Challenges and Opportunities of Experiential Learning at Institute of Leadership and Good Governance: The Case of Internship Programs

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Abstract

The purpose of the study was to identify and examine the opportunities and challenges of internships at the federal and regional governments of Ethiopia. The study used both quantitative and qualitative research approaches. The sample size of the study includes 154 students and 73 mentors totaling 227 respondents. Data was collected through questionnaires, interviews, observation, and focused group discussions. Data were analyzed using descriptive statistics. Findings of the study indicate that the critical challenge of the program lies in the mentor's commitment and willingness to support mentees, weak communication among the University, ministry of public service and human resource development, and hosting organizations, lack of a clear understanding and shared vision regarding the program and shortage of time allocated for the program. Thus, the overall assessment of the internship program is not achieving its objectives. Therefore, the policymaker should be aware of the hosting organization and the university to have a clear idea of the internship objectives, and training should be organized for the public sector's employees to understand the advantage of the program and become actors in its implementation. The guideline of internship is better to be utilized properly by all stockholders and assessing the possible gaps through periodic consultative meetings, and forums. Also involving in the materialization and revised the curriculum of the program. Mentees should develop a creative and positive attitude implementing the internship to learn from the process and arm themselves with the spirit that transforms challenges into an opportunity to grow.

Key Words: Internship, Mentor, Mentee, challenge, Opportunity

1. Introduction

In today's changing environment, the government of Ethiopia has introduced major reform initiatives with its transformative agenda aimed at accelerating growth and reducing poverty. The assumption is to create an efficient, transparent, accountable, and professional civil servant that responds to the changing needs of society. Given these reforms, there is a need to match the reform process with capacity-building efforts for leadership development (ILG, 2015).

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An internship is one of the practical aspects of a leadership development program intended to attach students/mentee/ to public institutions, industries, and factories through direct and hands-on experience in bridging the gap between academic learning and the real world. An internship is a unique educational program (Parveen,2012),innovative nontraditional approach based on learning and students take out into the community and the real-world experience in the field(Merritt,2008) to help students/mentees develop knowledge, skills about leadership challenges, and attitude from experienced leaders working at federal, regional, and local public organizations.

As a result, they can analyze the leadership practices and institutional systems significant for further action and the existing system of communication and collaboration between/among federal, regional governments, and the University. Furthermore, identify the role and responsibility of the stakeholders (ECSU, CSM, Federal and Regional Governments, and the Donors) to achieve the objective of the internship program. Among the many positive outcomes of internship, some of them are practical experience, usable new skills of the work environment, and improved attitudes and behaviors which help them to compete on the job and life and also significant to learn a work ethics and value and improved interpersonal relation and communication skills with others. However, the effectiveness of the program depends on proper planning, organizing, and control of the university work related courses which is successfully and effectively integrated into the University curriculum, and yet studies in the area.

Ethiopia introduced the internship program taking the experience of four countries (India, Germany, Syria, and France) into account. The program that was adopted from France was especially taken to prepare the desired future modeling a new generation of highly trained civil servants and qualified public administration professionals, as well as achieving capacity building in professional training, with particular attention on service delivery and decentralization process.

In this view, Ethiopia prepared National Leadership Development Project Document in 2006 with special attention to the DRS and mentoring programs at a Federal and Regional level to build the capacity of civil servants and produce qualified public administration professionals. But, it was difficult to attest how much enhancement of these managing the program has impacted local service delivery on the ground (ILG, 2011). The effectiveness and correspondence of the adopted program with the culture, social, political, and psychological readiness of the country at the ground is in doubt. So, this necessitates conducting a study on the ground.

Higher institutes have a keen interest in developing new internship programs to bridge the gap between the theoretical world of academia and the practical world of industry. Experiential learning/ internship is one of the current practices in Ethiopian universities such as Ethiopian Civil Service University. However, in the study and report of the Adama University,2014, it is apparent that serious attention has not been given to experiential learning. Thus, it needs emphasis to strengthen this endeavor and develop practice-based learning to a new level.

On the other hand, the internship report of students of ILG,2012 and 2013 shows that the internship has an opportunity for mentees that gain the practical understanding of how the Federal Public Institutions operated and understood the importance of mental strength and creativity of public leaders in handling different challenges facing to Federal Public Institutions; understanding of how to develop strategic issues that have policy implication to the Public Institutions deal with strategic leadership and performance management issues, specifically the BSc and how Public Leaders enhance the manpower productivity.

The literature stated by Zimmerman (1996), Mari (2008) and Che-Hu et.al. (2011). reveals that expected benefits of internship program was that it helps students to familiarized with the practical knowledge, skills, enhance a social relationship, motivate future learning and develop socially acceptable personality and attitudes. But implementing the program is far from smooth, they identified challenges of implementing internship program such as lack of proper supervision, reluctance in sharing information, inefficient allocation of time and fund and considering the trainee as a threat (Mihall (2006), gain in-depth career perspectives Bukalya (2012).Additionally, bad internship experience could cause students to change their career path (Fox, 2001).

Therefore, the purpose of this study was seeking to contribute to the theoretical issues discuss further in the literature and provide important insights focusing on how the implementation of internship at federal and regional governments was scientifically and practically and what the mentees gain an opportunity from the program, and challenges they faced, and to what extent the problems were responded by the University coordinator, the public sector leaders at different levels.

