

**ATTITUDE OF VTE STUDENTS TOWARDS STUDENT INDUSTRIAL
WORK EXPERIENCE SCHEME, USING UNIVERSITY OF BENIN AS A
CASE STUDY**

BY

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**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

JULY, 2021

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR OF SCIENCE EDUCATION (B.Sc. Ed) DEGREE IN
INDUSTRIAL AND TECHNICAL EDUCATION.**

JULY, 2021

APPROVAL PAGE

I hereby approve this project work as adequate in scope and quality for the partial fulfilment of the requirements for the award of Bachelor of Science (B.Sc. Ed) Degree in Industrial and Technical Education in the Department of Vocational Technical Education, Faculty of Education of University of Benin, Benin City, Nigeria.

DR. L. O. OSAIGBOVO
Project Supervisor

DATE

CERTIFICATION

We the undersigned hereby certify that this project work was carried out by CHUKWUEMEKA Christian, a student of the department of Vocational Technical and Education that it is adequate in scope and quality in partial fulfilment of Bachelor of Science (B.Sc. Ed) Degree of the University of Benin, Benin City.

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DEDICATION

This project is dedicated to the Almighty God, for giving me the strength and for His Mercy, guidance, protection, provisions, my sustainer and source of knowledge and inspiration.

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The researcher is exceedingly grateful and thankful to the Almighty God for the love, He showered on him continually, for financial breakthrough, for divine protection and care, for having spared his life from the ordeal and hiccups from the inception to the completion of this degree program. Indeed, God is faithful.

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ABSTRACT

The study was to investigate the attitude of VTE students towards Student Industrial work Experience Scheme, using University of Benin as a case study. Four (4) research questions were raised and literature of other researchers were reviewed.

The study adopted the descriptive survey research design, data was collected through the aid of a questionnaire. The questionnaire was structured according to the research questions and distributed to sample population of 100 respondents.

The findings of the study revealed that the attitude of students towards SIWES in the higher institutions is quite high and that there are several Factors responsible for students' attitude towards SIWES which has made many of the students reluctant when it comes to carry out their SIWES program. It was concluded that the attitude of students towards SIWES in the higher institutions is quite high because these students are excited when it comes to SIWES because of practical knowledge they would gain. Factors responsible for students' attitude towards SIWES which has made many of the students reluctant when it comes to carry out their SIWES program should be properly looked into and adequately addressed if the program is to be more effective. It was however recommended that more trainings should be given to students by school management on the importance of the SIWES program in a bid to enhancing their perception; government should ensure that more attention should be given to the SIWES program so that it will become more attractive and interesting to students; and that industries should endeavour to pay intern students so that they will have increased interest and confidence in the program

CHAPTER ONE

INTRODUCTION

Background to the Study

Attitude as a concept is concerned with individuals' way of thinking, acting, and behaving. Attitudes are formed as a result of some kind of learning experiences. Attitude is fundamental to understanding social perception of people because they strongly influence people. Adeleye (2019) stated that it is the disposition of men to view things in a certain way and to act accordingly. This notion of attitude however, could be said to have propelled students who gain admission into universities to have preference for a particular course of study. Furthermore, some students still hold divergent views based on their attitudinal disposition to the Student Industrial Work Experience Scheme (SIWES), which motivate them towards the studying of Vocational and Technical Education (VTE) in tertiary institutions.

According to Akerele (2007) the present state of technological development in Nigeria calls for appropriate orientations towards vocational and technological education as a springboard for skills acquisition. The Federal Republic of Nigeria (FRN) (2014) in her national policy on education defined vocational and technical

education as acquisition of demonstrable skills that could be transformed into economic benefits. It also refers to those aspects of education process involving general education, the study of technologies, science and acquisition of practical knowledge and skills. Students Industrial Work Experience Scheme (SIWES) is defined as a skill training programme that is designed to expose and prepare students of education, agriculture, engineering & technology, environmental sciences, natural science, medical science and pure applied science for the industrial work situation. The objectives of Students Industrial Work Experience Scheme among others includes to: Provide students with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practices, Enlist and strength employment in industrial commerce information and guideline for (SIWES 2002), Provide an avenue for students in institution of higher learning to acquire industrial skill and experience in their approve course of study, Prepare students for the industrial work situation which they are likely to meet after graduating. Expose students to work methods and techniques in handling equipment and machinery not available in the institution (Source: Information and Guidelines for SIWES, 2002).

From the above objectives, it suffices to say that there are good opportunities for students who undergo the Students Industrial Work Experience (SIWES). The

more the career option, the broader the choices, or the fewer the categories of careers, the more the homogenous of the sort of career existing. In this gigantic and pervasive profession, career prospect in any profession can be examined in two ways. These are: (i) vertical and (ii) horizontal. In the vertical approach, various levels of academic qualifications of job seekers are considered, while the horizontal approach considered the experience acquired by professionals in the study or industry. Students may undergo SIWES in the following areas: Business Studies, Home Economics, Basic Technology and Agriculture, Local craft, computer education, fine art and music (Ezeji and Oviawe, 2009). In fact, in recent past, the political instability led to dwindling interest of students in SIWES in institution due to poor infrastructure, lack of educational facilities and learning facilities like work shop laboratories. SIWES requires students to work with equipment in the work shop and typewriters in typing pools culture and utensils in the school demonstration farms. The poor state of infrastructures in universities does not only affect learning but also crippled students' interest in sticking to the career decisions. The resultant effect of these problems have seen students leaving their bases for technical education courses in higher institutions, which as resulted in great economic loss. In Nigeria, the situations not changed, as it is becoming highly imperative to find out if most undergraduates will be interested in SIWES

based on their predisposition to the programme, which is what this study wants to examine.

