Dynamics of Student Internship System in Faculty of Art of KNUST, Kumasi, Ghana: Exploring Perceptions, Values, Access and Development Outcomes

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Abstract

An internship programme is a great way to connect what is learnt in class with actual work experience. Existing research has underscored the positive contribution of internship to the educational process and career outcomes among students. The internship programme for students of Faculty of Art, KNUST is a requirement or considered as a compulsory 15 credit hour course for the award of undergraduate degree. As such it is a vital component of the curriculum. Nonetheless, empirical literature on the dynamics of the internship programme at the university is sparse. Without insight into these dynamics however, there will be lack of information that could inform policy and continuous improvement of the programme. To bridge this gap, this paper seeks to analyze the internship experiences of students to determine what factors seem to create the greatest perceived value. The study employed the descriptive exploratory study design approach. Data was obtained from a total of 376 students of the Faculty of Art through the use of questionnaire designed in open and close ended patterns and focus discussions. The statistical package for the social sciences (SPSS) computer package was used for data analysis, while descriptive statistical tools such as frequency and percentage were used to analyze
the facts sought from the questionnaire. The students described a variety of skills learned during the internship including mastering the use of some equipment, software, and report writing. About 80% of the participants indicated that the internship programme was important and linked the classroom work to real work environment. All the students regardless of their experiences indicated they had value for the internship which they believe will play a role in their future career objectives. On the other hand, some of the students had some unfavourable experiences including inadequate work space, provision of inadequate PPEs, boring and difficult tasks. Others were engaged in other duties that were not related to their field of studies, all of which could potentially influence the perception of students.

**Key words:** dynamics, internship, job market, multi-stakeholders, work experience.

1. **Introduction**

Internship simply means a period during which a student works for a company or organization in order to gain experience of a particular type of work. The internship procedure usually involves three parties, the university, the student and the employer who all derive various degrees of benefit from the trio relationship.¹ For the educational institution, the internship programme serves as opportunistic platform to upgrade the practical curriculum of students. It also enhances the reputation and visibility of the institutions and enhances the potential for attracting students and sponsorship.² For the students, the programme serves as a catalyst to implement the theoretical knowledge and concepts at the workplace.³ Practical experiences that cannot be fully simulated

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Arts, J.A, Gijselaers, W.H, Boshuizen, H. Understanding managerial problem-solving, knowledge...
in the classroom setting are usually provided by internship. Again, internship may offer students exposure to important learning experiences and access to role models which enhance their self-efficiency and beliefs. Internship further provides students valuable opportunities to begin to establish career networks from which they can draw as they transition into the labour market. On the other hand, the programme supplements companies with valuable work force.

Various researchers have defined the concept of internship. Patton defines it as a form of on-the-job training in which people gain supervised experience and practical knowledge that is relevant to a specific field. Collins also defines it as 'bridge' from classroom to workplace. Internship is found in nearly every field including medicine, law, performing arts, commerce and communication. Consequently, various components of the internship concept have been studied in various disciplines. Alpert undertook a study on the goal, structure and assessment of undergraduate marketing students. The consequence of the national internship programme in Pakistan was also studied. Graduate employability and labour market orientation were also examined. The

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effectiveness of internship variables for university students was evaluated. The effect of internship experience on the behaviour intentions of students was also studied. All these studies had one thing in common, that is they all highlighted the benefits of internship to the employability of students.

Students’ internships programmes have become a standard component of the curriculum of most tertiary institutions in the world including Ghana. Research studies has generally supported the value of student internships and touted it as a vital mechanism in workforce development policy. Aligned with the curriculum content and skill development, internship programmes have proved beneficial for reinforcing the transfer of theoretical concepts to practical application. Internship programmes provide a win-win opportunity whereby the student is provided with experiential learning and the industry or company receive additional human resource capacity at a reduced rate.