1.2 Statement of the Problem

Ethiopian is now on the way of struggling to register a victory over poverty and thereby to register development. To realize this, the country has established more than 38 Universities within a short period of time and currently, the country has thirty-four Government Universities (MoE, 2011). Ethiopia Civil Service University is one of them established in 1996 by the council of ministers Regulation No .3/1996 to meet the nation's vision of build the capacity of the country's civil servants in leadership to be responsible citizens that can positively contribute to the development effort of the country. The Ministry of Education report has also shown that there is a need to strengthen practice-oriented learning strategies as to develop job-creators and self-reliant citizens because in the absence this, the plan may mean very little. Thus, the present study is believed to add inputs to the future direction of the country.

The Institute of Leadership and Good Governance (ILG), which was established in 2010 and hosted in the Ethiopian Civil Service University in collaboration with the Ethiopian government, the United Nation Development Program (UNDP), and the French Cooperation to meet the dire needs of the public sector leadership capability with the purpose of training the human resources of the country through the development practice-based curriculum with the aim of producing and festering young, committed, visionary, and responsive leaders for the public sector of Ethiopia.

The program is at a master's level to develop the capacities of leaders at different levels to help them become practice-oriented leaders. It was to this end that the practical components of the program have been given attention and the commencement of the internship program by the institute since 2011 with the composition of methodological has adopted a mixture of both nearly 60% practical and 40% theoretical training and learning process carried out through a practical knowledge sharing mechanism that is internship (ILG,2012).However ,the surveys made by the institute showed that, there were both challenges and opportunities during the implementation of the program (ILG, 2014). ECSU has started offering an internship program for its graduate students of ILG at Federal and Regional governments based on its internship Guidelines to meet the changing expectations of the public sector and students. However, the effectiveness of the internship programs it offers is not assessed. As the coordinator of the internship, I have observed the gap in the implementation of the internship and the opportunities in equipping

trainees with the knowledge and practical skill they need at the public service of Ethiopia. Thus, I was interested to support this program by research for further implementation. Therefore, this study as assessed and identified the opportunities and challenges of internship program implementation at the ECSU/ILG with emphasis on the placement of internees at 13 selected Federal Ministries and 6 Regional Government Institutions in Ethiopia.

Experiential learning/ internship at the tertiary education level is a crucial component of learning and is at the same time full of challenges because of scant attention from the side of hosting organizations as learned from different internists who passed in the process. This critical learning strategy seems to be there only in the curricula of different higher learning institutions. Yalew, 2014 who studied on problem identification of internship program, identified that there are both challenges and achievements in the program. The study also revealed that sufficient studies were not done on the level and magnitude in terms of assessing the practices of internships in different contexts in Ethiopia as playing a significant role in the integration of the stakeholders. Thus, it is found that it is important to undertake this study to create some bases on the problems encountered in implementing internships.

Moreover, the survey for the internship by the ILG staff in 2014 indicates that the challenges of the internship program relate to inadequate support from the hosting organizations at federal and regional levels. The research finding from Bahir Dar University and reports from Adama University, Institute of Leadership and Good Governance (ILG) students, and the practical experiences of the researcher have necessitated this study. This program needs to be studied and investigated the challenges scientifically. Therefore, this study was assessed and identified the opportunities and challenges of internship program implementation at the ECSU/ILG with emphasis on the placement of internees at 13 selected Federal Ministries and 6 Regional Government Institutions in Ethiopia. The general objective of this study is to examine the implementation of internship programs in the selected Federal and Regional Government Institutions in Ethiopia. The specific objectives of this study sought to 1) identify the main challenges in implementing internship program; 2) examine the opportunities of internship program; and 3) Examine roles of the stakeholders in implementing internship programs at the Federal and Regional Level.

2. Review of Related Literature

2.1 Overview of Internship

Internship originated in early 1900 in the USA, is a work-based educational experience that targets specific jobs, positions, occupations, or professions. Internship is a way to develop their capabilities by practical applying the academic elements of their degree and an opportunity to learn about the work environment during their internship, students will be evaluated and assessed by both their school's internship coordinator and their onsite professional supervisor or mentor (Zimmerman, 1996).

According to Furco (1996), an internship is an educational program that students have engaged in service activities at different civil service sectors to have hands-on experience and gain credits for the program per the college's by-laws (Busby 2003), It is a work done outside the classroom brings new depth and meaning for the work done inside the classroom and enlightens the student to their academic performance (Rachel Ochoa,2009). Ross and Goodwin (2008), internship courses provide learning opportunities for undergraduates to experience professional

practice and activities and an opportunity to close the gap between learned theory and practical reality (Fox, 2001).

The study by Mari,2008 and Che-Hu et.al.,2011 identified that the expected benefits of an internship is to familiarize mentees with practical knowledge, skills, enhance a social relationship, motivate future learning, and develop socially acceptable personality and attitudes. But practical implementation of the program was far from smooth; lack of proper supervision, reluctance in sharing information, inefficient allocation of time and funds and considering the trainee as a threat (Mihall, 2006). Such internship experience could cause students to change their career paths (Fox, 2001 and Bukalya, 2012).

2.2 Types of Internships

Internship can be paid or unpaid and usually give the students college credit for their work (Bukaliya, 2011). Paid and Unpaid Internship. The "market" will typically drive the issue of paid and unpaid interns. For unpaid internships, the work of the intern is an integral part of the student's course of study and received a credit for their work that considered a requirement for graduation. The student must prepare a report and submit it to a faculty supervisor. The employer also received a letter or some other form of documentation from the school indicating that it approves of the internship and its educationally relevant and learning objectives are clearly defined.

Independent and College-sponsored Internship: Most universities will allow students to earn academic credits for participating in internships and closely monitoring the programs.

Apprenticeship is a training method that combines on-the-job training and experience with classroom instruction in particular subjects (Kibret, 2014).

