

Contributions of Students' Exposure to Students Industrial Work Experience Scheme (SIWES) Towards Students' Entrepreneurial Interest in Oyo State

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Abstract

Involvement in entrepreneurial activities is a major factor in curbing unemployment among the youths in Nigeria, yet not so many youths are involved in business for so many reasons ranging from lack of fund, inconsistency in government policy, economic background of the youth among others. This study examines the effect of students' industrial work experience scheme on entrepreneurial interest of NCE students at Emmanuel Alayande College of Education, Oyo. The specific objectives of the study were to assess the various skills acquired by students during industrial training, identify the level of exposure of students to the industrial training programme to enhancing students entrepreneurial interest, determine the effect of Student Industrial Work Experience Scheme (SIWES) on students attitude to work and identify the challenges that students encounter during the SIWES programme. Three research hypotheses were formulated and a descriptive survey research design was adopted for the study and a total sample size of eighty-six (86) respondents were selected using systematic sampling techniques from school of vocational and technical education and school of arts and social science. Questionnaire was used as the research instrument and data gathered were analysed using descriptive statistic of simple frequency count, percentage, mean and standard deviation and inferential statistics of t-test to test the formulated hypotheses. The result of the study shows that there is a significant difference between skills acquired during the programme and students' entrepreneurial interest and that there is also a significant effect of the industrial training programme on students' attitude to work. However, level of exposure of students to business during the industrial training programme does not influence the entrepreneurial interest of students. Based on the findings, it is therefore recommended that proper orientation should be given to the students as regards the usefulness of the programme to the economic development of the students after graduation. Students should be posted to the right place which match with their field of study to carry out their practical learning process. This will help to stop some students from buying some top officers to sign their logbooks without actually under-going the training due to difficulty in securing placement for the exercise.

Keywords: *Student's Industrial Work Experience Scheme (SIWES), Entrepreneurial interest, Skill acquisition, Vocational and Technical Education*

INTRODUCTION

Education is the most powerful instrument in the world because no nation has ever attained fame or a particular height in terms of development without education as its bedrock, which is engendered by sound educational ideals. In so much as education is a key instrument for change and development, yet education in Nigeria is more of theory than the practical. Education is an instrument of change and development in any developed nation. According to Hungerford (2000) as cited in Usman & Tasmin (2014), academic institutions lay much emphasis on the theoretical training rather than practical aspect of the training. Also, industries do not care to participate in the educational programmes due to the fact that some industries do not realize the intimate relationship between productivity, quality and education or training. It is therefore imperative to foster sustainable cooperation with the industry for enhanced skills-acquisition.

Unemployment is a major concern to stakeholders in Nigeria. It is as a result of overpopulation and production of graduates every year out without putting structures in place to accommodate graduates. Nwosu & John (2017) defined unemployment as an economic condition in which individuals seeking jobs remain un-hired. This can also be seen as the share of the labour force that is without work but available for seeking employment. Rising incidence of unemployment results in loss of income for individuals, reduces revenue for governments, hinders economic growth and increases pressure on government- spending on social benefits in advanced countries. According to Jen (2004), the complexity of modern society calls for the services of a multiplicity of diverse occupations, which demands the preparation of large numbers of people for the different occupations. Besides, modern society entrepreneurship educations knowledge-experts in diverse fields for knowledge generation. Logical pursuit of knowledge about the physical and social world of business can best be handled by experts. Likewise, the application of knowledge and skills to value social purposes requires the experience of specialists. This means that professionalization, or the reality of expert society makes the acquisition of expert knowledge and skills', obtainable from participation in learning process which is a necessary requirement for entry into an occupation or profession (Nwosu & John, 2018).

Students Industrial Work Experience Scheme (SIWES) is a skill training programme designed to expose and prepare students in institutions of higher learning for industrial work situations they are likely to meet after graduation (Okorie, 2001). SIWES is a cooperative arrangement between the school and industries for all students undergoing courses that call for exposure in industrial activities during their training in schools. SIWES is financed by the Federal Government of Nigeria and it is operated through the Industrial Training Fund (ITF) in collaboration with National University Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) and industries (ITF, 1990). Education of the youths should, therefore, be related to the world of work. Since the advent of technical institutions, the responsibility of workforce development had always rested on the government's shoulder. Technical institutions were established to prepare youths to earn a living/wage by providing them with vocational skills. Therefore, for industrial work experience to give the student the opportunity to utilize some of his/her academic knowledge and skills in a real-life industrial job environment, some aspects of

industries routine operations management should be related to his/her academic discipline.

