

## PERCEPTION OF INDUSTRIAL TRAINING ON THE ACADEMIC PERFORMANCE OF MASS COMMUNICATION STUDENTS OF FEDERAL POLYTECHNIC NEKEDÉ.

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### Abstract

*Industrial training has long ago been part of journalism training and requirement for the fulfilment of the mass communication. Internship dates back to 1906 when University of Cincinnati in United States of America first set students on industrial training. This study examined perception of media attachment on academic performance of mass communication students, Federal Polytechnic Nekede, Owerri, Imo State, Nigeria. The study adopted the survey method with questionnaire as an instrument for data collection. Population of this study comprised HNDI and HNDII students of Mass Communication department, Federal Polytechnic Nekede, which gave the total population of 390 students. The study had the following research objectives: To know the perception of Mass Communication Students of Federal Polytechnic Nekede Owerri. On industrial training; ascertain the specific improvements derived during the industrial training period. to know the challenges that pose setbacks during industrial training programme. To verify the pattern of academic performance among mass communication students of Federal Poly Nekede before & after their training. This study is anchored experiential learning theory.*

**Keywords:** Perception, Industrial Training, Internship, Academic performance,

### Introduction

Internship programme is designed to impact on students' practical mass communication knowledge and experience to accompany classroom teaching. In Federal Polytechnic Nekede, Mass Communication department, internships are taken during National Diploma one (NDI) before entering NDII and also after NDII, the students will embark on one-year compulsory industrial training which will form the basic requirements for the admission into Higher National Diploma in Mass Communication Department, Federal Polytechnic Nekede.

Following the modern trace of internship at Cincinnati in United States of America, weible, (2010) posited the relevance of students' internship, Federal Polytechnic Nekede and other tertiary institutions in Nigeria accommodates internship/industrial training as a makeup of their academic curriculum. This is necessitated with believe that field training does improve and make adequate students educational experience and also contribute to closing the gap between theory and practice.

Academics believe that internship can present to students career development opportunities, improved marketability, job satisfaction, faster promotion rates, ease of transition from school to work and better communication skill (Bernice, Omowale, Micheal, Ifeoma, 2017).

The process and ways to training early journalists in Nigeria as stated by Akinfoleye (1987, p.5) in Bernice et al (2017) the process involved sending Nigerians to London Regent street Polytechnic where they would work for seven months to one year for Polytechnic certificate in journalism. He further stated that students were attached to a Britain owned newspaper where they will be trained for six to nine months after which they will earn their certificate of competence in journalism.

### Inception of Mass Communication in Nigeria Institutions

The University of Nigeria UNN was traced to be the first institution to start formal journalism institute in 1962 following this inception, University of Lagos in 1966, joined University of Nigeria Nsukka to pilot the department for journalism training and as at 1971, there was increase in the number of institutions offering institute for journalism as it came to three institutions. As at 1987, there were about 33 Universities and today there are over 120 Universities with many of them offering Mass Communication and journalism training (Ifeoma, 2018).

### Statement of The Problem

Following the observation that some students seem to shy away from industrial training, spurred the researchers to embark on this research. Industrial training is perceived to be a better training ground for students to learn skills and develop their career in journalism. However, some students as observed seem to perceive it as a total waste of time. And it has been observed of the poor academic performance of students when they return to HND1 from Industrial training, this has given the researchers the thought and burdens to ascertain the reason for the decline in students academic performance post-industrial.

### Objectives of the Study

The specific objectives are to:

1. Ascertain the perception of mass communication students of Federal Polytechnic concerning industrial training.
2. Know the specific improvements gotten during the period of industrial training.
3. Identify the challenging factors that ensures setbacks during industrial training period.

### Review of Concepts

#### What is Industrial Training All About?

Industrial training also known as student industrial work experience schemes (SIWES) is a mandatory skill training event fashioned to expose and prepare students of Nigerian tertiary institutions for industrial work place situations and conditions they are expected to meet after graduation.

The programme also presents the students opportunity of familiarizing and exposing themselves to the needed knowledge experience in handling equipment and machinery that are usually not seen within the school.

Before the establishment of the scheme, there was an observation by the academic institutions and Industrial training fund, that graduates of tertiary institutions were not acquainted with the practical knowledge of study that will prepare them to work in industries and technologies firms.

The industrial employers were of the believe that the class room theoretical education in higher institutions was not in agreement and not responsive to the needs of the industry. Based on this, SIWES initiation was birthed by industrial training fund in 1993 to acquaint students with the skills of handling employers equipment and machinery.

