

Influence of Student's Industrial Work Experience Scheme (Siwes) On Student's Acquisition of Entrepreneurial Skills in Nigerian Public Universities In Edo State

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Abstract— This paper focused on the influence of students' industrial work experience scheme (SIWES) on students' acquisition of entrepreneurial skills in Nigerian public universities in Edo State. Two research questions were formulated to guide the study. The study adopted survey research method. 150 students in Ambrose Alli University, Ekpoma and University of Benin, Benin City were sampled using proportions sampling techniques, they also responded to the questionnaire that was used to collect relevant data. The output of the study were collected using four points rating scale of strongly agree, agree, disagree and strongly disagree. The findings of the study revealed that the students were employed and posted to the industries that have little or nothing to do with their areas of specializations and most knowledge gained by these students were not converted into workable ideas and it was recommended that legislative procedures should be undertaken to provide mandatory acquisition of relevant facilities for training of students particularly of the private sectors organization and government should strengthen the SIWES scheme through adequate funding so as to enable the proper remuneration of supervising staff of government departments and institutions of higher learning.

Index Terms— Siwes, Students' Acquisition, Entrepreneurial Skills, Public Nigerian Universities.

I. INTRODUCTION

attempts have been made by successive government in Nigeria from time immemorial to empower the youth with entrepreneurial skills with a view to alleviating unemployment and poverty. For instance the establishment of National Poverty Eradication Programme (NAPEP) (2001), Structural Adjustment Programme (SAP) (2009), and National Directorate of Employment (NDE) 2012, among others are government efforts towards eradicating joblessness, unemployment and poverty among the people. However, all these programmes and government interventions seem not to have addressed the real foundational problem which is hidden in the Nigeria education system and its products. The public university in Nigeria is established to impart the youths with practical and entrepreneurial skills. Regrettably however, contrary seems to have been the situation.

According to Osemeke (2012), a skill (SIWES) implies an ability which can be developed, not necessary inborn, and

which is manifested in performance, not merely in potential. Omorugiewa (2006) said that all participating institutions in entrepreneurship training have come to a common decision that the entrepreneurial skills the students are able to acquire during their study process are not enough for a common (labour) market. Thus, it is imperative that university graduates must process demonstrable work skills.

Nwanaka and Amaehule (2011) emphatically stated that it is only with skilled men that materials can be harnessed, manipulated and transformed into products. He further stressed that SIWES is the period of consistent converting goods and ideas into productive and profitable commercial ventures. Entrepreneurship is an ability to think creatively and become an effective problem solver (Maigida, Saba and Namkere, 2013). Consider entrepreneurial skills are business skills which one acquires to function effectively in the turbulent business environment as independent or self-employed person in order to improve one's economic status and the society at large.

II. STATEMENT OF THE PROBLEM

According to Onwe (2010), students' industrial work experience scheme has a great influence on job performance of fresh graduates in most institutions, especially those in the office technology (secretarial), ICTs, engineering, medicine among others. For him students' industrial work experience scheme has exposed them to practical experience rather than theories and abstractions taught in the classrooms. All these show that students' industrial work experience scheme has a great challenge on the working performance of graduates entrepreneurial skill.

Despite all the benefits that has been derive from students' industrial work experience scheme, it is disheartening to know that this objectives is almost defeated due to the inabilities of some industries, where the students are attached to provide the relevant facilities for effective SIWES programme. There is also a slowdown of industries in the country.

III. PURPOSE OF THE STUDY

The purpose of this study is to assess the influence of students' industrial work experience scheme on students' acquisition of entrepreneurial skills in public universities in Edo State. Specifically the study sought to:

- i. Find out the influence of students' industrial work experience scheme on students acquisition of entrepreneurial skills in public universities.

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- ii. Identify the challenges militating against students' acquisition of entrepreneurial skill through SIWES.
- iii. Strategies for promoting acquisition of entrepreneurial skill through SIWES.

IV. RESEARCH QUESTIONS

The following research questions were raised to guide this study:

- i. What are the challenges militating against students' acquisition of entrepreneurial skill through students' industrial work experience scheme in public universities in Edo state.
- ii. What are the strategies that promotes the acquisition of entrepreneurial skill through students' industrial work experience scheme.

V. IMPORTANCE OF STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME[SIWES]

Students' industrial work experience scheme is the acronym for SIWES. It is a skill development programme that is designed to prepare students of higher institutions of learning like Universities, Polytechnics, Monotechnics and Colleges of Education for transition from college environment to the world of work. Akerejola (2014) stated that the work experience is an educational programme where students participate in work activities while still attending school. This gives students the opportunity to be directly involved and be part of the actual work situation outside the classrooms. It was specifically designed to provide students of tertiary institutions in specific courses, with the opportunity of acquiring practical skills and experiences on the job before graduation so that they can graduate as professionals.