Inkster and Ross Internship Stage Model

Inkster and Ross (1998) created their six-stage model. They describe transitions and stages through the internship process: (a) arranging and anticipating an internship,(b)Orientation and the student's initial arrival to the organization,(c) Reconciling expectations with reality is marked by the realization that initial expectations do not match reality in the workplace because the internship experience has been structured differently by the public sector than the familiar classroom, and (d) Productivity and independence. (e) closure, and (f) reentry and practical application is a time for clarifying ongoing relationships.

2.3 Principles of Internship

According to the Gateways Professions Collaborative Forum 2010, there are six principles of best practice: preparation; recruitment; According to the Gateways Professions Collaborative Forum 2010, there are six principles of best practice: preparation, recruitment, induction, treatment, supervision, and mentoring, reference, and feedback. Each of these principles describes core elements necessary to allow both employer and intern to benefit from the internship.

In addition to that, the Professional Association for Practitioners of Experiential Learning has also developed a set of refers to as "Principles of Good Practice" stated that first determine what specific learning is intended as a result of the experience (Intention), communicate the goals and procedures among all stockholders (clarity), analyzing activities and learning against the

outcome measure established at the beginning of the experience (reflection), clarify the evaluation role of students, universities, and mentors (evaluation) and celebrate the Experiential Learning experience (acknowledgment) (NSEE,2004).

2.3 Supervision and Mentoring

Good management and supervisor will help to make them more productive and develop more quickly. Therefore, at all levels, employers should ensure a dedicated person(s) with ring-fenced time in their work schedule to act as a supervisor and mentor. The mentor should provide ongoing feedback and support to appraising interns' performance and competencies on tasks and professional behavior.

2.4 Benefits of Internship

The internship program is beneficial for both the students and the government organizations. It may be one of the few opportunity's students have to test the skills and attitudes developed and discussed in their academic program. It permits them to understand the connection between theory and practice and it also enhances the student's knowledge of his potential to reach the goal set for various professionals. Besides, the assignments and responsibilities of the intern should reflect the needs and priorities of the local government. Interns are a resource, not unlike other positions and functions. The presence of the student/mentee should be integrated into the organizational structure as any other one. If the intern treats as an employee of the sector, both the mentee and the federal and local government will gain the most advantage from the work assignment. Therefore, a carefully planned internship program may serve as an understanding of a target profession and prospects of working conditions. It also provides valuable exposure on the job, develops professional skills and attitudes, and establishes a strong linkage with people working in the same profession. Furthermore, it is crucial in developing self-recognition, a positive attitude, enhancing social relationships, and practical skills (Parveen, 2012).

2.5 Opportunities of Internship

For the student, internships offer the potential for valuable learning opportunities outside the standard classroom and can also serve as a bridge between the traditional academic setting and the professional world (practical reality) (Furco, 1996) .whereas, for academic institution, internships offer a rich array of opportunities for faculty development, positive grown relationships, and interaction with professional communities throughout the country and the world. For the organization, internships offer an opportunity to contribute directly to the educational and developmental growth of participating students. It can also foster a useful relationship between the sponsoring organization and the academic institution in which both parties benefit from shared knowledge, resources, and goals (Linnea D. et.al, 2007).

According to the internship report of students of ILG,2012 and 2013 the opportunity of internship is practical understanding of how the Federal Public Institutions operate and understand the importance of mental strength and creativity of public leaders in handling different challenges facing to Federal Public Institutions; understanding of how to develop strategic issues that have policy implication to the Public Institutions deal with strategic

leadership and performance management issues, specifically the BSc and how Public Leaders enhance the manpower productivity.

Moreover, practical understanding of power decentralization within and outside the federal public institutions; how leaders communicate within the country (internally, across public sectors, regions) and overseas; how to promote democratic culture and values at the work place as well as an understanding of training facilitation, and the impact of friendly approach between the employees for the implementation of BSC , capacity building issues and understanding of how to organize different meetings.

2.6 Challenges of Internship

An internship also has obstacles that one hadn't anticipated. Part of the reason student took the internship in the first place were to gain valuable work experience. Interns are often faced with the problem of not having enough work or being given "busy work" that doesn't really add value to the company, besides, It has been a few weeks, students have had no feedback from their supervisor, good or bad and have no idea how you're really doing. In addition to these, students may get an assignment from your supervisor that is completely unclear and have no idea what they are doing.

2.7 Concept and Definition of Mentoring

According to Ambrosetti, Angelina and Dekkers, John (2010), Mentoring is a complex process and functions (Bey and Holmes, 1992), a relationship between mentee and mentor (Cahile, 1999) and able and willing to offer, support and constructive feedback (Shea, 1999) that involves support, assistance and guidance requires time and communication. It should facilitate self-reliance in mentees, develop partnership through which the mentor shares knowledge, skills, information, and perspective to foster the personal and professional growth of the mentor and in order to promote self-reliance in a mentee.

2.7.1 Responsibility of a Mentor

A mentor is a guide who can help the mentee to find the right direction and who can help them to develop solutions to career issues (G.W.A, 2005). According to the ILG, 2012 the duties and responsibility of mentors are assigning the students to real work environment confirmed with certain tasks to accomplish within a specific period to engaged in the activity assigned to her/his, work with student to achieve the objective set based on the plan and keep records to evaluate the performance of the mentee as per the guideline. Whereas, the responsibility of the mentee is utilizing these qualities of being active, probing, and challenging in ensuring success. And the role of a mentor including as a teacher, motivator, coacher, advisor, and role model (Kibret H., 2014).

2.7.2 The Role of Stakeholders

The internship programme is one of the components of the programme of the ILG which is needed to be effective in the implementation process (ILG, 2012). To manage all the components of the graduate programme an integrated and strenuous effort of all stakeholders is very important. Though the stakeholders of this programme are all governmental and public institutions and the community at large, it is imperative to identify key stakeholders so that it is

possible to obtain their planned and proactive contribution for the success of the internship program and the graduate programme in general. By doing so it is believed to acquire the effect of synergy in the process of making the stated objective into reality.