Aim and Objectives of SIWES in Nigeria

- Provides the avenue for students in institutions of higher learning to gain industrial skills and experiences in their course of study.
- Prepare the students for the industrial work situation they're likely to meet after graduation.
- Expose students to work method and techniques in handling equipment and machinery that may not be available in their institutions.
- Make the transition from school to the world of work easier and enhance students' contact for later job placement.
- Provides students with an opportunity to apply their knowledge in actual work situations, bridging the gap between theory and practice.
- Enlist and strengthen employers' involvement in the entire educational process and prepare students for employment after graduation.

Entrepreneurship as an act of identifying business opportunities and organizing it to initiate a successful business activity cannot be established if devoid of an entrepreneur (Israel-Regha, 2015). As a result of the economic recession experienced in the country some few years back, everyone now wishes to engage a business that will help them cater for their basic needs. However, they are confronted with complexities and difficulties involved in establishing and running a business enterprise successfully due to lack of adequate knowledge about the business leading to business failure. This increased rate of business failure is attributed to lack of management development programmes for business owners. Anyikwa (2006) opined that there is a universal problem of weak capacity with regards to business knowledge, skills and attitudes. Adequate knowledge and skill can only be obtained through learning from others who have the experience and capability. It is so unimaginable to see the rate at which small-scale sub sector witnesses the invasion of business men and women who lack the skills to run a successful business. Entrepreneurship education as that training, which prepare learners to be accountable and innovative persons who become entrepreneurs' thinkers and contribute to development and sustainable communities; it provides opportunities for youths to be experienced, acquire entrepreneurial knowledge, skills, and attitudes including opportunity recognition, idea creation and marshalling resources in face of risk to chase opportunities, venture creation and operation, creativity and critical thinking (Okolie, Elom, Ituma, Opara, Ukwa, Inyagu & Ndem, 2014).

No society can achieve meaningful progress without encouraging its youth to acquire necessary practical skills. Such skills enable them to harness available resources to meet the needs of society. It was against this background that SIWES, otherwise referred to as Industrial Training (IT), was introduced in Nigerian tertiary institutions. Acquiring knowledge and skills needed to run a business successfully has to come through learning process. One of the teaching methods used in teaching is demonstration method and this is a method that help students to learning by what they see. This method of teaching tend to boost students interest in whatever is being taught. The SIWES programme is one of such method of teaching which exposes students to various knowledge and skills in their choice of programme. In Nigeria, industrial training also began with the dependence of industry on technical competencies for the operation and maintenance of its resources (Israel-Regha, 2015). Industrial training or work experience had its origins in the practice at the first Nigerian Polytechnic, the Yaba Technical Institute (now Yaba College of Technology) which was founded in 1948. Students were sponsored by government establishments or private firms at the time. They returned to work with their employers during the long vacations. In

this way, the students had some form of industrial training or work-experience integrated with their learning at the polytechnic (Uvah, 2004). This paper therefore will look into the contribution of students' industrial work experience scheme (SIWES) on the entrepreneurial interest of tertiary institution students.

Statement of the Problem

The Student Industrial Work Experience Scheme (SIWES) is a very vital tool to both educational institutions and industries. This is because it is scheme that is designed to enhance the vocational skills of vocational and technical education students (Israel-Regha, 2015). The researcher observed for the past few years that many students and scholars are still ignorant of SIWES programme and its important contributions towards industrial experience outside classroom, especially in the training and development of competent manpower in the country. As a result, many participants see it as a waste of time and do not give it the needed priority attention that it deserves. In addition to the above is the dearth of the needed empirical literature on the suitability or otherwise of SIWES programme to our educational institutions. This study therefore attempt to examine the contribution of Student Industrial Work Experience Scheme (SIWES) on students' entrepreneurial interest.

