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Issues in Students Industrial Work Experience Scheme and Entrepreneurial Skills Acquisition among Home Economics Students in Tertiary Institutions in Anambra State

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Abstract

This paper focused on issues relating to Students Industrial Work Experience Scheme (SIWES) and entrepreneurial skills acquisition among Home Economics students in tertiary institutions in Anambra State. Specifically, it determined: new skills learnt by students during their SIWES experience; ways SIWES impacted on their entrepreneurial skill acquisition; challenges students faced during SIWES; and measures that will enhance SIWES programme. The study adopted survey design. Population was made up of 268 Home Economics students who have gone through SIWES experience from the three tertiary institutions that offer Home Economics in Anambra State. Questionnaire was used for data collection. Data were analyzed using mean and standard deviation. Findings include 17 skills learnt by the students through SIWES among which were skills in soap making, baking, catering, sewing and designing; seven ways SIWES impacted on the students entrepreneurial skill development. These include that, it prepares students for employment; it exposes students to new work method. Fifteen challenges faced by Home Economics students during SIWES training were determined. These include finance, student placements as a result of non-acceptance of students by some establishments, inadequate supervision of trainees amo-- ng others. Twenty-eight measures that could enhance SIWES among which are adequate payment of SIWES allowances, collaboration between institutions and industries and students should adhere to industries rules and regulations. Five recommendations for enhancing SIWES programme were made.

Keywords: SIWES, Skills, Entrepreneurship, Students, Acquisition, Challenges.

Introduction

Students' Industrial Work Experience Scheme (SIWES) is a skills development programme established by the federal government through the Industrial Training Fund (ITF) in 1973 with the headquarters in Jos, Nigeria. It is meant to enable students in

tertiary institutions in Nigeria acquire technical skills and experience for professional development in their courses of study as it bridges the gap between theory and practice. It is the accepted skills training programme in institutions of higher learning in Nigeria and forms part of the approved academic requirements in various degree programmes. (ITF and UNIJOS, 2011). The scheme is a planned, supervised training and intervention programme based on stated and specific learning and career objectives, leading to the development of occupational competences of the participants. It is also aimed at exposing and preparing students in institutions of higher learning for the industrial work situations which they are to meet after graduation. It provides on-the-job practical experience for students when they are exposed to work, and the methods and techniques they would use in handling equipment and machinery that may not be available in their institutions (Oyeniyi,2011). The scheme also prepares students for work situations they are likely to meet after graduation (ITF, 2004).

The scheme became operative in 1974 in 11 institutions of higher learning with 748 participants. By 1978, it had widened in scope to about 5,000 participants from 32 different institutions in the country. In 1979 the Industrial Training Fund, withdrew from managing the scheme due to problems of organizational logistics and the increased financial burden as a result of a rapid expansion of SIWES (ITF, 2003). The scheme is a tripartite programme that incorporates the students, institutions, and industries. In Nigeria, SIWES is financed by the federal government (through the Ministry of Commerce and Industry) and managed by the Industrial Training Fund (ITF) with the objective of making education more relevant and bridge the yearning gap between theory and practice of engineering, vocational, technological, and other related courses in the higher institutions of learning in the country.

The bodies involved in SIWES operation are known as the stakeholders and include: the Federal Government of Nigeria (through the Ministry of Commerce and Industry), Industrial Training Fund, through NUC/NBTC/NCCE, the institutions, the industries (or employers) and the students. SIWES is a form of cooperative industrial internship programme among all its stakeholders. Mafe (2009) states that all stakeholders are involved in the operation of SIWES but that students are the key actors that are directly involved in its implementation. All other stakeholders have a minor role to play in the actual training process, Mafe (2010) states that SIWES is generic because it cuts across over than 60 programmes in the universities, over 40 programmes in the polytechnics and about 10 programmes in the colleges of education. Thus, SIWES is not specific to any one course of study or discipline.

Before the inception of the scheme, there was a growing concern among

Nigerian industrialists that graduates of institutions of higher learning lacked adequate practical background experience necessary for employment. So, employers were of the opinion that the 'theoretical education' provided by higher institutions was not responsive to the needs of the economy (ITF and UNIJOS, 2011). It was against this background that the fund, during its formative years, introduced SIWES to provide students with the opportunity of exposure to handle equipment and machinery in industry to enable them acquire prerequisite practical knowledge and skills (Aderonke, 2011). These skills aimed at exposing students to professional work methods as the scheme (SIWES) act as a catalyst for industrial growth and productivity through entrepreneurial skills development. The objective of SIWES as stated by Industrial Training Fund 2013 in Ogbanya (2018) is to provide an avenue for students in higher institutions to acquire industrial skills and experience in their course of study and prepare students for the industrial work situation they will meet after their graduation.