The Ministry of Public Service and Human Resource Development which is currently assisting this graduate program project in forwarding information and instruction to other public organizations, coordinating and communicating donors, overseeing the implementation process, backing, and taking actions as appropriate. Whereas, Ethiopian Civil Service University is the pioneer of the program in an organized of mere practical way that facilitating and providing resources, providing academic leadership for the success of the program, deploying academic and administrative staff members, providing accommodation, food service, and urban transport service for mentees those who assigned at Federal and Regional government Institutions and communicating other stakeholders on issues that may arise during internship (ILG, 2012).

2.7.3 The Mentoring Relationship

According to Teresa Byington (2010) the four keys to establishing successful mentor-mentee relationships are: develop a relationship of trust built before any effective mentoring can take place(Kutilek & Earnest, 2001), clarify roles and responsibilities of both the mentor and the mentee (Mincemoyer & Thomson, 1998), establish short and long-term goals to develop mutually agreed upon goals and collaborate to solve problems allow mentees the opportunity to identify concerns and potential solutions (Podsen & Denmark, 2000).

2.7.4 Empirical Studies

Government expectation is for individual institutes to develop and implement the federal vision. To help achieve these initiatives, universities are seeking closer associations and partnerships with industry and business and are rapidly adopting a more vocational focus to their curriculum. In 2008 Universities of Australia developed at the request of the Australian Government a position paper on the development of a National Internship Scheme to 'enable more Australian university students to undertake structured work-based learning in industry. Further urge universities need to adopt a more student-centered and authentic learning approach to build graduates with the professional skills necessary transition into the workplace. (Universities of Australia, 2008) Recently the university has undertaken a curriculum framework review where a range of new curriculum options was investigated. This review led to the university which provides a variety of internal and external 'work integrated learning opportunities for students from capstone projects, careers in the curriculum, study tours and industry placements. Thus, there is a suite of work-related opportunities where students are exposed to real-world learning opportunities throughout their program of study. The overarching purpose is to provide students with the opportunity to apply their theoretical knowledge in an authentic workplace setting where they can develop new skills and knowledge while gaining a deeper understanding of their discipline and the professional working environment of their discipline.

Most colleges in Taiwan that have a Leisure Management Department require students to participate in an internship programme to help them gain practical work experience, learn to apply concepts they have learned and prepare for their future careers. Colleges that require internships usually have established policies regarding the programmes which regulate matters such as minimum hours, work duties, credits and means of assessment (Huang & Huang, 2004).

Previous research studies also show that internship periods were too short and the majority of interns think that the most appropriate internship period should be six months (Oliver, 2010; Mihail, 2006). Mihail (2006) also found in his study that most of the interns preferred to have internship periods ranging from six to nine months instead of three months. This indicated that interns are willing to have a longer internship period and believe that they can learn more within a six-month period. Supervision of interns has been cited as being treating problematic. Qualified staff to supervise the interns has been in short supply. According to Tackett et al (2001), students feel that there should be careful examination of feedback from employers and interns followed by the modification of the internship program accordingly.

3. The Methods

3.1 Research Design and Approaches

In this research study, the researcher used exploratory and descriptive research design to identify and examine the opportunity, and challenges of internship at federal and regional governments of Ethiopia. The exploratory design was used to investigate the new ideas and information since it is new and not well addressed with the population of under-studied. Descriptive design helps the researchers to describe the current situation of the implementation of the internship program. It helps to describe the inducing factors as well as hindering that affect both the hosting organization and the students.

In this study, the researcher used both quantitative and qualitative research approach. This was used to provide the better understanding of a research problem and opened the door to multiple methods; enhance generalization of the research, and different form of data collection and data analysis. This helps to understand one thing from different perspective. After review of related literature, five-point Likert scales with Strong Agree (SA), Agree (A), Undecided, Disagree (DA) and Strong Disagree (SDA) with total of 31 items. Quantitative research methods are used to collect data through a survey to quantify information from the respondents. The qualitative research method used the in-depth interview with key informants to understand the feeling and behaviors of the respondents.

3.2 Type and Source of Data

The researcher collected data using qualitative and quantitative methods. Quantitative data was collected from mentors and students through a survey, while qualitative was collected from one-on-one interview with leaders and partners, and groups' discussion with student's representative from each batch .and, a participatory observation was conducted to see how the students' placement and facilities allocated to them looks like. In addition, time series data were used to see the implementation of internship regarding the five-year batches of the Leadership and Good Governance Institute students using sequentially.

3.3 Methods of Data Collections

This study used both primary and secondary data. Primary data was collected through questionnaires, interviews, observation, and focused group's discussions. Structure interviews with open and closed-ended questions were used to collect data from sample leaders and partners. The interview method helped reduce errors due to variability enormous as it generates

standardization of the questions. Personal observations to see the placement of students, discussion held among mentors/students, and coordinator during the implementation of the internship.

Focus group discussion was conducted with internship student representatives to triangulate the survey results. Finally, a semi-structured interview was conducted with state ministers of the federal institutions, high officials of regional state and civil service officials of the regional, and representatives of France and UNDP. The source of secondary data was used to strengthen the findings of the data from books, published journals, reports, curriculums and syllables of the university.

3.4 Sample Design

The population used for this research study was conducted from Federal and Regional Government institutions. The subjects were high official leaders, civil service officers, mentors, and ILG five batches' students and selected partners.

