

ASSESSMENT OF AGRICULTURAL INTERNSHIP TRAININGS EXPOSURE TO STUDENTS AND THEIR JOB ASPIRATION IN NIGERIA UNIVERSITIES

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Abstract

The study assessed agricultural internship trainings being exposed to students and their job aspiration after Universities education with the aim of identifying different trainings exposed to them. A Multistage sampling procedure was used to select two hundred (200) respondents from four (4) Federal Universities in South Western Nigeria. Descriptive and inferential statistics were used to analyse data collected. The result revealed that the mean age of the respondents was 24 ± 2.33 years, and majorities (72.5%) of the respondents' parents were educated up to the tertiary institution. It was observed that the trainings exposed to the students differ across selected universities namely; Application of Computers to Agriculture, On-farm Demonstration, Teaching in Secondary School, Baking making, Tie and Dye, Horticulture crop production, Pasture production and Management technique. Furthermore, it was observed that respondents were exposed to the same trainings irrespective of their Departments except for Federal University of Technology because of the peculiarities of the Departments. Moreover, correlation analysis results revealed that there was no significant relationship between parents' working years ($r = 0.034$; $P \leq 0.05$), age ($r = -0.078$; $P \leq 0.05$) and years of education ($r = -0.045$; $P \leq 0.05$) of respondents and their job aspiration. The study recommended among others that Universities offering agriculture as a course should compare their curriculum periodically and the needs of students should be considered when drafting internship plan for trainings in order to motivate to embrace agriculture as a profession thereby enhance food security in the country.

Key words: food security, internship, job aspiration, training

INTRODUCTION

An internship is a system of on-the-job training that allows learners to gauge their interest in a chosen professional area. Internships also provide real-world experiences instead of second-hand experiences (Unknown, 2012) [7]. Training is the process of learning the skills you need to do a particular job or activity (Encarta, 2009) [4]. In other words, internship training is the period of a time a person learns and acquires skills and knowledge needed to carry out a specific assignment or qualifies for a particular job.

In Nigeria, due to the growing concern among the capitalists that graduates of our institutions of Higher learning lack adequate practical background studies preparatory for

employment in industries, led to the formation of students Industrial Work Experience Scheme (SIWES) by ITF in 1993/1994 (SIWES, 2002) [6] which serves as an internship training programme for undergraduates. The SIWES is a skill Training programme designed to expose and prepare students of Agriculture, Engineering, Technology, Environmental, Science, Medical Sciences and pure and applied science for the Industrial work situation which they likely to meet after graduation (Wodi and Dokubo, 2009) [9].

A job is any activity such as trade or profession that somebody does regularly for a pay (Encarta, 2004) [3].

Aspiration however, is the desire or ambition to achieve something (Encarta, 2004) [3], that is attainable by conscientiously working

towards it and with guided interest (Adebayo, 1995) [1].

Over the past decades, agriculture production has failed to keep pace with the growth in population and the poor performance of the agricultural sector becomes more glaring when compared with the average annual growth rate of about 6% for the economy as a whole over the same period. However, the role agriculture has played in Nigeria's economic life has decline tremendously (Mafimisebi, *et. al.*, 2010) [5] as a result of the drudgery nature of agriculture due to overdependence on hand tools, investment in developing countries (Nigeria) usually discriminate against agriculture, backwardness of the rural areas where farming activities dominate, lack of social amenities in the farming areas, and also the honour given to a farmer can be compare to that of a slave in the society due to the widespread stigma of poverty, illiteracy. A lot of graduates of agriculture still prefer to work in a non agricultural sector in order to earn a living for themselves. This eventually led to persistent reduction in labour and food production. In view of these, the study seeks to provide answer to the following question among others in order to determine the knowledge, skill and the practice acquired by students during the internship training: what are the types of internship training the students were exposed to?

Objectives

- (i)determine the influence of personal and socio- economic characteristics of the students on their job aspirations.
- (ii)identify the type of internship training given to students in the selected universities

Hypothesis one: There is no significant relationship between the personal and socio economic characteristics of undergraduates and the job aspiration.

Theoretical framework

The instrumental motivational theory is adopted for this study. Instrumental motivation for present actions that results from already anticipated future goals (e.g., to do one's best in school to become a teacher) is extrinsic motivation. The present actions are then perceived as instrumental for achieving

future goals. Such activities are not auto-telic but derive utility value (Wigfield and Eccles, 2002) [8] from those goals in the near or distant future. Learning and getting good grades have a utility value (Eccles and Wigfield, 2002) [2] when they are perceived as instrumental for achieving other goals in the near or distant future. This implies that instrumental motivation requires that students have set goals for themselves in the near and distant future, that they developed a future orientation or future time perspective (FTP).