While there is ample evidence on the practical benefits of internships, studies have shown that the success of internship depends on the practicability of knowledge and its association with real work situation. It has been documented that students and academic institutions pay very little attention on gaining full benefit from the programme. Educational advisors or faculty members sometimes do not provide necessary guide for students to enable them obtain the full benefits of the programme. Students on the other hand just observe the work environment without applying the classroom knowledge to situations they encounter. These barriers can be overcome through proper recognition of internship plans and relevant industry participants, picking out


motivational students’ interns, internship programme evaluation, monitoring and feedback.\textsuperscript{20} Internships are often times conceptualized as a singular event that students undertake with little explication of the dynamics of the experience itself. Without understanding these factors however, risks is becoming a ‘black box’.\textsuperscript{21} This only leads to student academic work and the labour market. This study explores the dynamics of the internship programme of students of the Faculty of Art, Kwame Nkrumah University of Science and Technology, (KNUST), Kumasi, Ghana.

**Background to the study**

One important requirement for being recruited into any new job, besides one’s professional qualification is work experience.\textsuperscript{22} This makes work experience fundamental in higher educational learning. There is also a perception in the literature of a mismatch between the quality of graduate students produced and the demand of the job market. These issues have led to a concerted collaborative effort of educational institutions and organizations to find solutions by the introduction and implementation of student internship programmes also known in Ghana as industrial attachment. Universities and other tertiary institutions in Ghana have since the 1960s adopted this arrangement in various forms as a strategy for skills development and career enhancement procedure. At KNUST, the internship programme has become a vital component of the curriculum for graduation. It is considered as a compulsory or a required 15 credit course of the student’s major programme. The programme is however, not without challenges. Some of the identified challenges include; no clear MOUs between the University and organizations, discrimination or turning down of students due to inadequate space by organizations, unpleasant remarks by organizations on the program, inadequate supervision by faculty members, lack of sponsorship and financial support for students’ accommodation, transportation and feeding.


This therefore calls for a critical understanding of the perceptions, values and development outcomes of the programme. The existing literature on the proposed problem is sparse to greatly inform and influence policy direction in Ghana. Some of the existing literatures studied were related to regulations governing the internship programme in Ghana. Other studies reported on curriculum design for improved internship practices. The relevance experience of undergraduate internship programme was also reported. The findings of this current study will therefore enrich the stream of literature and contribute to inform continuous improvement of the internship programme.

Theoretical framework

John Dewey proposed the integration of classroom work and industrial attachment as a component of higher educational curriculum a century ago. It was conceived that academic knowledge provided in the classroom could be transferred to the field of work regardless of the discipline. By so doing students could be facilitated to better implement their conceptual knowledge at the work place. This learning process is further meant by design to provide students with opportunities for developing their skills and improve upon their professional work experience. As a learning process this study is situated within the social learning theory context which was developed. This was later extended in


principle by Lave and co.\textsuperscript{29} Bandura proposed in this theory that people learn through both observation and experience, which is basically the framework of internship programme. He explained his theory to comprise four components: attention (behaviour must be noticed before it can be imitated), retention (behaviour must be remembered), reproduction, (behaviour in memory must be put into practice) and motivation (that which are perceived to be positively rewarded are enacted). It was advocated that training that incorporates observation and experience can increase successful acculturation by helping participants associate positive outcomes with appropriate behaviour thereby increasing self-orientation.\textsuperscript{30}

2. Literature Review

Brief Historical perspective of internship

An internship is a professional learning experience that offers meaningful practical work related to a student’s field of study or career interest. The internship system has existed since the 11\textsuperscript{th} century as a way of learning a profession.\textsuperscript{31} Popularly known as apprenticeship, a trainee was placed with a master craftsman to learn the skills of a profession for a period of time ranging between two and five years or more.\textsuperscript{32} The apprenticeship system was however revolved around the family of the master craftsman. Over time, with the increase of education vocational training became more apparent leading to the diminishing of the apprenticeship system. The apprenticeship system was re-introduced in the early 1900 but this time as an integrated programme combining classroom learning with work place practices. In some countries such as the US guidelines for internship has been established to ensure that an internship is a learning experience and does not violate employee rights.\textsuperscript{33}


work base learning did not grow in prominence until the 1960s. The growth and formalization of the work base learning represents a convergence of numerous social and culture and its rise has been facilitated by government policies.\textsuperscript{34} The ascendency of internship model is consistent with the changing culture of work in the post-industrial era.\textsuperscript{35}

Internship has grown as a pure market regime contrary to apprenticeship system. Over time what began as a model to facilitate the transition from school to work has grown into a system where companies embrace interns as unpaid labour.\textsuperscript{36} Internship in principle has now become a mechanism and a system for the rationalization of the transition from school to work.