3.5 Sampling Technique

To this study, probability and non-probability sampling technique were employed. The stratified sampling method was employed to identify students based on their batch. Then, the sample students were proportionate based on their batch. At the last, students were taken using simple random sampling method. Moreover, mentors were taken using simple random sampling method. For the qualitative data collection, purposive sampling method was employed. Thus, Key Informant Interviewees were selected from federal and regional government institute and partners of France and UNDP representatives. Focus group discussion was conducted with ILG student's representative from each batch working at Addis Ababa and its surrounding regional offices.

3.6 Sample Determination

3.6.1 Sampling for Quantitative Data

To collect quantitative data from students and mentors of internships programs the researcher used both close and open-ended questionnaire. To determine the sample size for a quantitative study, different authors use a different formula. For the purpose of this study, the researcher used the formula set by Kothar, 2014 calculated as follows. Considering the level of acceptable margins of error at 5%, the sample size will be determined by using the following formulas.

If N < 10,000, then the sample size is calculated by the formula $n = fn = \frac{n}{(1 + \frac{n}{N})}$, where

N = Target population
n = Desired sample size
z = Confidence level (95% = standard normal value is 1.96)
p = Estimated characteristics of study population (0.5)
q = 1-p
d = level of statistical significance set or margin of error (1-0.95 = 0.05)
Hence, assuming that the size of the population in the study area is > 10,000, the sample size of the study will be:

$n = \frac{z2pq}{d2}$ where z= 1.812, p=0.5, q=1-0.5, d=0.07

$$\frac{(1.96)^2 (0.5)(0.5)}{(0.05)^2} = \frac{3.8416 \times 0.25}{0.0025} = 384$$

n= 384 for N is > 10,000, 95% confidence level and 5% margin of error.

However, since the total population of the study area is 555 which is less than 10,000, the sample size using 95% level of confidence was:

$fn = \frac{n}{(1+\frac{n}{N})}$, therefore, N= 555 and n = 384; then, the sample size is calculated as:

$$fn = \frac{384}{1+\left(\frac{384}{555}\right)} = \frac{384}{1+0.033959976} = \frac{384}{1.69189} = 227$$

To know the Share of respondents from the total =   No of population   X no of sample size
No of population (universe)

Share of students $= \frac{377}{555} * 227 = 154$

Share of mentors $= \frac{178}{555} * 227 = 73$

From the 227 total sample sizes, the researcher was selected 154 students and 73 mentors by using proportional sampling. To identify participants of the qualitative data, 33 high and middle level leaders of Federal and Regional Governments, and 3 stakeholders (Ministry of Public Service and Human Resource Development, Ethiopian Civil Service University and UNDP) were considered purposively.

3.7. Data Analysis Technique

Data analysis is a stage that incorporates several elements that taken as an application of statistical techniques to the data that have been collected. After the data was gathered through quantitative and qualitative data sources, both qualitative and quantitative data analysis techniques were applied to present and interpret the obtained data. The researcher interpreted the collected data according to the type and nature of the collected data. Quantitative data was analyzed through descriptive statistical procedures enhances the validity of results and presented in tables based on the scale and for qualitative data by grouping textual material into categories to find emerging themes to develop interpretation base on the research objectives (Creswell, 1998).Thus, based on the analysis, suggestions were provided for the effective implementation of the internship program.

4. Results and Discussion

4.1 Response Rate and Demographic Characteristics of Respondents

Samples of 154 respondents were selected to complete the survey questionnaire. All the 154 questionnaires distributed to the respondents were returned. This shows the response rate is 100%.

Out of 154 qualified respondents of the survey majority that is 99 (63%) of them are males whereas 55(36.1%) of them female. This insignificant difference between genders of respondents does not provide significant impact on the research output and value. In terms of age, majority107 (68.7%) of the respondents fall between 20-40.What can be taken from this is they have a potential knowledge and workforce to the country.

6.1 Sex, Education, and Experience Characteristics of the Respondents

Table 4.1: Sex, Education, and Experience of the respondents

Variables		Frequency	Percent
Sex	Male	99	63.9
	Female	55	36.1
Age	20-30	38	24.1
	31-40	107	68.7
	41-50	9	7.2
Education	MA	149	96.4
	Ph.D.	5	3.6
Work experience (years)	Below five	5	3.6
	Five to ten	100	65.1
	Eleven to Fifteen	30	19.3
	Above fifteen	22	14.5

Source: Own field survey, 2017

In terms of educational background, 96% of the respondents with a second degree the rest are Ph.D. holders. From this, one can learn that the respondents give mature information since most of the respondents have a better academic understanding that has added value and input to the study. The respondents have experiences between 5 and 15. This implies that they can supply better information about what is going in the organization related to the internship program.

Table 4.2: Challenges of Internship in the hosting Organization

			SDA	DA	UD	A	SA
1	The hosting institutions have clear and adequate understanding about the objective of the program.	F	26	69	15	35	9
		P	16.9	44.6	9.6	22.9	6
2	The hosting institutions are availing the necessary documents on the program	F	17	48	24	50	15
		P	10.8	31.3	15.7	32.5	9.6
3	The hosting institutions are assigned on time as soon as mentees arrive at the hosting organizations	F	69	9	27	37	15
		P	44.6	6	15.7	24.1	9.8
4	Limited expertise to mentor	F	11	37	22	76	7
		P	7.2	24.1	14.5	49.4	4.8
5	Hard to communicate and shared data	F	15	37	19	76	11
		P	9.6	21.7	12	49.4	7.2

Source: Own field survey, 2017

The effectiveness of internship implementation depends on the awareness and shared vision among the hosting organization, University, and the stockholders. As shown in table 7, 44.6% (69) of the respondents disagree and16.9 % (26) strongly disagree that the mentors were provided a clear and adequate understanding about the objective of the program, whereas 22.9 %(35) of the respondents agree and 6%(9) strongly agree. The other 9.6 %(15) were undecided. Looking at these numbers, one can say that the mentors have understanding gaps about the objective of the internship and persuade the mentees that they are there for a purpose and help them be positive for the future in the institution.