Purpose of the Study

The main purpose of this study is to analyse the contribution of Student Industrial Work Experience Scheme (SIWES) on students' entrepreneurial interest. Specifically this study is to:

1. assess the various skills acquired by students during industrial training
2. identify the level of exposure of students to the industrial training programme to enhancing students entrepreneurial interest
3. determine the effect of Student Industrial Work Experience Scheme (SIWES) on students attitude to work
4. identify the challenges that students encounter during the SIWES programme

Research Questions

The following research questions are raised to guide this study

1. What are the various skills acquired by students during industrial training programme
2. What is the level of exposure of students to the industrial training programme to enhancing students' entrepreneurial interest?
3. What is the effect of SIWES on improvement of students' attitude to work?
4. What are the challenges that students encounter during the SIWES programme?

Research Hypotheses

Ho1: There is no significant difference between various skills acquired by students during industrial training programme and students' entrepreneurial interest

Ho2: There is no significant effect between students' industrial work experience scheme (SIWES) and students' attitude to work

Ho3: There is no significant difference between students' level of exposure to business during industrial training programme and students' entrepreneurial interest

METHODOLOGY

This research work adopts descriptive survey research design to find out the entrepreneurial interest of final year students in the Emmanuel Alayande College of Education. This research design is found appropriate as it involves gathering data that will be obtained through a survey with the use of the questionnaire.

The target population for this study include all the final-year students of the Emmanuel

Alayande College of Education. There are five (5) schools at the college and these include

- School of Art and Social Sciences
- School of Education
- School of Languages
- School of Sciences
- School of Vocational and Technical Education

Out of these schools, one school is vocational in nature while the remaining four are non-vocational in nature. Therefore, the target sample size of this study are final-year students of the School of Vocational and Technical Education and the School of Art and Social Sciences

Schools	No of departments
Vocational and Technical Education	5
Art and Social Sciences	14

A purposive sampling technique was used to select all final-year students of the institution. This is because the final students are assumed to have been exposed to all various kinds of subjects that can boost their interest or motivate them to become entrepreneurs. Two schools (faculties) were randomly selected from the number of schools in the college. A total of eighty-six respondents were selected using a systematic sampling method.

Questionnaire titled 'Contribution of SIWES to Entrepreneurial Interest Questionnaire (CSEIQ) formulated according to the research questions by the researcher was used as the main research tool. This instrument contains two sections which defines the independent variables. Section 1 of the instrument was on the demographic information of the respondents; section 2 seeks information on the formulated research questions. The standard measurement of interest was adopted from Rotgan (2015) – Individual Interest Questionnaire (IIQ).

The data gathered were analysed using descriptive statistics of simple frequency count and percentage for the demographic information, mean and standard deviation were used to analyse the research questions while a t-test was used to analyse the formulated research hypotheses. Decision Rule for accepting the mean value

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.5$$

Decision rule of a 2.5 means cut-off point was set and this implies that any questionnaire item with more than 2.5 mean score was accepted while that with a lower score was rejected.

DATA ANALYSIS AND INTERPRETATION

Table 1: Demographic information of Respondents

Variables	Frequency	Percentage (%)
Gender		
Male	50	58.1
Female	36	41.9
Total	86	100.0
Age		
18-20	24	27.9
21-23	52	60.5
24-26	10	11.6
27 and above		
Total	86	100.0
Religion		
Christian	34	39.5

Islam	52	60.5
Traditional		
Total	86	100.0
Entrepreneurial interest		
Yes	60	69.8
No	26	30.2
Total	86	100.0

Source: Researcher's Computation, 2023

The table above shows the demographic information analysis of respondents and the result shows that majority of the respondents – 50 (58.1%) are male who are between the ages of 21-23 (60.5%) and 34 (39.4%) are Christians while 52 (60.5%) of the respondents are muslims which implies that this study is not religious bias. From the result it is seen that many of the respondents 60 (69.8%) will like to have their own business after school while 26 (30.2%) of the respondents are not interested in becoming an entrepreneur after graduation.

Analysis of Research Questions

Research question 1: What are the various skills acquired by students during industrial training programme?