The term “intern” was first applied to medical students in the 1920s.\textsuperscript{37} Government and business eventually adopted the term and internship and co-op programs began to be offered on college campuses in the 1960s, to provide students with real world experiences outside of the classroom.\textsuperscript{38}

**Students' perception, values and outcomes regarding internship**

Perception is defined as a complex process that causes a person to receive or summarizes information obtained from the environment.\textsuperscript{39} Perception is relative, selective and orderly.\textsuperscript{40} Perception was categorized into positive and negative perceptions. Positive perception describes all information and knowledge positively, interpret and evaluate things in the environment positively.\textsuperscript{41} On the other hand, negative perception describes information not

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\textsuperscript{37} Frenette, A. Making the intern economy. Role and career challenges of the music industry. *Intern work and occupation* (2013). 40. (4) 364-397.


\textsuperscript{40} Robbins, S.P Judge, T.A. Sangh Organizational behavior. 13th Ed. (2009).

suitable for the perceived object. Perception can thus be explained as cognitive activities of selecting, analyzing, organizing, interpreting and integrating stimuli of any kind of information, physical or social objects. Perception is said to be closely related to attitudes or central to how people react. That people interpret stimuli into something meaningful to them based on their previous experiences. However, what one perceives may be substantially different from reality. Also, two persons may perceive the same phenomenon differently.

Several authors in the literature have defined personal values. For instance Kluckhohn and co defined value as a conception, explicit, or implicit distinctive of an individual desirable state, which influences the selection from available modes, means and ends of action. Schwartz and co. also defined value as a belief about desirable states guiding the evaluation or selection behaviours based on order of importance. Kamakura and co. furthermore indicated that personal values are more stable than other types of personal variable such as attitudes because they occupy a central position in a person’s cognitive system.

The perception of internship by students is the perceived values applied and derived during the internship programme which could be developed into personal trait. Student perceptions are categorized as attitudes students possess which influence the satisfaction outcome of the internship experience. Hergert also indicated that students perceived values influence the success of internship.

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Other studies have shown that the amount of task students undertake routinely is strongly associated with motivation and job satisfaction.\textsuperscript{51} For instance, Cha and co. indicated that employee’s perception of workplace support and working environment affect employee organizational relationship.\textsuperscript{52}

It has been predicted by human capital theory that knowledge, skills and competence that are additionally accumulated during internship result in employability and higher renumeration compared to those who do not undertake internship.\textsuperscript{53} This assertion was supported that internship enhances the employability of graduates and lead to higher earnings.\textsuperscript{54} A systematic review assessment of 185 organizations regarding internship was done and observed that majority preferred to employed interns to non-interns.\textsuperscript{55} Regression analysis of the study showed that the preference for interns was linked to the perception that they showed initiative and were committed to quality work. Following this brief research review, the current study aims at exploring the perception and values of students regarding internship in Ghana using students of the KNUST, Faculty of Art as case study.

3. Methodology

Research Design

The study employed the descriptive exploratory research design, to enable us obtain a better understanding of the problem as indicated.\textsuperscript{56}


\textsuperscript{52} Cha, M. Y., and Carrier, C. Contingent faculty perceptions of organizational support, workplace attitudes, and teaching evaluations at public research university. \textit{J. Study Postsecondary Tertiary Educ} (2016). 1:121-51


Target population

The target population is the entire population or group, that a researcher is interested in researching and analyzing.\textsuperscript{57} A sampling frame is then drawn from this target population. As a result, the current final year students of the Faculty of Art, KNUST were the study’s target population.

Sampling Technique

The convenience sampling method was used for data collection. This method focuses on gaining information from participants who are convenient to access. By this method the researcher can subjectively select people at random, who are happy to be approached and become part of the research.\textsuperscript{58}

Sample Size

The sample size for the study was arrived at by adopting the formula developed for population target size.\textsuperscript{59} According to this formula the sample size of 399.9 students is appropriate for a known target population of 4300 students.