As indicated in Table 8, 31.3 %(48) of the respondents disagree and10.8 %(17) strongly disagree that the mentors were not provided with the necessary documents on the program.

Whereas 32.5 %(50) of the respondents agree and 9.6 %(15) strongly agree while 15.7 %(24) were undecided. The results show that there is a very close opinion between those who agree and disagree about the availability of documents for the mentors to use. One reason given as to why there are fewer documents available is that few employees within an organization consider these mentees as a spy or a threat to their position.

The reason mentees took the internship in the first place was to gain valuable work experience. Otherwise, they can be extremely frustrated when they are not getting those opportunities. A mentor is a guide who can help the mentee to find the right direction help them develop their skill and have achieved professional success, acquired self-confidence, experienced professional satisfaction and wishes to share his or her experiences with a less experienced individual.

44.6 %(69) of the respondents disagree and 16.9 %(9) of them strongly disagree that the mentors were assigned on time as soon as the students arrived, whereas 24.1 %(37) of the respondents agreed and 6.6 %(9) strongly agree. The other 15.7 % (27) were undecided.
The result is shown from the discussant and interview there was a delay in the assignment of mentor both at federal and regional levels. This creates frustration and discouraging the mentee.
49.4 %(76) of the respondents were agree that there were limited expertise to mentor in the hosting organization and 24.1 %(37) of the respondents have disagreed, whereas 14.5 %(22) of them were undecided that whether there were limited expertise to mentor in the hosting organization.

49.4 % (76) of the respondents were agree that there were hard to communicate and shared data in the hosting organization and 21.7 %(37) of the respondents have disagreed whereas 12% (19) of them were undecided that there were hard to communicate and shared data in the hosting organization. As the survey showed in table 5, 34.9% (54) of the respondents disagree and 7.2% (11) of them strongly disagree that the mentors were willing and ready to welcome mentees assigned to them. Whereas 33.7% (52) of the respondents agree and 7.2 %(11) strongly agree while the other 6% (9) were undecided. The result from the discussant and the interviewee supported that even though there are some committed mentors who understand the internship program to orient the mentee to fill their gap, most of the mentors were not welcoming the mentee, as soon as they arrive at the organization. This shows that there are problems with some mentors in welcoming mentees. This calls for effective orientation.

60% of the mentors that the ILG doesn't raise their internship awareness. This may indicate that the mentors support the mentees without having clear information about the program.
The effectiveness of internship implementation depends on the awareness and shared vision among the hosting organization, University, and the stockholders. 44.6% (69)of the respondents were disagree and16.9 % (26)of them strongly disagree that the mentors were provided a clear and adequate understanding about the objective of the program whereas 22.9 %(35) of the respondents were agree and 6%(9) strongly agree while other 9.6 %(15) were undecided.

Each 34.9 % (54) of the respondents equally disagreed and agree that the mentors have the commitment and willingness to support the students whereas 12 %(19) of the respondents were strongly disagree and 9.6 %(15) strong agree the other 8.4 %(13) were undecided. But the discussant argued that even though some of the mentors were committed to supporting the mentee, they were not availing as the mentee needs help. They didn't meet and discuss with the mentee as per their schedule and not enough direction given what they are doing. Students have limited time spent with mentors due to undeniable to much tight transfer his/her practical experience. Some of the mentees have faced with a problem of not having enough work or being

given busy work that doesn't add value to the mentee as well as to the organization. This shows they were not responsible for their national obligation to create skilled human resources. 36.1 %(56) of the respondents were disagree and 3.6 % (6) of them strongly disagree that the mentors have the necessary skill and whereas 34.9 %(54) of the respondents agreed and 10.8 %(17) strongly agree the other 14.5 %(22) were undecided. The result shows from the discussant and interview that since most of them were experts, they were not having more knowledge and skill better than the mentee. This shows mentee have not got good experience and skill from senior leaders. Hence, the mentor assured that many mentees (66%) didn't have an opportunity to learn from the organization they are assigned to.

Table 4.3: Challenges of Internship with mentors

			SDA	DA	UD	A	SA
1	Mentors are willing and ready to welcome mentees assigned them	F	11	54	9	52	28
		P	7.2	34	6	34	18
2	Mentors are facilitating the necessary facilities including working room to the assigned interns.	F	15	50		69	17
		P	9.6	33	2.4	45	11
3	The mentors have commitment and willingness to mentor and capacitate the mentees.	F	54	19	13	54	15
		P	35	12	8.4	35	9.6
4	Mentors have necessary skills and experiences to properly mentor students	F	6	56	22	54	17
		P	3.6	36	15	35	11
8	Mentors accomplish their responsibilities according to the guideline of the internship program	F	13	65	21	35	21
		P	8.4	42	13	23	13
6	Mentors provide feedback and support to their mentees	F	9	69	17	46	13
		P	6	45	11	30	8.4
7	Mentors fairly and genuinely evaluate the mentee	F	19	60	19	37	19
		P	12	40	13	24	12
8	Mentors provide mentees with realistic challenging assignment	F	46	52	7	43	6
		P	30	34	4.8	28	3.6