The idea of students acquiring work experience while still in school has, for long, been recognized in a number of countries. Raubenmer, (2002), highlights work experience in other countries; for example, in Egypt, all tertiary institutions must give students real life work experience in such activities as construction and acquiring experience in electrical and plumbing works. In India, small scale industries are established within the premises of tertiary institutions to stimulate real life situations. Similarly, in the USA, students of engineering and technology faculties are given the challenge to design and construct faculty items. Also, in the UK, experiences of "Skill Centres" and the "grant system" have promoted work experience while the various training board help in shaping the school curricula.

Furthermore, in the former United Socialist Soviet Republic (USSR), sufficient provision was made for students to acquire relevant practical skills in industry for a period of six months and at least twice during their course of study (Raubenmer, 2002).

Home Economics is a field of study that helps individuals in developing knowledge, skills and attitudes for managing the self and the household. Anyakoha (2013) defined Home Economics as a multi-disciplinary family-oriented profession that is continuously evolving new ways of enabling families to take charge of their lives, maximize their potentials, and function independently and interdependently. Through Home Economics, better family life in enhanced. Home Economics is the profession and field of study that deals with the economics and management of the home and community (International Federation for Home Economics 2012). Home Economics is a field of formal study which includes such areas as consumer education, institutional management, interior design, home furnishing, cleaning, handicrafts, sewing, clothing and

textiles, cooking, nutrition, food preservation, hygiene, child development, money management and family relationships.

The term entrepreneurship has been defined differently by authors and scholars. Hisrich (2002) defined entrepreneurship as the process of creating something different with value of devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks and receiving the resultant rewards of monetary and personal satisfaction. The Entrepreneurship centre of Manimi University of Ohio (2003) defines entrepreneurship as "the process of identifying, developing and bringing a vision to life. The vision may be an innovation idea, an opportunity or simply a better way to do something. The end result of this process is the creation of new venture, formed under conditions of risk and considerable uncertainty".

According to National Business Education Association (2011), entrepreneurship focuses on recognizing business opportunities, starting business based on the recognized opportunity and operating and maintaining that business. Osuala (2004) stated that entrepreneurship aims at:

- Providing meaningful training for youths to make them self-reliant, encourage them to drive profit and be self-independent.
- Providing youths with training skills that will make them meet the manpower need of the society.
- Providing youths with enough training in risk management.
- Providing youths with enough training that will make them creative and innovative in identifying new business opportunities.

Egbule (2018) noted that evidences from developed nations have shown that vocational/technical and entrepreneurial skills development is a desideration to drive national economies especially developing ones from potentials to realities. Uzoka (2013) identified some ways entrepreneurial development is important to Home Economics students. These include that entrepreneurial development:

- equips the beneficiaries with efficient and effective skills in the use and application of human and material resources so as to avoid waste and misuse of resources.
- makes one self-reliant thereby help in reducing unemployment which is a trait to economic development.
- makes one creative, resourceful and innovative.
- brings about crime reduction as individuals are equipped with saleable skills for gainful employment.

Active participation in SIWES enables Home Economics students to appreciate work methods and help

them gain experience. It prepares them to contribute to the productivity of their employers and to national development immediately after graduation as well as creating an enabling environment where they can develop and enhance their personal attributes such as critical thinking, creativity, initiative, resourcefulness, leadership, time management, presentation skills and interpersonal skills, amongst others. SIWES prepares Home Economics students for employment and makes the transition from school to the world of work easier after graduation (Mafe, 2009). Oyedotum (2018) stated that students industrial work experience scheme is a skill development programme designed to prepare students of Nigeria tertiary institutions for transition from the college environment to work.

In spite of the importance of SIWES in professional development of students, then scheme has been hampered in tertiary institutions in Anambra state by challenges such as non-acceptance of students by some relevant industries, inadequate SIWES orientation program me and lack of finance for the smooth running of the scheme. Acquisition of skills by students is facing set back due to inadequate practical experience as it relates to their professional development. It is against this backdrop that this study become imperative.