Data collection

Primary data obtained for this study were acquired through the use of questionnaire. The design was adopted because of its appropriateness in describing the current situation of the internship programme.\textsuperscript{60} The questionnaire consisted of a mixture of Likert-scale multiple choice and open and close ended patterns. The questionnaires were self-completed by the respondents due to their high educational levels. The questionnaire was pilot tested and it yielded a Cronbach Alpha coefficient of 0.83. This coefficient


\textsuperscript{60} Kothari, C.R. Research Methodology: Methods and Techniques Wishwa. \textit{Prakashan, New Delh}. (1990)
signified high internal consistency and reliability.\textsuperscript{61} Data collection lasted for two weeks and the response rate for the questionnaires was 94.85.

Data Analysis
The statistical package for social sciences (SPSS) software, version 21.0 was used to process data, while descriptive statistical tools such as frequency and percentage were used to present facts sought from respondents.

3. Results and discussion

Demographic Characteristics of students
Implementation of internship programmes at the university is becoming a key strategic component of cultivating ‘employability in the 21st century.\textsuperscript{62} The internship programmes of the KNUST Faculty of industrial Art has existed over the past 25 years, partly due to the practical nature of courses offered. All the 376 students interviewed were final year students of the Faculty of Industrial Art who had undergone an internship programme the previous year, comprising the following departments; Industrial Art, Publishing studies, Communication design, Painting/Sculpture and Indigenous Art and Technology. The majority were males (54%). Their ages ranged from 21 to 30 years with the majority (97.8%) being in the range of 22-26 years (Table 1). The period on internship lasted for three months.

<table>
<thead>
<tr>
<th>Factor Age years)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21-26</td>
<td>368</td>
<td>97.8</td>
</tr>
<tr>
<td>27-32</td>
<td>8</td>
<td>2.2</td>
</tr>
<tr>
<td>&gt;31</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Factor Age years) | Frequency | Percentage |
---|---|---|
Gender | | |
Male | 203 | 54 |
Female | 173 | 46 |
Department | | |
Industrial art | 128 | 34.0 |
Publishing studies | 66 | 17.6 |
Communication design | 15 | 4.0 |
Painting/Sculpture | 64 | 17.0 |
Indigenous art and Technology | 103 | 27.3 |
Placement selection | | |
Self | 0 | 0 |
Lecturer | 376 | 100 |
Length of internship | | |
4 weeks | 0 | 0 |
8 weeks | 0 | 0 |
12 weeks | 376 | 100 |
24 weeks | 0 | 0 |

Perceptions of internship programme

The expectations of internship experiences are usually obtained from conversation with other interns, or what they read about. These expectations guide them during the course of their internship. The study observed that all the students had preconceived ideas or expectations regarding the internship process and organizations and the type of work to be undertaken during the internship. Some students actually desired to work in some specific organizations based on their expectations.

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The study observed that all the participants were interested to work outside the classroom even before the internship programme. The internship was the first working experience for majority (96.2%) of the students. The students indicated that they participated in the programme because it is a departmental requirement and as such very important to complete academic credit (Table 2). The internship was undertaken during the second semester. About 80% of the participants indicated that the internship programme was important and linked the classroom work to real work environment as such they had gained practical experiences in their field of specialization. This statement agrees to one who reported that internship programmes provide the needed opportunities for students to gain practical experience by implementing their classroom knowledge and concepts in real work environment.64

Table 2. Perceptions of internship programme

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in undertaken internship programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>376</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reasons for participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department course requirement</td>
<td>376</td>
<td>100</td>
</tr>
<tr>
<td>Own decision to gain practical experience</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expectation from internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge improvement</td>
<td>78</td>
<td>20.7</td>
</tr>
<tr>
<td>Gain practical experience</td>
<td>293</td>
<td>77.9</td>
</tr>
</tbody>
</table>

Four items were measured for work place safety (adequate work space, adequate staff office, provision of adequate PPEs and first aid). All these items were considered poor in all the organizations that the students undertook their internships and need immediate attention. Poor working environment including overcrowding of employees, have been shown to affect the ability of workers to work effectively impact on the productivity of the organization.65

Financial challenges encountered were measured by three statements; (living expenses, transportation and accommodation) (Table 2). The study observed that some of the students had access to financial support from parents/family, but for the majority (69%) personal finances was a barrier so allowances from organizations was a key determinant factor for the success of their internship. Some of the students expressed dissatisfaction on organizations because they did not provide any incentives.