The government decree No 47 of 8th October 1971 as amended in 1990 highlighted the capacity building of human resources in industry, commerce and government through training and retaining of workers in order to effectively provide the needed high quality goods and services in a dynamic economic as ours. This decree led to establishment of industrial training fund (ITF) in 1973/1974 the growing concern among our industrialist that graduate of our institution of higher learning-lack of adequate practical studies preparatory for employment in industries led to the formation of Students Industrial Work Experience Scheme.

Student Industrial Work Experience Scheme by ITF was introduced in 1993/1994 (Information and Guideline for SIWES, 2012). One of the key functions is to work as a co-operative entity with industry and commerce where institutions of higher learning can undertake mid-careers work experience attachment in industries which are compatible with students of study (Okoli, 2017). Students' education is regarded as a process of developing skills, teaching personnel so that they can impact goods and quality knowledge. In Nigeria it is stated in clear terms by FRN (2014) in her national policy on education implementation committee blue print. It

stipulates that SIWES is mandatory for students in technical colleges, polytechnics, college of education and universities; and government has taken a bold step in ensuring full compliance of policy statement. The technical and vocational education is very vital in the educational system. Teaching according to Oyedeji (2018) is a process of impacting knowledge, skills and attitude in order to bring about change in learners. The primary goal of SIWES is to improve student's skills in order to enhance meaningful learning and is one of the content at which students performance is been improved after a period of instruction in a manner consistent with the goals of industries. Hence this study x-ray the attitude of VTE students towards Student Industrial work Experience Scheme, using University of Benin as a case study.

Statement of the Problem

Vocational and Technical Education students undergoing SIWES are very vital part of the educational system in Nigeria. Various perceptions of these students towards industrial training are based on some motivational factors like remuneration, relationship with employers, opportunities for practical amongst others. Turner (2007) note that "right attitude are impacted through adequate and proper orientation, whether materially or financially" to this end, certain problems

have emerge amongst Technical and Vocational Education students undergoing SIWES, which calls for urgent attention from appropriate authorities. Amongst these attitudinal dispositions are non-punctual to work, respect for authorities etc. these problems just as they remained persistent in the Industrial Training, will continue to affect the skill acquisition goals of SIWES. Because of the enviable position of the Vocational and Technical Education and their role in the industries, we cannot afford to relegate to the background the Student Industrial Work Experience Scheme. This programme (SIWES) will be critically examined in this study especially on the basis of students attitude to the work environment, and proffering necessary solution if need be. Hence, this research wok is carried out to examine the attitude of VTE students towards Student Industrial work Experience Scheme, using University of Benin as a case study.

Purpose of Study

The purpose of this study was to determine the attitude of VTE students towards Student Industrial work Experience Scheme, using University of Benin as a case study. Specially, this study sought to find out the:

1. Attitude of students towards SIWES in the higher institutions.
2. Factors responsible for students attitude towards SIWES.
3. Attitudinal differences of male and female students' towards SIWES.
4. perceived challenges confronting the effectiveness of SIWES;

Research Questions

The following research questions were formulated to guide this study:

1. What is the Attitude of students towards SIWES in the higher institutions?
2. What are the Factors responsible for students' attitude towards SIWES?
3. What is the attitudinal differences of male and female students' towards SIWES?
4. What are the perceived challenges confronting the effectiveness of SIWES?

Research hypothesis

Ho₁: there is no significant difference in the mean response of males and females in their attitude towards SIWES in the universities.

Significance of the Study

The research work is expected to create impact on the following areas:

Contribute to the already existing knowledge on students' attitude towards SIWES, especially as it relates to Technical and Vocational Education students of universities undergoing Industrial Training on the importance of SIWES and how important it is for them after graduation and it will give these students first-hand experience on job effectiveness when they are out of the universities.

The findings of the study will bring to the attention of the educational policy makers in schools to encourage proper incentives and policy that will favour placement of students in their quest for undergoing SIWES training. It will also help in formulation of educational policies that will be practical based rather than theory based.

This research will enable government and its agencies in charge of SIWES through the findings of the study to uncover the need to create enhanced environment for conducting SIWES practical learning through the industries.

Students will benefit to a great extent in that factors influencing positive attitudinal disposition will be taught them, and this objectively determine actual performance of students in the field.

The findings will also make the students, parents, schools management and the government to be in line to their duties towards the success of practical SIWES education in this great nation (Nigeria).

Scope of the Study

In this study, the attitude of Vocational and Technical Education students towards SIWES was carried out amongst students in University of Benin, Benin City, Edo State. The study was restricted to 300 and 400 level students of the department of Vocational and Technical Education. This is because an only student at the two levels has gone out for the Students Industrial Work Experience Scheme (SIWEWS).

Definition of Terms

SIWES: The students industrial work experience scheme (SIWES) is a skills training programme designed to expose and prepare students of Universities,

Polytechnics/Colleges of Technology/Colleges of Agriculture and Colleges of Education for the industrial work situation they are likely to meet after graduation.