The federal government, prior to 1993, had in 1979 handed over the management of the programme to the National University Commission and the National Board for Technical Education in 1979. Though the industrial training fund during its formative years, solely funded the scheme. However, due to financial hinges, the Industrial training fund withdrew its funding strength from the scheme that made the federal Government to hand over the management of scheme to NUC and NBTE in 1979.

Though the Federal Government in 1984, reverted the administration and was fully taken over by the ITF in July 1985, with the funding solely by federal government. Retrieved: <http://siwesbeginner.com/siwes>

#### Objectives and Scope of SIWES in Nigeria

1. Provides the avenue for students in institutions of higher learning to acquire industrial skills & experiences in their course of study.
2. Prepare the students for industrial work situation they're likely to meet after graduation.
3. Expose students to work method and techniques in handling equipment and machinery that may not be available in their institutions.
4. Make the transition from school to the world of work easier and enhance students contact for later job placement.
5. Provide students with an opportunity to apply their knowledge in real work situations thereby bridging the gap between theory and practice.
6. Enlist and strengthens employers involvement in the entire educational process and prepare students for employment after graduation retrieved from <http://siwesbeginner.com/siwes-introduction>

## Empirical Review

Industrial training is a timed and regulated experience with special interest on the job training rather than the idea of securing a job employment. This industrial attachment could be paid for and could not also be paid for, it all depends on the organisation that employed the student on internship. In consideration of what the students bargained for, is an on-the-job training which Otoror (2013) as cited in Ayeni (2018) refers to as “hands on profession” or industry experience which may necessarily involve payment by the organization trainee.

Ayeni (2018) in their study entitled performance of mass communication students of Babcock University, Ogun State Nigeria. Their study adopted the survey method. Data obtained revealed that most respondents were of the view that media attachment completed classroom teaching and thus improved their academic performance. Their findings is in agreement with the study of Nevett (1985) which stated that internship bridged the gap between theory and practice (Rupande & Bucaliya, 2013) in Ayeni (2018).

The study of Bernice, Ayeni Omowale and Micheal (2018) also revealed that students who actively participate in industrial training perform better academically than those who do not participate.

## Theoretical Framework

Learning is a universal ideology for lasting change in academic performance brought about by direct experience. On basis of this, the study is anchored experiential learning.

## Experiential Learning Theory

Experiential Learning Theory tends to elucidate on the synergy between experience and learner's skill acquisition. The main framework of the theory lay its insistence that learning is more intense and If the students are directly involved; and that knowledge is gained from direct experience. David Kolb duties on experiential learning is anchored on the words of Aristotle that *“for the things we have to learn before we can do them, we learn by doing them , implying that experience gives meaning to words and that through experience we become eloquent or skilful at what we do.”* John Dewey (1928) in Bernice et al (2018) and confirmed in Beaudine and Quick (2014) lay emphasis that there must be a hook/synergy between experience and education. in Beaudine and Quick (2014) Dewey expresses that there is to be a having which is the contact with the events of Life and knowing which is the interpretation of the events. A learning experiences does not just happen; it is a planned event with meaning and experiential learning the meaning is reaffirmed by the learners. Saunders (1992) elaborator the need the learner need to Interact with the phenomeno and publics outside the classroom states that “meaning is created in the mind of the students as a result of the students sensory interaction with their world.

In considering the relevance of this theory to this research work, Kolb (1984) opined that knowledge is continuously assimilated through both personal and environmental experiences. He stated that in order to gain genuine knowledge from an experience, the following abilities are required:

- The learner must be willing to be actively involved in the experience
- The learner must be able to reflect on the experience
- The learner must possess and use analytical skills to conceptualize the experience; and
- The learner must possess decision making and problem solving skills in order to use the new idea garnered in the teaching.

## Methodology

This study adopted the survey research method and questionnaire, was used for data collection. The adopted research methodology, is appropriate and suitable for the study, because it ensures accurate data collection from the respondents and deals directly on the attitude of people under study. The study focused its interest on HNDI and HNDII students. The ND2 students would have formed part of the focus for this study, but the ND2 Students of Mass Communication Department, Federal Polytechnic, Nekede were not opportune to embark on the four months Industrial Training because of the distorted academic calendar of 2019/2020 academic calendar. This is so because the two classes and levels have had an experience of industrial training. These classes, gave the population of 390 students and same formed the sample size. this was possible because the focused participants are together in two different classes that are very close to the researchers and we had two researchers to one class. We shared a total of 390 questionnaires and 348 questionnaires were retrieved.