MATERIALS AND METHODS

The study was conducted in four selected federal universities namely; Obafemi Awolowo University, University of Ibadan, Federal University of Technology, Akure and Federal University of Agriculture, Abeokuta. The four universities were randomly selected in the south west region of Nigeria. Final year or fifth year students were purposively selected for the study because they had undergone the internship during in their fourth year. In all, thirty seven (37) departments were selected from the four universities selected. A proportionate sampling technique was used to select fifty (50) students in each university selected. Random selection was used to select the respondents for the study. A total of two hundred (200) were selected in the study area.

Data for this study was collected from two major sources.

(a)Primary source: this includes data that was collected by interviewing some students using questionnaire.

(b)Secondary source: secondary source was sourced from books, reports, journals, and internet as well as papers presented at seminars, conference about the internship training.

In analyzing the data, Descriptive and inferential statistical techniques were used. Descriptive statistical techniques like frequency counts, percentages, mean, standard deviation, Bar chart were used to analyze the data where appropriate. Chi-square (χ^2) and correlation (r). (Inferential statistical technique) analyses were carried out to

determine the relationship between the socio economic status (parents' profession and education) and students' job aspiration.

RESULTS AND DISCUSSIONS

Section A. Demographic characteristics of respondents

Data in Table 1 showed that the average age of the respondents was 23.74 years, majorities (60%) of the respondents were male, 60% of respondents' parents are civil servant,

majorities (72.8%) of respondents' parents completed tertiary institution, 28.02 years is the average working years of respondents' parents, and 63% of the respondents were aspired to go into farming or agricultural related jobs. This is in agreement with Yusuf (2005) [10]. The results show that respondents were old enough to make choices of their own independent of external influence, and also have educated parents who can serve as guardians.

Table 1. Showing the demographic characteristics of the respondents (N = 200)

	Frequency	Percent	
Age			
Below 20	9	4.5	Mean =23.74 S. D = 2.332
21 – 25	144	78.5	
26 – 30	32	16	
Above 30	2	1	
Parents' working year			
below 10	5	2.5	Mean =28.2 S. D = 8.64
11 – 20	24	12	
21 – 30	132	66	
31 – 40	33	16.5	
41 – 50	3	1.5	
Above 50	3	1.5	
Sex			
Male	120	60	
Female	80	40	
Years of education			
Below 15	4	2	Mean =18.69 S. D = 8.64
16 – 20	160	80	
21 – 25	35	17.5	
Above 25	1	0.5	
Marital status			
Single	197	98.5	
Married	3	1.5	
Parents' level of education			
Did not go to school	4	2	
Completed primary school	10	5	
Completed secondary school	41	20.5	
Completed tertiary education	145	72.5	
Religion			
Christianity	177	88.5	
Islam	21	10.5	
Others	2	1	
Parents Occupation or profession			
Farming/Agricultural related job	9	4.5	
Business/management	48	24	
Civil service	97	50	
Private Sector	13	6.5	
Others	30	15	
Total		100	

Field Survey, 2013

Types of internship training students were exposed to

Data in Figure 1 revealed that 73.6 percent of

the respondents had their internship training for 12 months, majorities (42%) of the respondents had their internship training

outside the school farm. However, there are some specific courses which the selected schools offered which are not done in other schools.

These courses were:

Obafemi Awolowo University: Application of Computers to Agriculture, On-farm Demonstration, Teaching in Secondary School, Greenhouse Operations

University of Ibadan: Baking making, Tie and Dye, wildlife reserve, pomology, biogenetic engineering, saw milling, silvicultural aspect of forestry, forest operation and management.