Students' industrial work experience scheme as a form of cooperative education was described by Stadt and Gooch (2010) as a programme of occupational education for those who go through cooperative arrangement between the institution and employers receive instruction/training by alternation of study in school with a job in an occupational field. He stressed that two experiences must be planned and supervised by the school and employers so that each contributes to the students' education and professional development. Also Mafe (2009) stated that there are two basic forms of learning; education and training both of which are essential to the productive world of work and the functioning of the society. Both education and training are important. For any effective education there must be some training input and vice versa. Every productive individual in this millennium must be able to combine and make use of the outcomes from the two forms of learning for effective professional development. Likewise Ugwuanyi, Chijioke and Ezema, (2010) opined that training is a key factor that enhances efficiency and expertise of the workforce.

VI. IMPORTANCE OF ENTREPRENEURIAL SKILLS

Entrepreneurial skill acquired in the context of this study

refers to an individual's knowledge and ability to perform specific tasks successful; while entrepreneurship according to Amerua and Obiazi (2009), is the process of perceiving business opportunities, mobilizing both human and material resources and initiating action(s) under an enterprise which is characterized by risk taking, innovation and creativity to meet individual, group or societal needs. Entrepreneurship skills therefore, are business skills which one acquire to function effectively in the turbulent business environment as an independent or self-employed person in order to improve one's economic status and the society at large.

The importance of entrepreneurship skill cannot be over-emphasized since appropriate skill acquisition through entrepreneurship will help to make young school leaders to be self-reliant and boost their economic status. Isike (2008) stated that entrepreneurship has been identified globally and nationally as a tool for generating a sustainable economy which is the core value of the National Economic Empowerment Development Strategies (NEEDS) the establishment of small business helps to generate substantial amount of employment and income which are essential parts of a country's Gross National Product (GNP).

For the laudable benefits of entrepreneurship to manifest in our youths' and the general public, the skills must be learned through formal or non-formal settings. Ugwuanyi and Ezema (2010) remarked that when youths' are empowered through the acquisition of entrepreneurial skills, there is the possibility that they will use to create new avenues for wealth.

VII. METHOD OF STUDY

A. Research Design

The study employed descriptive research survey design which investigate the influence of entrepreneurial skills in public Nigeria universities in Edo State. A survey research design according to Nworgu (1991) cited in Omoroguiwa (2006) is one in which a group of people or items is studied by collection and analyzing data from only a few people or items considered to be representative of the entire population.

B. Population of the Study

The population of the study was made of 300 level and 400 level studies of various institution of learning in Edo State who have been exposed to entrepreneurial studies in the two public universities in Edo State which are: Ambrose Alli Universities, Ekpoma and University of Benin, Benin city.

C. Sample and Sampling Techniques

Random sampling techniques were used in the selection of (2) Universities in Edo State. The sample size was made of 75 randomly selected students from the two sampled universities which gave a total sample size of 150 students used for this study.

D. Research Instrument

The instrument used for data collection was a 150 item questionnaire which was developed by the researchers from literature titled “influence of SIWES on students acquisition of entrepreneurial skills”. It consists of two sessions; Section A bordered on the bio-data of the respondents, while Section B addresses the research questions. Respondents were to respond to the items on a five-point likert-type scale: Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1.

E. Validation of the Instrument

The instrument used for this research was subjected to validity by three experts in vocational and technical education, measurement and educators from AAU, Ekpoma. Based on their corrections, modifications were made before trail testing.

F. Reliability of the Instrument

A Test re-test method was used in establishing the reliability of the questionnaire. The instrument was administered to 20 respondents who were not part of the main

study. Re-administered after two weeks on the same respondents. The two scores were analyzed using Pearson’s Product Moment Correlation Co-efficient (r) formular and the reliability of 0.78 was obtained.

VIII. METHOD OF DATA COLLECTION

The questionnaire was personally administered to the respondents with trained research assistant who were exposed to a short training on how to go about the data collection in the institutions under: upon completion, they were immediately collected. The entire questionnaire distributed was duly completed and returned which gave a 100% return rate.

IX. METHOD OF DATA ANALYSIS

The four point rating scale of likert format was used in answering all the research questions. Any mean value of 2.50 and above was considered accepted while less than the value of 2.5 was considered as rejected.

X. RESULTS AND DISCUSSION

Research Question One: What are the challenges militating against the students’ acquisition of entrepreneurial skills through students’ industrial work experience scheme in public Nigerian universities in Edo State?

