of the combined responses also felt the experience fulfilled the reason for going for it. It was unanimously agreed that the course is compulsory as it should be, and they all felt that internship exposes them to practical experience. They also think that internship is a

good idea and is beneficial to students. In terms of the gains of internship, all respondents feel there is much to be gained and they have done that through the experience. The next question sought to establish students' opinion on how the theory learnt in school helped to prepare them for the practical experience. 122 (96.83%) of the students were satisfied that the course adequately prepared them for the practical experience of internship, and they knew what to look for, as well as how to evaluate the situation.

As for challenges faced by students, the respondents listed the major challenges with the experience as being the timing of the first portion of the course in the Literacy School, which could affect their academic focus during the Semester. Also the short period of 2 to 3 weeks spent outside for the second semester which they opined were too short to make meaningful impact. The second part was on the level of their satisfaction with their involvement with the Centre selection. Since this was currently organized by the Department, several of the respondents were of the opinion that they were not involved enough in the process. Other challenges include those of transportation to and from the venues due to proximity. Majority of the students further suggested that more time be added to span the holidays. This question sought their opinion on the duration of the internship and a combined majority for the two semesters of 98 (77.77%) felt the timing was inadequate for the experience. In terms of challenges, respondents listed the following as some of the challenges encountered:

Summarily, the FGD, used to corroborate the assertions in the questionnaire revealed that there were a lot of unanimous agreements by the respondents on several issues. The themes are summarized through some excerpts of students' responses:

- 'I wish to complain about poor timing as the timing did not allow for optimum gains; it was inadequate and the part that we did during the semester interfered with our academics';
Another student complained about the placement options,
- 'students should get to choose where they intern' (students believed they should have the final choice)
- 'funding is also problematic, as getting transportation money to and from the Centre proved challenging'.

Discussion of Findings

In terms of posting students do not have firm say in the posting yet. The respondents were generally satisfied with the place they were posted but were not happy about not having a firmer stand in the selection process though.

In terms of Centre selection, students felt they should be responsible for the center selection (which is not the current practice), thus they were not in acquiescence with their posting, which will often be a result of their not being involved in the process. This feeling of being excluded from the decision-making process could affect their achievement level in terms of what they gain from the experience and thereby affect the overall success rate of the Course and its objectives. It will probably ultimately be prudent to return to the old system of conducting internship in the Department, which was during their Long Vacation period, and students would choose their own location. This will be more stressful for the assessors, no doubt, but will ultimately better benefit all stakeholders.

The students agree that the classes adequately prepared them for the practical experience. They also felt they have gained a lot from observing the facilitators at the centers. More than 50% in the two years were also pleased with the practical methods used to teach the adult learners. They however felt that the other aspect of method, in terms of handling or relating with the adult learners were however not fully compliant with andragogical principles. Students have learnt in theory that adults should be handled with respect. Usually, people who have training in adult education will better understand the principles involved, thus if students feel the adult learners are not being accorded due respect or andragogical principles not utilized, they may not be happy with the mode of handling the learners even though practical methods were used to teach. The findings indicate that they are largely in acquiescence with the method being used to help the adults to learn as it is mostly hands-on learning experience method. The reason for the questionable mode of handling adult learners can be attributed to the fact that, usually, many facilitators in the field are not appropriately trained as their previous experiences may have been limited to working with children.

The argument on who should be responsible for internship posting which saw several of the students having differing opinion, is probably due to the fact that students are not fully cognizant of their power of contribution to the decision-making process. This key activity in their career, which deals directly with their ability to work successfully with adult learners, should ideally be a decision that will be made with their full consent and participation.

in other parts of their experience, they recorded a high level of warmth in their reception by the cooperating centers and their rapport with the adult learners were also cordial. The students felt that they have gained from the practical experience of the internship.

Students are generally aware of the importance of the course and what they stand to benefit in terms of practical experience. All the respondents agree that internship as a practice was beneficial to students, in line with several other authors (Hock Cheong, Chen, Yahya & Yen Yen (2013); Olorundare & Kayode (2014). Students also agree that internship helps their practical skill development, which agrees with Edonkumoh, Nwachukwu & Emmanuel (2015). Students need adequate training and practical exposure to be able to practice their craft effectively. Ideally, the exercise should take not less than 3 months of full collaboration. Unfortunately, there is now a virtually non-existent Long Summer Break period, but whichever holiday is the longest could be considered. Students felt they benefited from the experience as the course they took adequately prepared them for the experience and they could then write a full report on their Internship experience.

Going by the challenges students faced, the timing and the placement are issues that need to be addressed.

- Students felt the part of the Internship that was conducted during the Semester in school during the academic session did not allow them to pay utmost attention to their academics. They felt it would be more beneficial if both parts were combined into only one and done during the Long Vacation, or any other period that will allow for the full period of up to three months. It was again unanimously noted that the three weeks spent outside is hardly enough; also, it is difficult to combine the time with the academic work in reference to the 1st session, which was conducted in School, along with their academic work.

- Furthermore, the logistics of proximity of the placement to their residence was also an issue for the second part of the exercise that takes students outside the School premises. The previous practice had been that the Vocational Training Centre placement was at the discretion of the students, which put them near their families, and Lecturers visited these various locations to assess the students. The system changed in the past couple of years due to School calendar irregularities and truncated Semester breaks, and as a result of timing issues. The current practice of the Department's involvement in student placement is based on the fact that it already has established a rapport with the co-operating facility, which also helps for a more uniformed exposure for the students.
- Funding was another sore point, as students had to source for transportation to and from the current locations, and it was even suggested that the authorities can make it a period of paid employment so that students can get a stipend. After all, their counterparts in other Faculties for SIWES seemed to enjoy this privilege.

Conclusion

There is no doubt that internship is an invaluable experience for any professional in the field. Some persisting challenges like faulty placements, timing issues and other logistics however still plague the practice. The Department is currently responsible for the postings but ultimately, it should be left to the decision of the students. The general outcome is that the benefits of internship are probably not fully harnessed yet, which would lead to the following recommendations:

Recommendations

Based on these findings the following recommendations are proffered:

- The time of the internship must be extended and not be less than 3 months in the academic year.
- students must be more involved with their placements and be the ones to suggest where they will intern and the supervisors (all teachers in the Department) must visit them during that period for their assessment in collaboration with their cooperating Centre's Administrators and Facilitators. It is suggested that the posting of students for Internship should be a joint decision between all the stakeholders, with the student's opinion being

the deciding point. This is to ensure the proximity of the location to their areas of abode for convenience. The onus is then on the supervising lecturer to ensure they visit the various locations for student assessment of the internship experience.

- maybe a stipend could be squeezed out to help with student transportation. If there is any way to pay the students a stipend for transportation to their locations during the exercise to boost their morale (after all, their counterparts in other faculties doing SIWES receive a stipend).

Ultimately, the latent opportunities accruing to the internship experience are not yet maximized in the Department. This is due to some of the challenges noted in this study; the Department should urgently focus on eliminating these so that the benefit of internship can be enjoyed by all, including the nation. All these will make for a more successful, productive and sustainable internship experience for the students. There is thus the need to figure out a more fitting time schedule which will allow for more time for the experience. This will ultimately impact on nation-building efforts, apart from providing better equipped graduates.

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