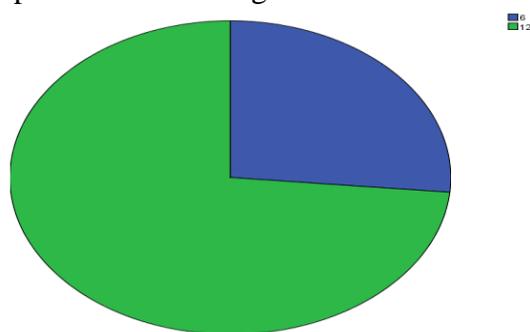


Fig. 1. Showing the duration of internship training of the respondents

Source: Field survey, 2013

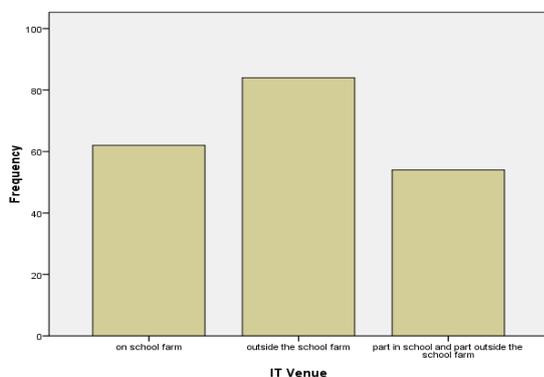


Fig. 2. Showing the internship venue of the respondents

Source: Field survey, 2013

Federal university of agriculture, Abeokuta: Horticulture crop production, Pasture production and Management technique, Crop post Harvesting technique, Agricultural meteorology, Organic Agricultural practices.

Federal university of technology, Akure: Students were exposed to different trainings based on their course of study or department. These departments are:

-Agricultural economics and extension department: Extension Training and Curriculum Development, Seminar in Agricultural Economics and Extension, Social Relationship and Behaviour Change, Project Appraisal and Planning, Research Methods in Social Sciences

-Animal production and health department: There is no course that is specific to this department which others are not doing.

-Crop, soil and pest department: Hatchery Technology

-Environment and Wildlife Management department: Biodiversity Conservation, Ecology and Management, Park Planning and Interpretation, Tourism Organization and Travel Planning, Ballistics and Weapon Training, Ecotourism Planning And Management, Cartography and GIS Techniques, Food Standards, Law and Quality Control, Remote Sensing

-Food, wood, technology department: Application of Geographic information System in Forestry, Agroforestry systems, Furniture Design and Production, Forestry Inventory, Wood Harvesting and Transportation, Pulping and Bleaching Technology.

Part B: Testing of Hypothesis

There is no significant relationship between job aspirations and the personal and socio economic characteristics of undergraduates (parents' working years, age, respondents' years of education, sex, parents' profession, parents' education, and departments.

Testing this hypothesis involved the use of chi-square (χ^2) and correlation (r). Data in Table 2 showed the result of chi-square analysis. At $P \leq 0.05$, there is no significant relationship between job aspiration and sex ($\chi^2 = 3.353$), parents' profession ($\chi^2 = 9.844$), parents' education ($\chi^2 = 9.793$).

Therefore, the null hypothesis is accepted that there is no significant relationship between the demographic characteristics and job aspiration of respondents.

Data in Table 3 showed the result of correlation analysis. At $P \leq 0.05$, there is no significant relationship between job aspirations and, family size ($r = 0.034$),

parents' working years ($r = 0.034$), age ($r = -0.078$) and years of education ($r = -0.045$) of respondents. Thus, we accept the null hypothesis.

This result implies that there are other socio economic factors influencing job aspirations of the respondents which this study didn't cover or investigate.

Table 2. Summary of chi-square analysis of job aspirations and selected demographic characteristics of respondents in the selected universities

Characteristics	Chi-square (χ^2)	Degree of freedom (DF)	Contingency coefficient	Decision
Sex	3.353	4	.128	NS
Parents' profession		16	.217	NS
	9.844			
Parents' education	9.793	12	.216	NS

NS = Not significant

Source: Field survey, 2012

Table 3. Summary of linear correlation analysis of job aspirations and selected demographic characteristics of respondents in the selected universities

Characteristics	Correlation coefficient (r)	Coefficient of Determination (r^2)	Contingency coefficient	Decision
Age	-.078	0.608	0.452	NS
Family size	-.045	0.203	0.303	NS
Primary education	-.077	0.593	0.344	NS
Parents' Working year	.034	0.0012	0.681	NS

NS = Not significant

Source: Field survey, 2012

CONCLUSIONS

It was observed that the trainings exposed to the students differ from one university to the other. It was also observed that respondents were exposed to the same trainings in the selected universities irrespective of their departments (Obafemi Awolowo University, University of Ibadan, Federal University of Agriculture, Abeokuta) except for Federal University of Technology.

Internship training scheme is yet to achieve its objectives because of lack of feasible framework and follow up. Many institutions have developed their own plan of work for the programme yet it doesn't meet the need of the students. It is of great concern in this time of economy regression; where the need of agricultural professionalism is of high depend for food security, and sustainability. The internship training scheme should be evaluated, and necessarily adjustment should be put in place.

This study recommended among others that apart from exposing internees to modern agricultural development technologies through organized field trips. Universities offering agriculture as a course may compare their curriculum once in a while in order to be able to give internees almost the same trainings which will enhance food security in the country.

Also further investigation should be carried out to reveal other factors influencing respondents' job aspiration.

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