Source: Owen field survey, 2017

42.2 %(65) of the respondents were disagree and 8.4 %(13) of them strongly disagree that the mentors have accomplished their responsibilities according to the internship guideline whereas 22.9 %(35) of the respondents agreed and 13.3 %(21) strongly agree. The other 13.3 %(21) were undecided. The interview and discussant supported that even though the University sent the mentor guideline attached with the mentee, the mentor didn't refer the guideline to accomplish the mentoring responsibility.44.6 %(69) of the respondents were disagree that mentors provide feedback and support to their mentees and 30.1 % (46)them agreed that mentors provide feedback and support to their mentees whereas 10.8%(17)of them were undecided.39.8 %(61) of the respondents were disagree and 12%(19) strong disagree that the mentor has to give genuine feedback and support to the student whereas 24.1 % (18)of the respondents agreed and 12%(19)% of them strongly agree that the mentor have given a genuine feedback and support to the student. The other 12 % (19) were undecided. This shows less attention is given to the internship program.33.7 % (52) of the respondents were disagree and 27.7 % (43) of them agree that mentors provide mentees with realistic challenging assignment whereas 30.1 % (46)

of the respondents were strongly disagree that mentors provide mentees with a realistic challenging assignment and 4.8 %(7) were undecided.

One of the objectives of the institute of leadership and good governance is fostering useful strategic partnerships with similar institutions, sponsoring organizations and the academic institution in which both parties benefit through shared knowledge, resources, and goals (Linnea D.et.al, 2007).

45.8 %(71) of the respondents were disagree and 24.1 %(37) of them strongly disagree that there is a strong communication between the hosting organization and the University whereas 15.7 %(24) of the respondents were agree and 4.8 % (7) strongly agree the other 8.4 %(13) were undecided. The interview result from the key informant and discussant assured the survey result that the communication between the University and the hosting organization are very weak. In addition to this 73% of the mentors pointed out that the ILG doesn't communicate to than what has been done by the mentees and the gaps identified by them to introduce changes to the future joint work. This show that a lack communication on the basic objectives and expected outcomes from the internship program that leads less attention given to the program.

Table 4.4: Challenges of Internship by the University

			SDA	DA	UD	A	SA
1	There is a strong communication between the university and the hosting institution	F	37	71	13	24	74
		P	24.1	45.8	8.4	15.7	6
2.	The time allocated for the internship program is enough.	F	22	72	9	33	17
		P	14.5	47	6	21.7	10
3.	The university provides timely transportation	F	16	38	9	12	8
		P	9.3	45.8	10.8	14.5	9.6
4.	Mentees are paid fair per diem during the program	F	38	80	7	17	15
		P	22.9	51.8	4.8	10.8	9.6
5	The university makes strong monitoring and support to the mentees during the program	F	17	63	26	32	17
		P	10.8	41	16.	20.5	10
6	The university sustainably and timely solve the challenges facing students	F	24	56	37	34	6
		P	15.7	36.1	205	24.1	3.6
7	The performance evaluation criteria of the internship program is clear, fair, and transparent	F	21	35	26	54	19
		P	13.3	22.9	16	34.9	12
8	The internship program is achieving its objectives	F	33	52	13	43	13
		P	21.7	33.7	8.4	27.7	8.4

Source: Owen field survey, 2017

47 % (72) of the respondents were disagree and 14.5 % (22) of them strongly disagree that the time allocated for the internship is not enough whereas 21.7 % (33) of the respondents agreed and 10.8 % (17) strongly agree that the time is enough. The other 6 % (9) were undecided whether the time allocated is enough or not. The key informant's interview resulted regarding the time allotted for the internship is too short. As mentees took assignment given by the mentor they came back when their activities and plans were in progress. Universities should provide the necessary facilities for the efficient implementation of the internship program.

45.8% of the respondents disagreed and 19.3 % of them strongly disagree that the university provides timely transportation for the facilitation of the internship program. Whereas 14.5 % of the respondents agreed and 9.5 % strongly agree that there was a timely transport facility

provided by the University. The other 10.8 % were undecided. Discussants supported the survey result that mentee suffers from lack of transport on time and forced them to arrive late at the hosting organization. This shows priority is not given to avail the necessary transportation for the internship program 51.8 % (80) of the respondents were disagree and 22.9 % (35) of them strongly disagree that the University paid fair perdium to the student whereas 10.8 % (17) of the respondents agreed and 9.6 % (15) strongly agree that. The other 4.8 % (7) were undecided. All the key informants and discussants assured that the perdium given to the mentee was not fair and have not considered the real situation on the ground. This shows the decision was done without proper studied the real situation on the ground. 41% (63) of the respondents were disagree that the University makes strong monitoring and support to the mentees during the program and 20% (32)were agreeing whereas 16.9 % (26) were undecided. The other 10.8 % (17) each was strongly agreed and disagree. Design and implement a well-structured and organized internship program is important because most of the internship program is based on off-compass activities and assignments, Institutes do not have direct control of all aspects of the course. If an internship program is to be most effective, it needs to involve much more than simply sending the mentee off-campus to independently complete a work experience.36.1 % (56) of the respondents were disagree that The University sustainably and timely solve the challenges facing students and 24.1 % (34) of the respondents were agreeing the university sustainably and timely solve the challenges facing students whereas 15.7 % (24) of the respondents were strong disagreeing. Others 20.5 % (32) were undecided.34.9 % (54) of the respondents were agree and 12 % (19) strongly agree that the evaluation criteria were clear and understanding by the mentors whereas 22.9 % (35) of the respondents disagreed and 13.3 % (21) of them strongly disagree that the evaluation criteria were not clear and understanding by the mentors to evaluate the student .The other 16.9 % (26) were undecided.

33.7 % (52) of the respondents were disagree and 27.7 (43) % of them agree that the internship program is achieving its objectives whereas 21.7 (33) % of the respondents were strongly disagree and 8.4 % (13) of each were them strongly agree and undecided that the internship program is achieving its objectives.