Attitude: An attitude is a way of feeling or acting toward a person, thing or situation. Passion for a sport, dislike for a certain actor and negativity toward life in general are each an example of an attitude.

VTE: Vocational technical education (VTE) is the type of education that prepares people to work in various jobs, such as trade, craft or technician. Vocational technical education is sometimes referred to as career, education or technical education

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature on attitude of VTE students towards Student Industrial work Experience Scheme. They will be treated under the following sub-headings:

- Theoretical framework
- The concept Students Industrial Work Experience scheme (SIWES)
- Objective of SIWES
- Challenges of SIWES in Nigeria
- Concept of Skill
- SIWES and Sustainable Development
- Attitude of VTE Students towards SIWES
- Skill Development and Sustainable Development: A Necessary Symbiosis
- The Impact of SIWES on Student's Readiness for Life of Work
- Impact Of SIWES In Developing Competent VTE Students
- Related Empirical Studies

Theoretical framework

This study draws inference from experiential learning and skill modelling theory. Experiential learning theory is founded on the pioneering work of the likes of John Dewey, Kurt Lewin, Jean Piaget, William James and Carl Rogers among others. Alice Kolb and David Kolb work on experiential learning application in higher institutions draws extensively from the basic principles of learning postulated by the aforementioned researchers. The theory puts forward by the adherent of learning theory are six altogether in the following order. Learning is seen as best conceived as a process, meaning that it has clearly stated activities and outcomes. All learning is relearning, in other words, the more a learner is exposed to the same activity or subject, the more likely the learner will experience new ideas each time. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. Learning therefore recognizes differences and disagreement often resolved through action, feeling and thinking. Learning is a holistic process of adaptation to the world. This principle explains the purpose of learning and the learner's role in society, learning results from synergetic transactions between the person and the environment. Based on this assumption, learning is perceived as a process of moving from the known to the unknown concept. The new experience acquired leads the learner to question previously

known concept. Finally, learning is the process of creating knowledge which involves feeling, thinking and acting in order to create and recreate knowledge. Adams (2011) reasoned that learning is a product of experience and that experiences occur through four modes which they identified as concrete experience, abstract conceptualization, reflective observation and active experimentation.

The aforementioned modes of learning identified by Kolb and Kolb (2005) have been found to aid knowledge and skill acquisition in technical and vocational education. Of particular benefit to skill acquisition is concrete observation and active experimentation because of the freedom it affords the learner to actively participate in the learning process. Cavanagh, Shaw and Wang (2013) however argued that as a learner gains experience, less reliance is placed on abstract conceptualization in favour of concrete experience. They concluded by suggesting that where skill training is concerned, skill training model should be designed to meet specific skill demand if it is to be effective. This explains why students of technical and vocational education are often encouraged to seek apprenticeship in firms that provides the specific type of skill training they need in order to be relevant in the world of work.

The concept Students Industrial Work Experience scheme (SIWES)

The Students Industrial Work Experience Scheme popularly known with its acronym SIWES is a skill development programme initiated by the Industrial Training Fund (ITF), in 1973 to bridge the gap between theory and practice among students of engineering, technology and vocational education in institutions of higher learning in Nigeria. It is meant to provide for on-the-job practical experience for students as they are exposed to work methods and techniques in handling equipment and machinery that may not be available in their institutions of learning. The students Industrial Work Experience Scheme (SIWES) is a skill Training programme designed to expose and prepare students of Education, Agriculture, Engineering, Technology, Environmental, Science, Medical Sciences and pure and applied science for the Industrial work situation which they likely to meet after graduation. Duration of SIWES is four months in Polytechnics at the end of NDI, four months in College of Education at the end of NCE II and six months in the Universities at the end of 300 or 400 or 500 levels depending on the discipline (Information and Guideline for SIWES, 2002). The scheme also prepares Students for work situations they are likely to meet after graduation (ITF 2004). Similarly, Olugbenga (2009) posits that SIWES is similar to skill based training programmes offered across the globe, in both developing and developed

economies, such as America, United Kingdom, Germany, Finland, Malawi, Ethiopia and Ghana. According to him, the sole purpose of setting up SIWES was to bridge the gap between theory and practice found in programmes of tertiary institutions in Nigeria. This assertion was affirmed by Asamoah (2014) who noted that one purpose of industrial training as found in the Ghana experience was to expose trainees to practical skills in their relevant occupational areas and to acquaint them with the functions of new technologies, machines and equipment that they have heard of and read about in books but have not gotten the chance to use.

The government's decree No. 47 of 8th Oct; 1971 as amended in 1990, highlighted the capacity building of human resources in industry, commerce and government through training and retraining of workers in order to effectively provide the much needed high quality goods and services in a dynamic economy as ours (Mofesola, 2012). This decree led to the establishment of Industrial Training Fund (ITF) in 1973/1974. The growing concern among industrialists are that graduates of institutions of Higher learning, lack adequate practical background studies preparatory for employment in industries, led to the formation of students Industrial Work Experience Scheme (SIWES) by ITF in 1993/1994 (Information and Guideline for SIWES, 2002). ITF has as one of its key functions; which is to

work as co-operative entity with industry and commerce where students in institutions of higher learning can undertake midcareer work experience attachment in industries which are compatible with students area of study (Asikadi 2003). This is a practically oriented programme aimed at bridging the gap between the theory and practical's. It is also, a programme to be performed, employing both human and material resources to achieve the objectives of training pre-service teachers to acquire practical skills. This activity is in consonance with one of the laws of vocational and Technical Education which states that; The Training environment most be a replica of the work place, (Okoro, 2016). Therefore, SIWES is Training where pre-service teachers are actually involved in the process of acquiring skills in their area of study.