Purpose of the Study

The main purpose of this study was to examine issues relating to Students Industrial Work Experience Scheme (SIWES) among Home Economics students in Anambra State. Specifically, the study determined the students' perceptions of:

1. new skills they learnt during their SIWES training in Anambra State.
2. ways SIWES training impacted on their entrepreneurial skill acquisition.
3. challenges students face during the industrial training in Anambra State.
4. measures that could enhance the SIWES programme for Home Economics students in Anambra State.

Research Questions

This study answered the following research questions;

1. What are the new skills Home Economics students learnt during their SIWES training in Anambra State?
2. In what ways did SIWES training have impact on Home Economics students entrepreneurial skill acquisition in Anambra State.
3. What are the challenges Home Economics students faced during the Industrial training in Anambra State.
4. what are the measures that could enhance the SIWES programme for Home Economics students in Anambra State.

Methodology

Design of the Study: Survey research design was adopted in this research work.

***Area of the study*:** Area of the study was Anambra State. It is made up of three Senatorial Zones. There are three non- university tertiary institutions that offer Home Economics in Anambra State. These are Federal Polytechnic Oko, Federal College of Education (Tech), Umunze, and Nwafor Orizu College of Education, Nsugbe.

***Population for the Study*:** Population for the study comprised 268 Home Economics students who have gone through students industrial experience scheme in the three institutions that offer Home Economics, these are; Federal Polytechnic, Oko – 196 students; Federal College of Education (Tech), Umunze – 64 students; and Nwafor Orizu College of Education, Nsugbe seven (7). The entire population was used because it could be managed. So there was no sampling.

***Instrument for Data Collection*:** A four-point scale questionnaire was used for data collection. It was developed through extensive literature review based on the research questions. The response options were *strongly agree, disagree, disagree, and strongly disagree.* The instrument was validated by three experts in the field of Home Economics Cronbach Alpha technique was used to determine the internal consistency of the questionnaire items using Home Economics students who had gone through Students Industrial Experience Scheme from Federal College of Education (Tech), Asaba which was outside the population. A coefficient of 0.66 was obtained so the instrument was reliable.

***Data Collection and Analysis Techniques*:** 268 copies of questionnaire were distributed by hand by the researcher and her assistants to ensure adequate collection of the instrument. 261 copies were retrieved given a percentage return of 97%. The data was analysed using mean, standard deviation and t-test statistics at 0.05 level of significance. Items scoring 2.50 and above were accepted as *agree* while items scoring below 2.50 were rejected as *disagree*.

Findings

Table 1: Mean Responses and Standard Deviation on New Skills Learnt During SIWES Training.

S/N	New Skills Learnt	$\bar{X}_1$	$\bar{X}_2$	$S.D_1$	$S.D_2$	Remark
1	Soap and soapless detergent making.	3.54	3.90	0.50	0.30	Agree
2	Baking (buns, chin-chin, pies, bread etc).	3.58	3.90	0.50	0.30	Agree
3	Catering (cooking for events).	3.15	3.50	0.92	0.50	Agree
4	Interior decoration (sewing of curtains and blinds, decoration of cushions).	3.43	3.70	0.57	0.65	Agree

5	Funeral packaging (decoration of funeral beds and parlour, making of wreaths, decoration of canopies).	3.33	3.30	0.76	0.46	Agree
6	Wedding events packaging (baking and setting of cakes, buffet stands, wedding accessories, arranging of flower bouquets etc)	3.53	3.50	0.50	0.50	Agree
7	Cloth production (weaving of aso-oke, tie and dye, batik etc).	3.25	3.20	0.44	0.40	Agree
8	Sewing and designing (making dresses, under wears, embroidery, beading).	3.58	3.30	0.57	0.46	Agree
9	Making of models and toys (dolls, rabbits etc)	3.04	3.60	0.63	0.92	Agree
10	Laundry and dry cleaning.	3.43	3.70	0.50	0.46	Agree
11	Making of ice-cream and fruit juice.	3.54	3.80	0.50	0.40	Agree
12	Making of flours (bean, maize, yam flour etc)	3.18	3.30	0.61	0.46	Agree
13	Hair plaiting and dressing.	3.65	3.90	0.48	0.35	Agree
14	Shoe and bag making using different materials.	3.47	3.30	0.50	0.46	Agree
15	Pedicure and manicure skills.	3.54	3.45	0.50	0.50	Agree
16	Cosmetic production e.g. body cream, hair cream, rob, deodorant, pomade etc.	3.54	3.10	0.50	0.84	Agree
17	Bead work.	3.90	2.90	0.31	0.95	Agree

Key: for tables 1and 2 $\bar{X}_1$ = mean of respondents from Polytechnic; $\bar{X}_2$ = mean of respondents from Colleges of Education; SD1 = standard deviation of respondents from Polytechnic; SD^2 = standard deviation of respondents from Colleges of Education.