S/N	Statement	Total	A	U	D	SD	X	SD	Remarks
1	Students are employed and posed to the section of the industry or office that have little or nothing to do with their area of specialization	500					3.33	0.50	Agreed
2	The period of SIWES programme is too short to acquire meaningful experience	450					3.00		Agreed
3	The number of accredited courses for SIWES is adequate to meet the nation’s man-power requirement	400					2.67		Disagree
4	Undue delay in the issuance of introduction and placement letters from SIWES departments/units	392					2.61		Disagree
5	Most offices students were posted to had inadequate training facilities for adequate exposure of students to practice skills.	515					3.45		Agreed
6	Unwillingness in the part of industries to accept students for industrial training attachment is a problem facing SIWES.	406					2.71		Disagree
7	Some companies exposed students to the needed knowledge and skills during SIWES programme	503					3.35		Agreed
8	Non-supervision of students by most of the institution based supervisor also constitute a problem.	309					2.06		Disagree

The data presented in table 1 above, shows that items 1, 2 and 7 with mean response of 3.33, 3.33 and 3.35 said that there

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were no challenges militating against the students acquisition of entrepreneurial skills through students industrial work experience scheme in schools. But items 3, 4, 6 and 8 with mean response below 2.5 cut off point of 2.67, 2.61, 2.71 and 2.06 ascertained that there were challenges militating against the students acquisition of entrepreneurial skills in industrial work experience scheme in schools. This was in line with Akerejola (2014), Nwanaka and Amachule (2011) Osemake (2012), Onwe (2010), Statd and Gooch (2010), Amena and Obiazi (2009) who reported that there was no challenges militating against students acquisition of entrepreneurial skills through students industrial work experience scheme in schools.

Research Question Two: What are the strategies that promotes acquisition of entrepreneurial skill through SIWES in public Nigerian universities in Edo State?

S/N	Statement	SA	A	U	SD	D	X	SD	Remarks
9	Students should be posted to the right office and facilities to enable them been exposed to their field of study.	510					3.40		Agreed
10	Students should be paid the stipulated amount as at when due.	530					3.53		Agreed
11	There should be a policy on SIWES training of students	490					3.27		Agreed
12	Government should allocate more funds so as to encourage students partake in SIWES programme.	570					3.80		Agreed
13	SIWES can be better administered with adequate funding from the collaborating institutions.	560					3.73		Agreed
14	SIWES supervision should be strictly adhered to.	509					3.39		Agreed
15	There should be an avenue to empower the knowledge gained from SIWES.	505					3.37		Agreed

The data present in table 2, above, indicated that items 1, to 15 with mean response above 2.5 cute off points of 3.40 , 3.27, 3.80, 3.73, 3.39 and 3.37 said that there were strategies that promoted the acquisition of entrepreneurial skills through the students industrial work experience scheme in Nigeria public universities in Edo state. This was in support of National poverty Eradication programme (2001), Nationa Directorate of Employment (2002) structural adjustment programme (2009), Omorugiwa (2006), Maigida, Saba and Namkere, (2013), Mafe (2009) Isike (2008), Ugwuanyi and Ezema (2010), who opined that there were strategies that promoted the acquisition of entrepreneurial skills through the students' industrial work experience scheme. (SIWES) in Nigeria public universities in Edo state.

Major Findings of the study.

The major Fridays of this study are as follows :

- i. Students were employed and posted to the industries according their areas of specializations
- ii. The period of siwes programme were short to acquire meaningful experience was inadequate
- iii. The number of accredited courses for siwes was indicated to meet the nations man power needs
- iv. There were delayed in the insurance of introduction and placement letters from the siwes units.
- v. The offices where students were posted to work had adequate training facilities that enhances their practical skills.
- vi. Industries absorbed all the siwes students.
- vii. Students were exposed to practical skills in the

various companies

- viii. Supervision of students siwes by lecturers due not constitute problems in industries.
- ix. Students were exposed to their field of study during students industrial work experiences scheme (SIWES).
- x. There were policies on siwes allowances as at when due.
- xi. There were polices on siwes training.
- xii. Government paid students on siwes and lecturers who supervised the students.
- xiii. There were strict supervision of SIWES and avenue allocated to students to empowertheir knowledge gain from the training

XI. CONCLUSION

Based on the findings of this study, the influence of students, industrial work experience scheme (SIWES) on students' acquisition of entrepreneurial skills in Nigeria public universities in Edo state was encouraging.

XII. RECOMMENDATIONS

Based on the findings of this study, the following recommendations were preferred;

- I. The National universities commission (NUC) should extend the period of SIWES programmes to one year so that the students can acquire relevance experience and accredit all programmes in Nigeria public

universities; and students

II. The industrial work experience scheme (SIWES) units should give out letters to students on time so as to facilitate their placement in industries.

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