Objective of SIWES

The objectives of SIWES have been summarized by Ndiagu (2008) and affirmed by Sa'ad (2010) as:

1. To provide an avenue for students in institutions of higher learning to acquire industrial skills and experience in their courses of study.
2. To prepare students for the work situation they are likely to come across after graduation.

3. To expose students to work methods and techniques in handling equipment and machinery that may not be available in the educational institutions.
4. To make the transition from school to the world of work easier and to enhance students contacts for job placement later in life.
5. To provide the students with opportunities to apply their knowledge in real work situation thereby bridging the gap between what they learnt in school and practical work.
6. To enlist and strengthen employers involvement in the entire education process of preparing students for employment in the industry.
7. To provide the students with information's on diverse entrepreneur set up and managerial skills and techniques.

To achieve these objectives, the institutions, employers, industrial training funds, students and government have some roles to play. These are:

1. Role of Institutions: In other to achieve the objectives of SIWES the institution should among other things play the following roles:

1. Have a functional industrial attachment unit or SIWES directorate that should be adequately stated and funded to ensure effective operation of the scheme. The unit should see to the placement of students and ensure that they are placed in areas relevant to their courses to acquire the needed experiences.
2. Appoint a full time coordinator to oversee the scheme.
3. Have and operate a separate bank account for all the receipts and payment in respect of SIWES.
4. Prepare the students for industrial attachment by organizing SIWES Pre-orientation programme before the, commencement of the programme.
5. Prepare copies of master and placement list of eligible candidates for the year and submit those two months before the commencement of the attachment to the accrediting agencies and ITF headquarters.
6. Provide the participating students with letters of introduction to their prospective employers. Students should be provided with logbooks, ITF Form8, SP-1 forms and Job specification for each course.
7. Make the qualified staff visit the students on attachment in order to examine their practical activities and mark their logbooks.

8. Complete the evaluation form in respect of all students who have participated in the scheme, (Akogun, 2005).

Role of Employers: The following roles of employers for SIWES were highlighted by Ayiamie (2010) as:

1. The employers are to delegate experienced staff to effectively train and supervise the students and their activities throughout the programme.
2. Sign the logbooks for the students on weekly basis and comment on their activities.
3. Provide medical care to students within the limit of the employer's conditions of service during the period of attachment.
4. Allow the representative of accrediting bodies, ITF and institutions to visit students on attachment for follow-up activities.

Roles of Government

1. Government should make funds available to the accrediting agencies for the scheme.

2. Make the ministries and parastatals provide more training places for students on attachment.
3. Make it a policy to involve a clause in every major contract being awarded to contractors to take students on industrial attachment.
4. Provide loans and facilities for vocational graduates that intend to embark on self-reliant enterprises, (Sa'ad, 2010).

Bodies Involved in the Management of SIWES

The bodies involved are: Federal Government, Industrial Training Fund (ITF), Other Supervising Agencies are: National University Commission (NUC), National Board for Technical Education (NBTE) & National Council for Colleges of Education (NCCE). The functions of these agencies above include among others to:

1. Ensure adequate funding of the scheme;
2. Establish SIWES and accredit SIWES unit in the approved institutions;
3. Formulate policies and guideline for participating bodies and institutions as well as appointing SIWES coordinators and supporting staff;

4. Supervise students at their places of attachment and sign their log-book and ITF Forms;
5. Vet and process students log-books and forward same to ITF Area office;
6. Ensure payment of Allowances for the students and supervisors.

Therefore the success or otherwise of the SIWES depends on the efficiency of the Ministries, ITF, Institutions, Employers of labour and the general public involved in articulation and management of the programme. Thus the evaluation of SIWES in tertiary institutions in meeting up with the needs for the establishment of the programme is necessary.

Challenges of SIWES in Nigeria

Despite the roles and relevance of SIWES in human resource development for sustainable development, the scheme is faced with several problems. Some of these problems as enumerated by Ukwueze (2015) include inadequate supervision, consigning of necessary materials like ITF Form 8 and students' Log books at their places of attachment, difficulties of students in getting placement, unnecessary delay in the payment of students and supervisors' allowances among others. Similarly, ITF upheld that inadequate funding, reduction in number of

placement opportunities, delays and non-payment of allowances to students and supervisors, denial of the use of facilities and inadequate facilities for students on SIWES are some of the numerous challenges currently hindering the growth and success recorded by the scheme. Despite the evidence supporting the importance of SIWES on entrepreneurial competencies of pre- service teachers, there are a number of challenges affecting the smooth operation. These are:

1. Collaboration between institutions and industries: There is a missing link between the institutions of higher learning and business operators; most at times business operators tend to reject students from carrying out attachment in their business organization. This is worrisome. They forgot that it is their social and cooperate responsibility to accept the students' attires' they demand for money before they will accept the students.
2. Luke warm attitude by institutions and supervising agents: Most at times, the institutions do not prepare ahead of time for students to get their Log books and other materials in good time, there by delaying when the students should start the excise. Also, the stipend the students are given after the SIWES excise is suppose to be given while on the attachment to enhance their

mobility and feeding, but it's not given until they are done with the industrial attachment (IT) thereby subjecting the students to untold hard ship.