Table 4.5: Opportunities of Internship

			SDA	DA	UD	A	SA
1	The university is providing sufficient orientation	F	6	19	10	67	52
		P	3.6	12	7.2	43.4	33.7
2	Mentee contributed for my organization	F	2	6	6	51	8
		P	2.2	8.7	8.7	69.6	20.9
3	Learnt from mentees	F	0	22	2	43	6
		P	0	30.4	2.2	58.7	8.7
4	Mentees and organizational capacity Builder	F	0	14	3	40	16
		P	0	19.6	4.3	54.3	21.8
5	Mentees and their role as partnership enhancers	F	3	16	3	35	16
		P	4.3	21.7	4.3	47.8	21.7
6	Mentees and rule and regulation	F	20	33	2	13	5
		P	28.3	45.7	2.2	17.4	6.5

Source: Owen field survey, 2017

One of the opportunities of the internship is contribution given to the hosting organization, the University, and the mentee. The mentor assured that they learned from mentee to develop a new mindset since they are providing a great contribution through training to capacitate the employee and provide a new idea and information. Besides, they promote the hosting organization and

tried to create a partnership with the university. The other opportunities that gain from internship is mentees were communicated with the hosting organization senior officials 81% of the respondents that the mentees are of value for the organization, they contribute through training and assess customer satisfaction.

Table 4.6: Role of the Stakeholders

		SDA	DA	UD	A	SA
1.Awareness of mentees about the purpose of internship	F	8	37	3	22	3
	P	10.5	50	4.3	30.4	4.3
2.No formal communication among ILG and Civil Service Minister	F	5	24	6	25	13
	P	6.5	32.6	8.7	34.8	17.4
3. No proper follows up	F	6	32	8	24	3
	P	8.7	43.5	10.9	32.6	4.3
4.It doesn't us inputs from the stakeholders	F	6	8	3	46	9
	P	8.7	10.9	4.3	63	13

Source: Owen field survey, 2017

About 60.9% of the mentees are not clear with their purpose in the hosting organization. This is a serious problem to consider themselves as a part of an organizational system.52% reported there was no formal communication between them and ILG. From these findings, one can understand there is a gap to be filled between mentors, the ILG and the minister to make the internship effective .States the relationship between mentees and mentors to generate inputs for their operation. It is shown by 76% of the mentors that the mentees don't use inputs from the stakeholders. From this finding, one can infer that the mentees give lack attention to what the mentor tell him. This blocks opportunity to learn.

5. Conclusion and Recommendation

5.1 Conclusion

Internship has been a compulsory requirement for master's degree students in leadership and good governance to help mentees develop knowledge, skills, and attitude from experienced leaders working at federal, regional, and local public administrations with the emphasis that mentees analyze the leadership practices and institutional systems relevant for policymaking. However, mentees have often faced various challenges that they have not expected during their stay at the internship site. Lack of communication and shared vision from the employees working at the respective organization leads to less attention to the program. Ash and Clayton,2009 also assured that good planning and guideline were contributed an indispensable role in the effective implementation of the program to enhance the knowledge and skill of the mentees from the program. But the usage of the guideline was partial which will be corrected by the hosting organization(the mentor) and the University(Internship Coordinator).

ILG, 2012, stated that the duties and responsibilities of mentors are welcoming and assigning the mentees to the real work environment confirmed with certain tasks to accomplish within a specific period to engage in the activity, but the students have no got timely feedback from their mentor, good or bad, and have no idea how to do their assignment. This is because the hosting organization has no clear and adequate understanding of the objective of the internship program. Thus, mentees could not get the necessary knowledge and skills that help them for further carrier

development, so, the assignments and responsibilities of the mentees should reflect the needs and priorities of the Federal and local government.

Enhancing strategic alliances with similar organizations and academic institutions benefit from shared knowledge, goals, and resource utilization (Linnea D.et.al, 2007).To materialize this, the University and public service and human resource development is better to collaborate and extend themselves to their level with others like Meles Zenawi Leadership Academy to create a strong network in the capacity building. Because the effectiveness of internship implementation depends on the awareness creation and shared vision among hosting organizations, universities, and the stockholders.

Even though there are some challenges faced to the student during the implementation of the internship program, there is also an opportunity that mentee's gain, appropriate orientation, and good exposure to visit different organizations and meet with potential people and practical work. On the other hand, the mentees have also provided effective and efficient training, new idea, and information to the employees of the hosting organization.

5.2 Recommendations

This study has come up with recommendations deciphering the findings.

The public sectors leaders and employees should understand the objective and advantage of the internship programs and become actors in its implementation and maximized the benefit of it with the arrangement of a joint venture that facilitates collaboration.

Ethiopian Civil Service University should think proactively and organize all processes of internship programs. The Institution of Leadership and Good Governance is better to influence the hosting organizations to be utilize the guideline of internship effectively to assess the possible gaps shown in the implementation process. There should also arrange a periodic consultative meeting involving all those who have a stake in the materialization of the program.

Mentees should develop creative attitudes towards implementing internship in their personal lives and public organizations to learn from the process. They must operate according to the plans they set and pass in the process with active involvement and devotions. Though there could be challenges, they should arm themselves with the spirit that transforms challenges into an opportunity to grow.

The Ethiopian Civil Service should create strategic partnerships collaboration with similar institutions like Meles Zenawi Leadership Academy at federal and regional levels to strengthen the contributions expected from citizens.

The time allotted for internship program was very short, so, it is better to reconsidered extending the duration of the internship and An appropriate orientation given to the student and the hosting organization has a significant contribution to understand the program.so it should be sustainable and strengthen.

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