Impact of internship on student skills development

The impact of internship on skill development of the participants is summarized in Table 3. All the students regardless of their experience and expectations indicated they had value for the internship which they believed will play an important role in their future career objectives. They viewed internships as opportunities to learn new skills and establish networks.

Table 3. Impact of internship on student skills development

<table>
<thead>
<tr>
<th>Factor</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skill development</td>
<td>3.2</td>
<td>4.3</td>
<td>3.3</td>
<td>54.8</td>
<td>24.5</td>
</tr>
<tr>
<td>Communication skill development</td>
<td>1.9</td>
<td>5.3</td>
<td>53.0</td>
<td>31.9</td>
<td>8.0</td>
</tr>
<tr>
<td>Learning of new skills</td>
<td>0</td>
<td>1.1</td>
<td>10.7</td>
<td>57.2</td>
<td>30.6</td>
</tr>
<tr>
<td>Confidence build up</td>
<td>0</td>
<td>0</td>
<td>3.2</td>
<td>94.1</td>
<td>2.6</td>
</tr>
<tr>
<td>Network building</td>
<td>0</td>
<td>0</td>
<td>1.8</td>
<td>96.3</td>
<td>1.8</td>
</tr>
<tr>
<td>Contribution to personal growth</td>
<td>0</td>
<td>0</td>
<td>20.4</td>
<td>78.1</td>
<td>1.4</td>
</tr>
<tr>
<td>Difficult/ heavy workload</td>
<td>10.5</td>
<td>58.6</td>
<td>6.1</td>
<td>24.8</td>
<td>0</td>
</tr>
<tr>
<td>Good staff cooperation</td>
<td>0</td>
<td>12.8</td>
<td>8.6</td>
<td>72.2</td>
<td>6.3</td>
</tr>
<tr>
<td>Changed perception of internship programme</td>
<td>0</td>
<td>48.4</td>
<td>12.8</td>
<td>36.2</td>
<td>2.2</td>
</tr>
<tr>
<td>Usefulness of internship</td>
<td>0</td>
<td>0</td>
<td>8.4</td>
<td>68.2</td>
<td>23.3</td>
</tr>
<tr>
<td>Internship aspirations met</td>
<td>0</td>
<td>4.4</td>
<td>6.8</td>
<td>82.3</td>
<td>6.4</td>
</tr>
</tbody>
</table>

It was reported that a positive organizational work environment enables interns to work comfortably and acquire the relevant practical knowledge and
skills. Interpersonal relationships with coworkers in organizations such as giving a helpful hand, encouragement, standing in for, and other welfare matters all contribute to job satisfaction. Results obtained in this study observed that the interpersonal relationships between interns and employees was very good with about 294 (79%) of the students agreeing to enjoying good relationships with the employees at the various organization (Table 3). This according to the students allowed them to feel part of the companies thereby enhancing their psychological states at the work places.

An internship may be viewed by the student as a learning experience, but not necessary seen that way by the internship employer. This assertion came to light in this study as some (24%) of the students complained of too much work or so much expected from them by their employers. Another complained of some of the students was the issue of undefined nature of jobs and role of interns. These factors depend on the structure and needs of organizations at a given time. Again, organizations do not have special jobs designated for interns. This however, contradicts the reports of studies that have shown that well-structured organizations allow for constancy under conditions of constant turnover of personnel. Such arrangement advocates for the role of an intern to remain relatively constant. It has also been established that internships provide excellent opportunities for students to synthetize the classroom knowledge with actual workplace experience and familiarize themselves with industrial work. This assertion confirms the findings in this study, where the students indicated that the internship programme allowed them to acquire new skills, and built up their confidence. The students described a variety of skills learned during the internship including, mastering and use of some equipment and tools, software and report writing, and communication skills.