3. Contractors: The contracts awarded to contractors must be ready and willing to accept students for IT rather than rejecting the students when they approach them. Their unwillingness to accept the students for IT has compounded the students' problems.
4. Student attitudes: The student most at times feel the SIWES is just for grades in the school alone, not minding the benefit of acquiring the requisite competencies they will obtain or achieve by paying attention to where they are on attachment, so, they keep playing truancy, this act has compel most establishments to reject subsequent attaché.
5. Inadequacy of industries: The nations industries are grossly inadequate as compared to the institutions that release students for industrial experience. Even when there is one, it does not provide the necessary skills or competencies. This Kingsley (2017) observed that, there is low productivity in the country as some existing companies are out of season or even fold up soon after test run.

6. Corruption: Corruption is a global menace. However, the issue of corruption in Nigeria seems to be worsening by day. Corruption in Nigeria has set the pace for inefficiency even in the budgetary implication on TVET coupled with lack of individuals to inculcate the benefit of entrepreneurship skills in the students. Therefore, this scenario is a detriment to national economic growth and development, Akaninyne (2018).

Concept of Skill

Skill is the outcome of the required training and experience to perform a task well. Simply put; skill is a manifestation of knowledge. It involves practical knowledge, being able to demonstrate and use the tool that goes with that knowledge. Tikly (2013) viewed skill acquisition as the learning of a wide variety of skills which reflects a shift from first and foremost, the representation of knowledge through changes in behaviour to fluent, spontaneous, effortless and highly skilled behaviour accounted for by a set of basic principles peculiar to the acquisition of general skills. Ukwueze (2011) described skill as the ability to do practical activities. For this purpose, skill acquisition is defined as learning about how something is done, observing how it is done, doing it by yourself until no further guide or supervision is required as efficiency and cost savings sets in.

Concept of Readiness for Life of Work

Readiness is understood to mean a state of preparedness which tends to guarantee success, perfection, fluidity, efficiency and constant improvement on the task, job or work. Vocational education students therefore need to be prepared. A life of work means being engaged in a profession or occupation which guarantees that person a source of income, satisfaction and with opportunity to improve on current skill set. Graduates of Vocational and Technical Education need to be guaranteed job opportunity and the security that it confers.

SIWES and Sustainable Development

Sustainable development in a country framework can be perceived differently depending on the stage of development which that country has attained. According to Obe, Johnston, Buckland, Brookes and White (2004), sustainable development was first muted at the Earth Summit which took place in Rio de Janeiro in 1992; where, sustainable development was defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Similarly, Stoddart, (2011) described sustainable development as the maintenance of economic advancement and progress while protecting the long-term value of the environment. Buttressing this assertion, United Nations (2012)

noted that sustainable development is a concept of conserving resources for future generation. The overall goals of sustainable development is the long-term stability of the economic, environmental and social concerns throughout the decision making process. The key principle of sustainable development is the integration of environmental, social, and economic concerns into all aspects of decision making. It is an intergenerational equity and a long-term scale of sustainability in order to address the needs of future generation. Ugwuayi, and Ezema (2010) reaffirmed that sustainable development covers economic, social and environmental dimensions.

Attitude of VTE Students towards SIWES

Vocational and Technical Education (VTE), as an aspect of education is designed to impart necessary skills and competencies leading to the production of craftsmen, technicians and technologists who will be enterprising and self-reliant. According to Federal Republic of Nigeria (2013), the main purpose of VTE is to provide skilled manpower in applied sciences, technology and business particularly at craft, advance craft and technical levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development. However, the above stated objectives have not been properly realized due to long period of

systemic neglect on the part of government which has given quite a negative attitude to the students especially VTE students (Ugwuayi, & Ezema 2010). It is a common knowledge that, no society can achieve any meaningful progress without encouraging its youths to acquire necessary technical and vocational skills. This will enable Nigerian youths to face the challenges of harnessing available resources to meet the need of their societies and improve on other areas of production. The need for ensuring that the theoretical knowledge acquired by students is matched with their practical knowledge gave room to the establishment of Student Industrial Works Experience Scheme (SIWES). Yet, over the years, the SIWES programme has not been utilised in tertiary institutions as students still see it as a burden to them. In many institutions, they do not monitor their student carrying their SIWES programmes in various industries. In Nigeria for example, Nigerian Universities pay little attention to their students who are posted to various industries and do not even care if the SIWES reports written by these students are falsified or not. This has led to students having wrong perception of the programme which has in the long run affected their attitude towards the SIWES programme.