Table 1 shows that all the items on new skills learnt during SIWES training have their means scores ranging from 2.90 to 3.90 which indicate that all the respondents agreed that they acquired the skills during SIWES training. Standard deviation of all the items were less than 1.00 implying that the responses made by the respondents were close to one another and not far from the mean.

Table 2: Mean Responses and Standard Deviation on the Ways SIWES Training Impacted on Students' Entrepreneurial Skill Development.

S/N	Perceived Impacts of Training	$\bar{X}_1$	$\bar{X}_2$	S.D$_1$	S.D$_2$	Remark
1	SIWES has positive impact on entrepreneurial skills development.	3.43	3.70	0.57	0.07	Agree
2	SIWES is all about collecting stipend.	1.25	1.20	0.44	0.40	Disagree
3	It provides an avenue for experience and professional development.	3.58	3.30	0.57	0.46	Agree
4	It prepares students for work after graduation.	3.54	3.90	0.50	0.30	Agree
5	SIWES exposes students to new work methods.	3.58	3.90	0.50	0.30	Agree

6	It makes transition from school to work easier and enhances professional development.	3.15	5.50	0.90	0.50	Agree
7	It promotes employers' involvement in education process.	3.43	3.70	0.76	0.46	Agree
8	SIWES prepares students for employment.	3.33	3.30	0.76	0.46	Agree

Key: for Tables 1and 2 $\bar{X}_1$ = mean of respondents from Polytechnic; $\bar{X}_2$ = mean of respondents from Colleges of Education; SD1 = standard deviation of respondents from Polytechnic; SD^2 = standard deviation of respondents from Colleges of Education.

Table 2 shows that all the items on the perceptions of Home Economics students on SIWES as it impacts on their entrepreneurial skills development were agreed by the respondents except item number 19 with mean scores of 1.25 and 1.20. Standard deviation of all the items were less than 1.00 implying that the responses made by the respondents were close to one another and not far from the mean.

Table 3: Mean Responses, Standard Deviation and t-test Analysis on Challenges Face by Home Economics Students during their Training.

S/N	Challenges of SIWES	$\bar{X}_1$	$\bar{X}_2$	$S.D_1$	$S.D_2$	t	Remark
1	Finance for the smooth running of the programme.	3.54	3.50	0.57	0.50	0.02	Agree
2	Problem of transportation to and fro the attachment place.	3.25	3.20	0.44	0.40	0.02	Agree
3	Non- provision of accommodation by the establishment.	3.58	3.30	0.57	0.46	0.12	Agree
4	Inability to secure place for Industrial Training.	3..04	3.60	0.63	0.92	0.16	Agree
5	Early resumption at places for Industrial Training.	3.43	3.70	0.50	0.46	0.13	Agree
6	Unco-operative attitude of employers.	3.54	3.80	0.50	0.40	0.14	Agree
7	Inadequate supervision by the Institution.	3.22	3.40	0.49	0.49	0.07	Agree
8	Inadequate supervision by Industrial Training Fund.	3.75	3.20	0.44	0.60	0.30	Agree
9	Lack of free access to some section of the industries.	3.50	3.60	0.50	0.49	0.05	Agree
10	Inadequate orientation of students before the onset of the attachment.	3.72	3.70	0.46	0.46	0.01	Agree
11	Non-availability of a training manual for students on attachment.	3.54	3.45	0.50	0.04	0.01	Agree
12	Inadequate number of placement openings or opportunities or establishments.	1.61	1.80	0.49	0.40	0.11	Disagree

13	Inadequate equipment for skills acquisition in institutions.	1.47	1.40	0.50	0.67	0.03	Disagree
14	Delays in payment of students allowance by Industrial Training Fund.	3.61	3.90	0.49	0.30	0.19	Agree
15	Inadequate allowance for students on industrial attachment.	3.75	3.40	0.44	0.49	0.21	Agree
16	Varying academic calendars for students and institutions	3.65	3.30	0.48	0.46	0.18	Agree
17	Poor staffing in institutions.	3.45	3.10	0.50	0.84	0.16	Agree

Key for tables 3 and 4: $\bar{X}_1$ = mean of respondents from Polytechnic; $\bar{X}_2$ = mean of respondents from Colleges of Education; SD_1 = standard deviation of respondents from Polytechnic; SD_2= standard deviation of respondents from Colleges of Education.