Table 2: Mean rating and standard deviation of responses on various skills acquired by students during industrial training programme

S/N	ITEMS	Mean	Std	Remark
1	SIWES exercise has enabled me to easily identify business opportunity around me	3.2501	0.9812	Accepted
2	SIWES exercise has exposed me to proper communication and customer relations skills.	3.0581	0.87252	Accepted
3	SIWES exercise enables students to acquire the necessary skills needed in office management.	3.1395	0.92244	Accepted
4	SIWES exercise promotes the mastery of risk management skills.	2.6977	0.75256	Accepted
5	Interpersonal skills are properly instilled in students during SIWES.	2.8488	0.91417	Accepted
6	SIWES exposed students to the skills of properly managing materials and facilities.	3.0465	0.73416	Accepted
7	SIWES has exposed me to proper time management skills.	2.7326	0.95084	Accepted
8	The industrial training has exposed me to marketing strategies that I can adopt in marketing my product	2.9333	0.71499	Accepted
9	Vocational skill for production process and Technical knowhow of a business to venture into	2.8023	0.69991	Accepted
10	Ability to decide on the administrative structure of the business enterprise.	2.9302	0.79396	Accepted
11	Customer relation skills	2.6395	0.85285	Accepted

Source: Researcher's Computation, 2023

The result on the table above is the mean rating and standard deviation of responses as regarding the skills that students get to learn during the industrial training that can enhance their entrepreneurial activities. The result shows that all the items on the table have mean scores of 3.25, 3.05, 3.13, 2.69, 2.84, 3.04, 2.73, 2.93, 2.80, 2.93 and 2.63 respectively which are above the mean cut off point of 2.50 indicating that these items are accepted by the respondents.

Research questions 2: What is the level of exposure of students to the industrial training programme to enhancing students' entrepreneurial interest?

Table 3: Mean Rating and Standard Deviation of Responses on the level of Exposure of Students to Industrial Training Programme

S/N	ITEMS	Mean	Std	Remark
1	Students are exposed to all the needed skills to be able to establish and run a business venture successfully	2.8953	1.01783	Accepted
2	During the industrial training programme, students are not exposed to the in-depth of the business	2.5581	0.86234	Accepted
3	I was exposed to all that I needed to learn	2.8953	1.01783	Accepted
4	Most students do not take the SIWES programme serious and so they are not exposed to what they needed to learn	2.8837	1.02232	Accepted
5	Industrial training expose taught the practical aspect of what they have been taught in theory in class	2.5465	0.97808	Accepted

Source: Researcher's Computation, 2023

Table 3 shows the analysis of response on the level of exposure of students to industrial training programme. Items 1, 2, 3, 4 and 5 have mean scores of 2.89, 2.55, 2.89, 2.88 and 2.54 respectively which are above the mean cut off point of 2.50 indicating that these items are accepted by the respondents.

Research Question 3: What is the effect of SIWES on improvement of students' attitude to work?

Table 4: Mean Rating and Standard Deviation of Response on effect of SIWES on improvement of students' attitude to work

S/N	ITEMS	Mean	Std	Remark
1	SIWES programme modifies students attitude towards work as they are being trained to face real life situation	3.0698	0.85117	Accepted
2	Before the SIWES programme, I do not believe that time is money but after the programme, I do plan my time judiciously	2.6500	0.76312	Accepted
3	The SIWES programme help students to learn by demonstration since it is practical oriented	3.0000	1.08465	Accepted
4	Many students are now eager to start their own business after graduation as a result of what has been learnt	2.7791	0.62122	Accepted
5	The SIWES programme does not have any meaningful impact on students' attitude towards work	2.2709	1.05714	Rejected

Source: Researcher's Computation, 2023

Table 4 shows that items 1, 2, 3 and 4 have mean scores of 3.06, 2.65, 3.00 and 2.77 respectively which are above the mean cut off point of 2.50 indicating that these items are accepted while item 5 has a mean score of 2.27 which is lower than the mean cut off point of 2.50 indicating that the item is rejected.