The importance of this scheme in any academic institution cannot be over emphasized. It exposes students to industry based skills necessary for a smooth

transition from the classroom to the world. According to Ekpenyong (2011), one of the principles underlying any industrial work experience scheme for students in institutions of learning is the desire to marry the practical with the theoretical learning which characterizes conventional classroom situations with a view to striking a balance between theory and practice. The author stressed further that it was in realization of this that the Industrial Training Fund (ITF) when it was established, set out to study the extent to which the theoretical knowledge that students in engineering technology and other allied fields in Nigerian institutions offering technology- based courses are related to the kind of work experience expected of them by employers as this will help boost their perception and attitude towards the programme. The result of the ITF survey showed a great disparity between students' attitude and their acceptance of the programme. In order to bridge the gap between the two, the ITF in 1974 established a co-operative internship programme, which enabled students of technology to spend some part of their courses for relevant on-the-job practical experiences in appropriate areas of the Nigerian industry so as to boost their perception which will in turn enhance their perception (Ekpenyong, 2011).

Skill Development and Sustainable Development: A Necessary Symbiosis

As stated in the introductory part of this discourse, labour is central to production, this implies that effort must be geared towards ensuring that labour is given the best training available whether within the formal education system or outside it so as to ensure constant return to productivity, growth and an overall sustainable economic development. According to Ayua, (2016), the purpose of development is to improve the quality of life of the people. However, development also has its attendant consequences or negative externalities. Ugwuayi and Ezema (2010) referred to these negative externalities as environmental pollution, degradation of the environment, depletion of resources, global warming among others.

As a way out of the problem associated with economic development, Tikly (2013) suggested that development should be human centred (sustainable development). He argued that development cannot be in the best interest of man if his survival and future is threatened by the destructive process of development. This informed his preference for sustainable development. However, there can be no sustainable development without skilful labour force, hence the need for a synergy between the two concepts. This is so because the inexplicable connection between quality labour force and sustainable development cannot be ignored. In Nigeria,

employers of labour have continued to decry the poor quality of graduates in terms of skill set and often put the blame on the educational system. Adams (2011) therefore insisted that once an individual possesses minimal education, stakeholders in the informal sector should rally round to provide apprenticeship training for the development of vocational skills in that individual. Countries like Germany have developed a viable training programme in conjunction with the public and private sector organizations which they use in bridging up the skill gap which the formal educational system is unable to provide. In other words, tertiary institutions in Nigeria, Industrial Training Fund and the private sector/employer of labour must complement each other in order to produce skill full workforce for sustainable development to take place (Kingsley, 2017).

The Impact of SIWES on Student's Readiness for Life of Work

As earlier stated, SIWES is a programme of government designed to fill skill gap in graduates of tertiary institution in Nigeria. Since its inception, tertiary institutions have been cooperating with ITF to ensure that the set out goals of SIWES is achieved. The impact of SIWES on student's readiness for life of work after graduation cannot be over-emphasized. Before the inception of the scheme, there was a growing concern among Nigerian industrialists that graduates of

institutions of higher learning lack adequate practical background experience necessary for employment. So, employers were of the opinion that the theoretical education provided by higher institutions did not meet nor satisfy the needs of the economy. It was against this background that the ITF 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 (ITF, 2011). These programme aim at exposing students to professional work methods as it (SIWES) acts as a catalyst for industrial growth and productivity through professional development.

The Student's Industrial Work Experience program gives students the opportunity to be part of an actual work situation outside the classroom leading to the development of occupational competencies by the students. It also exposes and prepares students in institutions of higher learning for the industrial work situations which they are to meet after graduation. The scheme equally helps to familiarize students with work methods and expose them to the necessary experience to handle equipment and machinery that are not available in their institutions, (Ojokuku, Emeahara, Aboyade & Chris-Israel (2015).Corroborating this assertion, Industrial Training Fund (ITF) (2011) maintained that Student's Industrial Work Experience Scheme is also an effort to bridge the existing gap

between theory and practice and expose students to necessary skills for smooth transition from the classroom to the world of work. It enables students to acquire technical skills and experience for professional development in their study. Agreeing with ITF, Ugwuanyi and Ezema (2010), Aderonke (as cited in Ukwueze 2011) affirmed that SIWES plays a significant role in human resource development in Nigeria. They observed that SIWES is a good strategy for sustainable skill development and utilization in Nigeria that it should be encouraged and sustained.

There seems to be a consensus among scholars that SIWES is an important programme for graduates' skill development to prepare them for live of work. The position of this paper is not different from that of the scholars, therefore, the federal government should do everything humanly possible to improve and sustain the programme with a view to achieve adequate human capital development for sustainable development in Nigeria.

Impact of SIWES in Developing Competent VTE Students

Every year, many graduate from higher institutions roam the city streets searching for employment. Some of these graduates are considered incompetent by their employers as they cannot be trusted to handle some equipment or machines. Sa'ad

(2010) stated that, the quality of graduate skill is gradually eroded as a result of distressed economy where funding of education is reduced, and with high cost of tools and machines, the institution can neither procure new ones nor repair damaged ones. Nwosu (1996) further said that SIWES programme is very relevant to human resources development because it exposes them beyond their usual environment. He stressed that it exposes students to practical experiences and gets them to fit in well into their chosen careers. In support of this, Chen, (2014) stated that, skills acquisition is needed much in every sector of occupation, for competencies and productivity of a nation. Nsa (2006) also submitted that, the urgent need of resources transformation for technological development has brought about the emphasis on practical skill acquisition which means learning by doing. Furthermore, the impact of SIWES on developing entrepreneur competencies are underlisted:

1. SIWES give's the recipients an insight into how micro or small business work, as they are expose to it.
2. It creates in the recipients the capacity to start a new venture of their own.
3. SIWES build in the recipient general understanding of business area and approaches.