**Table 1: Perception of Mass Communication Students of Federal Polytechnic, Nekede, Owerri on Industrial Training.**

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>N</b>	<b>M</b>	<b>Decision Rule</b>
Internship is a relevant prerequisite for excellent academic performance in mass communication	180 52%	84 24%	36 10%	48 14%	348 100%	3.1	Accept
Internship is just a strategy for wasting students time in Federal Polytechnic Nekede	72 21%	24 7%	120 34%	132 38%	348 100%	2.1	Reject
Experience from internship will boost my C.V and enable me secure a good job when I graduate	120 34%	204 57%	24 7%	-	348 100%	3.2	Accept
Industrial training can positively transform a student's character	216 62%	108 31%	24 7%	-	348 100%	3.6	Accept
Students who go for industrial training are not actually utilised in the organisation they are attached to	72 21%	168 48%	96 28%	12 3%	348 100%	2.9	Accept
Industrial training should be a requirement for the award of Higher National Diploma certificate in Mass communication	144 41.4%	84 24.1%	84 24.1%	36 10.4%	348 100%	3.0	Accept
Industrial training can increase students sense of responsibility	192 55.2%	108 31.2%	36 10.3%	12 3.5%	348 100%	3.4	Accept
Industrial training should be made mandatory for mass communication students	132 38%	120 34.5%	36 10.3%	60 17.2%	348 100%	2.9	Accept
Industrial training is necessary for my career advancement	168 47.3%	132 39%	12 3.4%	36 10.3%	348 100%	3.2	Accept
Industrial training bridges the gap between theory and practice	168	96	24	60	348 100%	3.1	Accept

**Source: Field Survey, 2021**

Grand mean for table one is **3.05** this showed that the table is accepted as it's mean exceeds 2.5 which is the decision rule acceptance level.

Table 2: Show the specific improvement derived from industrial training by students

	SA	A	D	SD	N	Mean	Decision Rule
Industrial training improved my communication skills	216	96	12	52	348 100%	3.6	Accept
Industrial training developed my employment chances and references that will enhance better employment opportunities	108	180	48	12	348 100%	3.1	Accept
Through industrial training, my finances improved as I earned some income from industrial training	72	132	84	60	348 100%	2.6	Accept
Industrial training broadened my knowledge of mass communication subjects	168	144	12	24	348 100%	3.3	Accept
After industrial training my grade point increased	48	168	84	48	348 100%	2.6	Accept
Industrial training did not improve me in any aspect	36	24	60	228	348 100%	1.6	Reject
Experiences from industrial training made me to internalise classroom work which resulted to improved academic performance	120	192	12	24	348 100%	3.1	Accept
Industrial training exposed me to practical skills	228	108	0	12	348 100%	3.6	Accept
Industrial training enhanced my social relationship	108	192	24	24	348 100%	3.1	Accept
Industrial training gave me motivation for future learning and made me develop a socially accepted personality.	168	144	0	30	348 100%	3.3	Accept

Source: Field survey 2021

Grand mean for table two is **2.99** this is an indication that the table is accepted as it's mean exceeds 2.5 which is the decision rule acceptance level.

**Table 3: What are Challenges of Industrial Training**

	SA	A	D	SD	N	Mean	Decision Rule
Inadequate supervisor tends to hamper the effectiveness of industrial training	144	168	24	12	348 100%	3.3	Accept
The time allotted to industrial training is relevantly not enough to give all the benefits of industrial training	96	84	84	84	348 100%	2.6	Accept
Some students display negative attitude towards industrial training which makes the process of learning difficult and challenging	96	216	12	24	348 100%	3.1	Accept
Poor planning in most cases negatively affects industrial training	156	144	24	24	348 100%	3.2	Accept
In most cases industries do not accept industrial training tudents	204	108	12	24	348 100%	3.4	Accept
The inability of most industries to pay industrial training students, make the practice unattractive	264	48	24	12	348 100%	3.6	Accept
Inability to give concrete information to students on entire process of industrial training constitutes a challenge	168	156	24	-	348 100%	3.4	Accept
Industrial Training Fund (ITF) pays you after you internship exercise	-	-	144	204	348 100%	1.4	Reject

Source: field survey, 2021

Grand mean for table three is **3** this is an indication that the table is accepted as it's mean exceeds 2.5 which is the decision rule acceptance level.