Research Question 4: What are the challenges faced by students during Industrial training

Table 5: Mean rating and standard deviation of response on the challenges faced by students during industrial training

S/N	ITEMS	Mean	Std	Remark
1	The unwillingness of employers of labour to absorb students for SIWES training affects the effectiveness of the scheme.	3.2442	0.76598	Accepted

2	The poor funding of the scheme has great negative impact on the effectiveness of the programme.	3.1163	0.58246	Accepted
3	The attitude of employers of labour towards rewarding the trainees (students) with little stipends is militating against the effectiveness of the scheme.	3.4419	0.49952	Accepted
4	The poor collaborative effort or liaison between business organizations and institutions of learning is affecting the effectiveness of the scheme	2.8837	0.58246	Accepted
5	The inadequacy of modern office automations in some of these business organizations affect the effectiveness of this scheme as students are not properly equipped with the desired skills due to inadequate modern sophisticated office equipments	3.3372	0.67928	Accepted
6	The unwillingness of business organizations to assist researchers with adequate data to aid research work greatly affects the effectiveness of the scheme	3.0930	0.74562	Accepted
7	The wrong placement of students for SIWES programme in organizations also affects the effectiveness of the scheme as these students will not be able to acquire the desired skills.	3.1163	0.89992	Accepted

Source: Researcher's Computation, 2023

All the items on the table 5 have mean scores of 3.24, 3.11, 3.44, 2.88, 3.33, 3.09 and 3.11 respectively which are above the mean cut off point of 2.50 indicating that respondents agree the notions on the table. This implies that challenges students face during the industrial training programme including employers unwilling to accept students for IT, poor funding, motivation in terms of monetary incentives, poor collaboration effort between business organization and institutions of learning, inadequate modern office automation, lack of help for researchers and wrong placement of students for the programme.

Testing of Hypotheses

Hypothesis one

Ho1: There is no significant difference between various skills acquired by students during industrial training programme and students' entrepreneurial interest

Table 6: Test tables showing the significance difference between skills acquired and entrepreneurial interest

Entrepreneurial Interest									
	Paired Differences					t-cal	t-tab	df	Remark
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				

Interest – skills acquired	-35.01	8.92	0.962	-36.92	-33.09	-36.38	1.66	85	Not significant
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Source: Researcher's Computation, 2023

The result on table 4.6 shows that there is a significant difference between skills acquired by students during SIWES programme and their entrepreneurial interest as t-calculated which has a negative value is greater is less than then the t-tabulated (i.e. $-36.38 < 1.66$) at a significant level of 0.05. This means that the entrepreneurial interest of students is influenced by the various skills acquired during the industrial training programme. Therefore the null hypothesis that there is no significant difference between various skills acquired by students during industrial training programme and students' entrepreneurial interest is rejected

Hypothesis two

Ho2: There is no significant effect between students industrial work experience scheme (SIWES) and students attitude to work

Table 7 Test tables showing the significance difference between students industrial work experience scheme (SIWES) and students attitude to work

	Paired Differences					t-cal	t-tab	df	Remark
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
SIWES – students attitude to work	-1.77	.62	.06	-1.91	-1.64	-26.55	1.66	85	Not significant

Source: Researcher's Computation, 2023

Table 7 shows that the t-calculated which has a negative value is less than then the t-tabulated (i.e. $-26.55 < 1.66$) at a significant level of 0.05 is significant. This means that the students' attitude to work is influenced by the industrial training programme. Therefore the null hypothesis that there is no significant effect between students industrial work experience scheme (SIWES) and students attitude to work is rejected

Hypothesis Three

H3: There is no significant difference between students' level of exposure to business during industrial training programme and students' entrepreneurial interest

Table 8: T-table showing the significant difference between students' level of exposure to business during industrial training programme and students' entrepreneurial interest

Interest	Paired Differences					t-cal	t-tab	df	Remark
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Exposure – interest	12.08	4.40	.47	11.13665	13.02614	25.42	1.66	85	Significant

Source: Researcher's Computation, 2023

In table 8, the calculated value of t (25.42) is greater than the tabulated value of t (1.66) at a significant level of 0.05 which means that there is no significant difference between students' level of exposure to business during industrial training programme and

students entrepreneurial interest. This means that students' level of exposure to business during SIWES programme does not influence students entrepreneurial interest. Therefore the null hypothesis that there is no significant difference between students' level of exposure to business during industrial training programme and students' entrepreneurial interest is accepted.