4. It inculcate into the pre-service teachers personal enterprising capacity, (Gibb 2007).
5. It exposes the recipient to difficulties and challenges in operations of the enterprise
6. SIWES also build the professional abilities into the pre-service teachers, (Chen, 2014).

Related Empirical Studies

Chukwuedo (2018) examined Perception of the Influence of Students Industrial Work Experience Scheme (SIWES) on academic achievement. The final year students of the Faculties of Agriculture, Engineering, and the Department of Vocational and Technical Education, University of Benin were used for the study. Two hundred and fifty (250) students were sampled. A twenty (20) item questionnaire was designed and the reliability and validity of the instrument was assessed by experts. The data collected were analyzed using mean score and standard deviation. The findings of the study showed that SIWES influenced students' academic performance and was relevant to their practical skill acquisition. The results showed that SIWES enhances competency of students in the workshop/laboratory, improves students' classroom learning and creates

employment opportunities. It was recommended that SIWES should be properly organized to achieve its aim.

Auru (2019) examined the role of SIWES in bridging the skill gap of Vocational and Technical Education (VTE) student in Nigeria and its impact on graduate employability in the labour market. Students' Industrial Work Experience Scheme (SIWES) in Nigerian tertiary institutions is aimed at empowering the students with practical skills to prepare them for life of work after graduation in line with the clamour for sustainable development the world over. The findings of the study revealed that without the right set of skills, a graduate will find it difficult to gain employment or to set up a business in this present competitive world. A growing population and rising incidence of unemployment and poor living standard is not in tandem with the international community's call and policy drive of sustainable development as the youths are not in position to take charge of their future. The paper clarifies the concepts of SIWES, skills and sustainable development. It posits that employment is a function of skill set possessed by an individual by which negative externalities of unemployment can be addressed for the achievement of sustainable development in Nigeria. The paper recommends among others, that the Federal Government should establish more vocational skills

acquisition centres across the country to augment the effort of SIWES in order to produce skilled graduates to enhance the needed sustainable development.

Ojodale, Aiyedun and Emeje (2017) examined the attitude of students towards Students' Industrial Work Experience Scheme (SIWES) using the descriptive survey research design. The research was conducted among undergraduate's students of the Kogi State College of Education (Technical), Kabba, 40 students were randomly sampled from the school of Vocational and school Technical education. findings are that: School equipment were not found replicating those in the industries, the schools lack adequate infrastructures that discouraged students further in showing concern for industry's based training, Knowledge of I.T was found to be valuable in giving students an idea of industrial management and SIWES enhance student's ability to tackle technical problems. It was observed that student attitude toward SIWES has improved over time, regardless of challenges on ground. It was however recommended that ITF should ensure regular visitation of the IT officers to supervisors, agencies, institution, employers and students on attachment. Also, checking of log –book issued to students at place of attachment by institutions is recommended so that the average vocational students can develop a good sense of work commitment.

Auru1 and Longshal (2018) researched on the effect of students' industrial work experience scheme on students' readiness for world of work in Nigeria was undertaken to find out whether students' industrial work experience scheme (SIWES) has any significant effect on students learning and readiness for life of work with respect to knowledge, skill and attitude improvement while on internship in the industry. The sample mean recorded a slightly lower standard deviation for all the independent variables with respect to knowledge, skill and attitude, indicating that SIWES does have some positive impact on students. However, the null hypothesis which states that there is no significant difference in the knowledge, skill and attitude mean of students prior to and after SIWES was accepted. The implication of this study is that SIWES as presently implemented in Nigeria cannot achieve any meaningful result with regards to preparing students adequately to function properly in the work place, the programme therefore needs to be reevaluated and appropriate changes made. The study therefore recommended that SIWES programme should be redesigned in such a way that the outcome expected and success achieved through the training programme can be measured. It was also recommended that emphasis should be placed on teaching students organizational ethic while on SIWES so as to acquire the right attitude towards a life of work.

Related Empirical Studies

Several notable contributions have made to researches on SIWES and skill acquisition in Nigeria and elsewhere. Some of these researches and their findings provides framework for this current study. Olugbenga (2009) carried out a study which adopted the survey design involving a population of 50 students in the School of Applied Sciences, Nuhu Bamali Polytechnic, Zaria. The study which seek to find out the views of students on the adequacy of skills acquired during SIWES found out that students did not acquire adequate skills on ground that the place of attachment do not have modern equipment to work with. Furthermore, students were not given free access to some equipment and that the duration of SIWES was inadequate to learn anything meaningful among others. The study recommended that since the duration is short, students should attach themselves in places where practical experience can be acquired on weekend basis, entrepreneurship component should be infused into the programme and that incentives should be offered to employees to motivate them to accept students and give them the needed experience and skill exposure that will adequately prepare them for world of work.

Kalejaye (2007) carried out a similar study in South-Western Nigeria and found that constant closure of higher institutions is also a major contributor to students' inability to acquire detailed classroom knowledge, hence the gap between curriculum content and experience acquired during SIWES. In a study undertaken by Mofesola (2012), it was found that the key problem encountered by students during SIWES centered around poor motivation of students while on industrial attachment, lack of cooperation and support from company and organizations, delay in release of allowances and that report written by students were not corrected, hence no feedback to students regarding strength and weakness. The study recommended closer cooperation between ITF and institutions and that industries and institutions based supervisors should be sensitized on the need to take supervision seriously.