Table 3 shows that many respondents had challenges during the period of the training. But inadequate number of placement areas and inadequate equipment for skills acquisition were not among the challenges. Standard deviation of all the items were less than 1.00 implying that the responses made by the respondents were close to one another and not far from the mean.

Table 4: Mean Responses, Standard Deviation and t-test on the Measures that could Enhance SIWES Programs among Home Economics Students in Anambra State.

S/N	Measures for enhancing SIWES	$\bar{X}_1$	$\bar{X}_2$	$S.D_1$	$S.D_2$	t	Remark
1.	Students should go to industries that are relevant to their course of study.	3.05	3.11	0.62	0.70	0.18	Agree
2.	Students should write report on their experience at the end of the training.	3.54	3.51	0.51	0.51	0.12	Agree
3.	Basic equipment /tools should be used by teachers in schools during instructions.	3.43	3.62	0.50	0.49	0.15	Agree
4.	Teachers should assess students performance in school and industry	3.54	3.43	0.51	0.50	0.22	Agree
5.	ITF should establish effective monitoring teams for SIWES programme.	3.11	3.51	0.31	0.61	0.13	Agree
6.	There should be collaboration between institutions and industries.	3.27	3.46	0.45	0.51	0.28	Agree
7.	Industries should ensure payment of student's allowances.	3.46	3.59	0.51	0.50	0.19	Agree
8.	Students should develop	2.95	3.14	0.85	0.92	0.10	Agree

	capacity to work with less supervision.						
9.	Institutions should confirm the appropriateness of an establishment before posting students.	3.08	3.05	0.64	0.81	0.12	Agree
10.	Provision of medical and transportation facilities by the industries.	2.86	3.11	0.79	0.74	0.27	Agree
11.	Adequate payment of SIWES allowances to the supervisors.	3.06	3.35	0.56	0.83	0.15	Agree
12.	Institutions should provide adequate facilities and machines for instruction.	3.35	3.82	0.49	0.39	0.29	Agree
13.	Industries should give students orientation proper.	3.65	3.29	0.61	0.47	0.18	Agree
14.	Students should adhere to the industry rules and regulations.	3.33	3.11	0.50	0.33	0.17	Agree
15.	There should be book on industrial guide for students.	2.77	2.71	0.65	0.44	0.13	Agree
16.	Students should follow instructions of their industry-based supervisors.	3.29	3.09	0.47	0.72	0.24	Agree
17.	Teachers should access the student's knowledge of safety.	3.33	3.12	0.78	0.69	0.19	Agree
18.	Institutions should welcome students suggestions on how to improve on the program me based on changes in work place.	2.91	3.09	0.72	0.68	0.16	Agree
19.	Institutions should ensure adequate supervision of students by institution based supervisors.	3.15	3.24	0.44	0.26	0.25	Agree
20.	Proper orientation of students by ITF through institutions before embarking on SIWES.	3.58	3.55	0.50	0.51	0.14	Agree
21.	Industries should provide job opportunities for outstanding students.	3.03	3.09	0.64	0.72	0.27	Agree
22.	Students should present their reports inform of seminar papers.	2.18	2.36	0.71	0.67	0.15	Disagree
23.	Students should pay for damages as a result of their non-adherent to instructions.	1.72	1.20	0.94	0.81	0.18	Disagree

Key for tables 3 and 4: $\bar{X}_1$ = mean of respondents from Polytechnic; $\bar{X}_2$ = mean of respondents from Colleges of Education; SD_1 = standard deviation of respondents from Polytechnic; SD_2= standard deviation of respondents from Colleges of Education.

Table 4 shows the mean responses of the respondents on the measures that could enhance SIWES program among Home Economics students in Anambra State. All the items were accepted by the respondents accept items 29 and 30 as measures for enhancing SIWES. Standard deviation of each measure is less than 1.00, implying that the responses made by the respondents individually were close to one another and are not far from the mean.