The study observed that a proportion (48%) of the students encountered a mismatch between expectation and experience which probably could lead to job

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dissatisfaction. This finding agrees with that of\textsuperscript{71}, who reported in his study that the overall quality of the internship programme of South Korea universities did not meet the expectations of students. This also affirms an earlier study in the UK that observed discrepancies between what was expected from the internship and what the interns experienced.\textsuperscript{72} Similar finding between unfulfilled expectations and disappointment was also found in Australia as half of the students began to consider other careers after internship.\textsuperscript{73}

**Impact of work place characteristics on student internship**

The general characteristics of the work environment in addition to the work itself influence job satisfaction.\textsuperscript{74} Another important related characteristic is the degree to which the work environment offers interns substantial learning opportunities. A significant correlation between workplace learning opportunities and general job satisfaction was observed.\textsuperscript{75}

Another work place characteristics that relates to job satisfaction is superior support.\textsuperscript{76} Studies have shown that supervisory support reduces work stress; create a friendly work atmosphere which also enhances job satisfaction.\textsuperscript{77} Supervisor support is associated with higher perceived developmental value of internship. It is therefore considered as very important since the supervisor


indirectly represents the organization.\textsuperscript{78} Pellin similarly indicated that a hostile or unfriendly supervisor could impact negatively on interns.\textsuperscript{79} Almost all (95.6\%) of the students in this study indicated that they received the needed support from their supervisors which contributed greatly to the success of their programme. It is noteworthy that some employees/staff of the reorganizations continued to play a post internship role of work colleague relationship whereby E-mails and other messages are sent to check on some of the students.

Table 4. Impact of work place characteristics on student internship

<table>
<thead>
<tr>
<th>Factor</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job relatedness to course work</td>
<td>0</td>
<td>0</td>
<td>2.1</td>
<td>21.8</td>
<td>76.0</td>
</tr>
<tr>
<td>Meaningfulness of work</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
<td>18.0</td>
<td>81.4</td>
</tr>
<tr>
<td>Allow Independent work</td>
<td>95.2</td>
<td>3.0</td>
<td>0</td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Encourage Team work</td>
<td>0</td>
<td>0.6</td>
<td>0</td>
<td>18.6</td>
<td>79.8</td>
</tr>
<tr>
<td>Available learning opportunities</td>
<td>0</td>
<td>5.0</td>
<td>0</td>
<td>65.4</td>
<td>423.4</td>
</tr>
<tr>
<td>Supervisor support</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>95.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>0.5</td>
<td>1.2</td>
<td>0</td>
<td>96.3</td>
<td>2.0</td>
</tr>
</tbody>
</table>

A sense of responsibility, amount of decision making and independence of work allowed, all motivate and expand domain relevant skills.\textsuperscript{80} Unfortunately, only (1.5\%) of the student were allow independent working atmosphere.


Nonetheless the interns attested to good supervisory support and team work including proper guidance, job specifics and good monitoring attitude. This contributed to a rich learning experience as explained by the interns.

Excellent work environment was observed to be a determining factor of job satisfaction for majority of the students (Table. 4). This is unsurprising since the potential to learn had long been shown to be one of the key motivational for participating in internships\(^{81}\). The finding in this study therefore collaborates with that of D’abate.\(^{82}\) Students shared the way that the internship contributed to their personal growth and career development for instance learning to adapt to new working environment with different day to day work routine. The students were of the view that the experience gained during the internship process had provided them the opportunity to have a realistic understanding of anticipated future job characteristics. In spite of the observed and experiences work place characteristics, the students remained optimistic as they envisaged the futures.

4. Conclusion

The study explored the dynamics of the student internship programme in Ghana, focusing on perceptions, values, access and development outcomes. The data of the study was obtained from 376 final year undergraduate students of the Faculty of Art, KNUST. It was indicated that the outcome of internship experience is always the critical concern for the student who participated in the programme.\(^{83}\) The results show that all the students regardless of their experience and expectations believed they had value for the internship which they believed will play an important role in their future career trajectories. The findings also showed that some of the organizations did not provide the necessary good working environment and incentives to interns. Research has shown that when interns expectations are not met, they turn to derive motivation from other attractions thereby negating the purpose of the programme. Therefore, since internship has become a key component of the university curriculum, students’


perceptions concerning the programme should be considered as critical for the continuous success of the programme.

References


Robbins, S.P Judge, T.A. Sangh (2009). Organizational behavior. 13th Ed.