Discussion of findings

The analysis for research question one shows that respondents are of the opinion that during their industrial training programme, they were able to gather skills needed for establishment and management of business enterprise. These skills are categorized into two groups which are the basic skill (i.e. ability to identify business opportunity and willingness to convert the opportunity to wealth and also negotiating skills) and business supporting skills such as proper communication skills, office management skill, mastery of risk management skills, interpersonal skills, time management skills, personal quality skills, intricacies of office automations, marketing strategies, vocational skills, technical knowhow of business, administrative structure decision and customer relation skills. This finding confirms the objective of SIWES as highlighted by Sa'ad (2010) that students are to be prepared to acquire industrial skills and experience in their courses of study. Also, Ediagbonya (2012); and Ediagbonya & Oyadongha (2013) also support this finding in the studies on employability and they stressed that students stand a chance of benefitting greatly from SIWES especially in the area of skill acquisition. Tanius (2015) also discovered in her study that students acquire skills such as time management, communication skill and they perform excellently in these skills during the training.

Research question 2 result shows that that students believe that they are exposed to all the needed skills to be able to establish and run a business venture successfully, although they believe that they are not being exposed to the in-depth of the business as employers expect them to be creative with whatever they have learnt. This findings is supported by the work of Mohammed (2001) and Henry & Longshal (2020) who affirmed the findings of this study where the author stressed that SIWES helps students to gain knowledge and attitudes necessary for successful job placement, acquire good work habits, learn how to get along with fellow workers and employers and develop personality and pose which will influence his/her academic performance positively and his/her relationship with colleagues. This finding can have two implications which are first, the inability to expose the students to the in-depth of the training could be as a result of their attitudes towards the scheme which will make them to be non-challant about the training; another thing is that the students commitment can also engineer the level of exposure they can enjoy during the training. The commitment of the students will determine if the trainer will be willing to give them the total training package or not.

For research question 3, the result shows that SIWES programme modifies students attitude towards work as they are being trained to face real life situation and this is observed in the ability of students to be able to plan their time judiciously after the programme and the fact that many students are now eager to start their own business after graduation. This is contrary to the work of Henry & Longshal (2020) who concluded in their work that the changes in the knowledge, skill and attitude after participating in SIWES is hardly noticed, thus impairing their readiness to assume successful role in the industry.

On analysis of research question 4, the study shows that respondents affirm that all the aforementioned factors affect the SIWES programme. This is supported by the work of Ekwue & Eluro (2002), Olumese & Ediagbonya (2016) where the authors stressed that many Nigeria banks and employers do not consider students of business education for SIWES programme in their establishments. The study also revealed that the wrong placement of

students for WIWES militates against the programme. Also, Awojobi (2002) concluded that many students for the SIWES programme could not find relevant placement that would enhance their course of study. Out of the three hypotheses tested, two were rejected while the third one was accepted.

Conclusion

The Students Industrial Work Experience Scheme (SIWES) has been seen as a very vital aspect of educational programme that can help to bridge the gap between learning in the building called school and the real world of work by merging useful job experiences with related instructions learnt in the four corners of the classroom. SIWES programme is expected to help students to acquire correct entrepreneurship skills that will help them face the problem of unemployment and economic crises after graduation. The only way students can gain the right experiences is when they are posted to the right offices with the right equipment and facilities and they are closely monitored and supervised effectively by both the institution and industry-based supervisors as stipulated in the guideline. This, when properly done, will help to change the mindset of the students by increasing their level of seriousness so that SIWES will no longer be seen by most of the students' as a mere fulfillment of academic requirement especially but instead as a tool for self-reliant and self-employment.

Recommendations

Based on the findings of this work, it is therefore recommended that

1. proper orientation should be given to the students as regards the usefulness of the programme to the economic development of the students after graduation.
2. Students should be posted to the right place which match with their field of study to carry out their practical learning process. This will help to stop some students from buying some top officers to sign their logbooks without actually under-going the training due to difficulty in securing placement for the exercise
3. There should be close monitoring and supervision of students during the SIWES programme by the institution and the industry so as to ensure effective learning process.
4. Students should be given financial support both by the industries and the government and this support should be timely.
5. The period of students' industrial work experience scheme should be increased from six months to one year (full academic session) for the students to make necessary adjustment, acquire meaningful exposure and practical experiences on the job.
6. Government should encourage industries to invest in education and training through certification for tax rebates and acceptance of students for placement

This work has been able to identify the various skills acquired by students during the 4month SIWES training program and the extent to which students are exposed to the training. However, this study did not ascertain the factors that determines the trainer-trainee exposure to the secret of trade during the SIWES/internship programme. This is a gap that other researchers can research into.

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