Discussion

The findings of the study revealed that skills were learnt in the following areas by Home Economics students during SIWES training: soap and soapless detergent-making, baking, catering, interior decoration, funeral packaging, wedding events packaging, cloth production, sewing and designing, making of toys, laundry and dry cleaning, making ice-cream and flours, among others. This confirms the study of Aderonke (2011), that the submission of the Manpower Service Commission (1981) which describes training, as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in the activity or range of activities. The findings is also in support of Ogbuanya (2018) report that Industrial Training Fund provide an avenue for students in higher institutions to acquire industrial skills and experience in their course of study and prepare students for the industrial work situation they will meet after graduation. Its purpose, in the work situation and future expectation, is to develop the abilities of the individual and so satisfy the current and future manpower needs of the organizations and the society. The author further stated that students who undertake SIWES programmes are, therefore, better exposed to new technological or technical skills.

On the impacts of SIWES Training on students entrepreneurial skills acquisition, the majority of the students posited that SIWES provided an avenue for skills, experience and professional development. This is in line with the study of Mafe (2009), who stated that when students conscientiously participate in SIWES they acquire skills and competences leading to their professional development. This is because the skills acquired through participation in SIWES are internalized and become relevant when required to perform jobs or functions. Also, according to Oyeniyi (2011), students' Industrial Work Experience Scheme (SIWES) affords students the opportunity of familiarizing and exposing themselves to the needed experience in handling industrial equipment and machinery that are not usually available in their institutions. Egbule (2015) also supported this finding as he stated that

entrepreneurial skills development is a desideration to drive national economies especially developing ones from potentials to realities.

The challenges faced by Home Economics students during their training were finance, accommodation, inadequate supervision by institutions and ITF, among others: In support of accommodation problem, Mafe (2009) reiterated that students are required to arrange for accommodation on their own as provisions are not made for students' accommodation during training. ITF (2004) also supported this assertion by stating that companies/organizations should be sensitized through organization of workshops/seminars in order to acquaint them with their expected roles towards students on industrial training. Mafe (2010) stated that for a scheme as large as SIWES, it is imperative that participants be monitored for effective performance. Lack of supervision of students on training gives room for poor performance and also has a negative impact on the achievement of the objectives of the scheme. Oyedotun (2018) in support of this finding, revealed that lack of adequate supervision, non signing of necessary materials like IFT form 8 and students: logbooks at their places of attachment, difficulties of students in getting placement, unnecessary delay in the payment of students and supervisor's allowance were areas of weaknesses of SIWES programme.

The findings revealed that the following measures should be employed for enhancing this program among others; increase in the number of stakeholders, separate SIWES sub-head, creating financial autonomy and attracting partners from the private sector. In support of this, ITF and UNIJOS (2011), proffered increasing the number of stakeholders, providing career prospects for the institutions, based SIWES personnel, motivating partners from the private sector, separate SIWES sub-head by the Federal Government and creating financial autonomy for institution-based SIWES units/directorates as ways for improving the operation of the scheme. This is also in line with Oyedotum opinion that "if Vocational Technical Education is to be meaningful and successful in Nigeria, then relationships are needed between public and private sectors to partner effectively with Vocational Technical Education and skill acquisition programmes".

Conclusion

The scheme has exposed Home Economics students to new skills and experience needed for employment. Students of Home Economics with the help of SIWES were able to bridge the gap between knowledge acquired in the school and the relevant practical skills required in work places but with some challenges. In view of the relevance of the SIWES programme, it is important that it is sustained by the government through the Industrial Training Fund (ITF) as it exposes students to work tools, facilitates and equipment that may not be available in

their respective institutions in relation to their course of study. But there is need to develop a better approach that will phase out the challenges as the study suggested.

Recommendations

Consequent upon the findings of the study, the following recommendations were made;

1. Students Industrial Work Experience Scheme (SIWES) need to be strengthened by the Fedeal government through the Ministry of Commerce and Industry in order for its objectives to be fully realized.
2. Financial autonomy should be made for institution-based SIWES Units/Directorates by ITF to encourage regular payment of allowance of students on attachment and that of supervisors.
3. Teachers should encourage employers to always accept students on Industrial training and subsequently assign them to relevant jobs by exempting them from paying tax.
4. ITF should properly present SIWES to potential sponsors such as banks, multinational and other corporate institutions for support.
5. It will be of great benefit if the institution can create a platform whereby students can obtain pre-SIWES knowledge or excursion programme before going for industrial training programme.

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