**Findings**

**Table 1**

From table 1: Mass communication students in Federal Polytechnic Nekede, Owerri had a strong perception positive towards industrial training. Majority (SA+A=76%, N =264) stated that internship is a relevant requisite for excellent academic performance in mass communication. Majority of the respondents (D+SD= 72%, n =252) also disagree that industrial training is necessary for their career advancement. 93% of the study participants (SA+A= 76%, N = 264) holds the view that industrial training bridges the gap between theory and practice. (SA+A= 65%, N = 228) shows that students who go for industrial training are not actually utilized in the organization they are attached to. The analysis indicates that mass communication students in Federal Polytechnic Nekede Owerri had perception towards industrial training.

**Table 2**

From table 2, Mass communication students in Federal Polytechnic Nekede Owerri had a strong agreement that industrial training improved their communication skills. Majority (SA+A= 90%, N=312) stated that internship improved their communication skills. Majority of the respondents (SA+A =83%, N =288) also agreed that industrial training developed their employment chances and reference that will chance better employment opportunities. 89% of the study participants (SA+A = 89%, N=312) shows that industrial training broadened their knowledge of mass communication subjects. (SA+A = 89%, N = 312) prove that experience from industrial training made them to internalize classroom work which resulted to improved academic performance. This analysis indicates that students in Federal Polytechnic Nekede, Owerri believed that there are specific benefits they enjoyed that there are specific benefits they enjoyed from their internship experience.

**Table 3**

From table 3, it was accepted that inadequate supervision tends to hamper the effectiveness industrial training. Majority (SA+A = 89%, N = 312) agreed to that the respondents (SA+A = 90%, N = 212) also agreed that some students display negative attitude towards industrial training which makes the whole process of learning difficult and challenging. (SA+A = 86%, N = 310) shows that poor planning in most cases negatively affects industrial training. Furthermore, respondents (SA+A = 93%, N = 323) agree to the saying that inability of most industries to pay internship students makes the practice unattractive.

This analysis indicates that mass communication students in Federal Polytechnic Nekede, Owerri encountered different challenges during their internship period as stated above.

**Discussion of Findings**

Finding indicates that the students of Mass communication of Federal Polytechnic Nekede accept that industrial training can positively transform a student's character; they maintain that industrial training is a prerequisite for excellent academic performance. In furtherance, they revealed that internship is not a strategy for wasting students' time. Students of Federal Polytechnic Nekede had the idea that industrial training can enable them secure a good job after graduation, meanwhile, industrial training is not only necessary for their career advancement but also a veritable tool in closing the gap between theory and practice. It is also revealed by the study that industrial helps to increase student's sense of responsibility and should be subjected as a compulsory demand or requirement, for the award of National Diploma and Higher National Diploma. This maintain the same stand point with the study of Ifeoma et al (2018) which reveals that industrial training is a prerequisite for excellent academic performance (Nevett, 1985). Internship bridged the gap between theory and practice. Canon and Arnold (1998) also said internship may pave way for quality and good employment after graduation.

Similarly, table 2 revealed that majority of respondents believed that through industrial training, specific improvements are experienced in the aspect of communication skills, employment records and knowledge expansion. This is conformity with Ijeoma et al (2018) whose findings revealed that industrial training has specific impact towards improving and equipping students experience in the field of communication skill. Also, Knechol and Snowball (1987) findings revealed that internship enhances students' performance in their discipline. Finally, it was strongly agreed that internship could positively influence academic performance as revealed by the study in research table three that relationship exist between internship and academic performance, which is visible through overall improvements of students' academic performance post internship. The findings of this study, are correctly in affirmation with Experiential Learning theory which states "Experiential Learning Theory tends to elucidate on the synergy between experience and learner's skill acquisition. The main framework of the theory lay its insistence that learning is more intense and If the students are directly involved; and that knowledge is gained from direct experience." It is only when a student is present and effective at his place of industrial training will training be more effective and correspond with or to the vision or aim of industrial training and such will enhance the relationship the students academic performance and internship.

**Recommendation**

Based on the findings the following recommendations are hereby made:

1. Establishments should endeavour to utilize the industrial training students and face them towards believe that industrial training will advance the sense of a student's career development.
2. Media stations that receive students on industrial training basis, should see reasons to pay students for their time, as this will enhance encouragement.
3. The students on industrial training should be properly checked on, to ensure that they do not elope from their places of industrial training

**4. Conclusion**

Based on the findings, industrial training has to be considered and taken seriously by the academic institution, students, and industrial training fund, as it has been revealed through the study that industrial training cannot be separated from professional career disciplines like mass communication, as it has been revealed as a prerequisite for relating classroom theories to media practice, and as such, internship should be a compulsory programme in higher institution mass communication course curriculum.

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