In Ghana, a study by Effah (2014) which adopted the survey design involving 200 and 300 level students of Kumasi Polytechnic found that students were provided early information by stakeholders to enable students prepare well for the exercise. Despite the apparent favorable preparation, the study revealed that the industry is not always too welcoming of the students. Students are poorly supervised; getting a suitable place can be very challenging, poor financial support from industry among others. The study concluded that industrial training is an important exercise

for graduate's skill development and recommended that the state government should be more involved in logistic and administrative role for easy placement of trainees. Haron (2019) carried out an exploratory research on the importance of generic skills technical and vocational students' employability. The study which principally focused on Technical Vocational Training (TVET) in Malaysia found that generic skills, such as work ethics, communication skills, teamwork, decision making capability and leadership skills are as important as work specific skills for gaining employment.

In conclusion, the reviewed literature shows clearly that students do experience challenges before and after SIWES. Where industry is unwilling to allow students access to or are unwilling to train them to use their equipment contributed significantly to their poor competency level even after undergoing SIWES. The situation in Nigeria is akin to that found in Ghana. Clearly closer cooperation between institution, industry and ITF is necessary if better result is to be achieved.

CHAPTER THREE

METHODOLOGY

This chapter presents the procedure and method adopted in gathering data for the study. It is discussed under the following sub-headings:

- Research Design
- Population of the study
- Sampling and Sampling Technique
- Instrumentation
- Validity of Instrument
- Reliability of Instrument
- Method of data collection
- Method of data analysis

Research Design

The study employed the survey research design, using the descriptive method which focuses on the collection, organization, analysis and interpretation of data of a sample in a given population. This also involves seeking people opinions about a phenomenon under the study. It was adequate, since the population under this study is quite large and there is need to collect and analyze data from only a

few respondents to be regarded as fair representative of the entire population (Awanbor, 2001).

Population of the Study

The population of the study comprises of all Vocational and Technical Education students in the University of Benin, Benin City.

Sample and Sampling Technique

The sampling technique adopted for this research is the simple random sampling technique. Therefore, the simple random sampling technique will be used to select 50 respondents each from 300 and 400 level students of the department of Vocational and Technical Education due to the fact that they have undergone SIWES during their course of study in the department, making a total of 100 respondents chosen from the two levels in the department of VTE as the sample of the study.

Instrumentation

The instrument that was used for data collection was a questionnaire. The questionnaire was titled “attitude of VTE students towards Student Industrial work Experience Scheme, using University of Benin as a case study” (AVSTSIWES).

The questionnaire was divided into two sections, section A and section B. section A focusses on the demographic data of the response such as Gender, while section B consist of items drawn from the research questions. Response was rated on a four (4) point rating scale of Strongly Agreed (SA), Agree (A), Disagreed (D), and Strongly Disagreed (SD).

Validity of the Instrument

The instrument was validated by the supervisor and two other lecturers in the Department of Vocational and Technical Education.

Reliability of the Instrument

To ensure the reliability of the instrument, a pilot test will be carried out using 20 respondents who are not part of the sample, who were not part of this study, since they did not constitute part of the sample that was utilized for this study. The reason is to ensure that respondents do not have privilege information about the questions before the study. This will be done to ensure objectivity and neutrality in response. The resultant coefficient after computation will be found which will be an indication of a reliable or unreliable instrument.

Method of Data Collection

The data for this study will be collected with the aid of questionnaire developed for the study. The questionnaire forms were administered by the researcher. The researcher waited to collect the questionnaire forms responded to on the spot to ensure high return rate, high response rate and to guide against loss.

Method of Data Analysis

The data will be analysed using mean and standard deviation. The mean and standard was used to answer the research questions. The average mean of 2.5 will be used as the standard for decision making as the mean above 2.5 will be accepted while the mean below 2.5 will be rejected.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter deals with data analysis, presentation of results, and discussion of findings. Four (4) research questions were raised for this study. This enabled the researcher to draw a conclusion and make recommendations.

The data was carefully examined and analysed to offer answers to the research questions. The number of responses in the items was counted and the corresponding percentages calculated. Furthermore, one hundred (100) questionnaires were used to sample the respondents' opinions. However, the one hundred questionnaires were returned and analysed. The respondents were drawn from the two levels in the department of VTE, Faculty of Education, University of Benin, Benin City, Edo State, as the sample of the study.

Presentation of Results

Question 1: What is the Attitude of students towards SIWES in the higher institutions?

Table 1: Responses on Attitude of students towards SIWES

S/N	Research Questions	Total	Mean	SD	Remark
1	Students are often reluctant to carrying out their SIWES programs	100	2.94	.471	Accepted
2	Students feel that the SIWES program is a total waste of time and resources	100	2.36	.535	Rejected
3	Students with the wrong attitude to SIWES program will often give excuses in order to bypass dong the activity	100	2.94	.471	Accepted
4	Students are always excited when it comes to SIWES because of practical knowledge they would gain	100	3.36	.835	Accepted
5	Students feel that Scrapping the SIWES programm is beneficial for them	100	2.49	.471	rejected
6	Students who have done the program always look forward to real job experience	100	3.16	.498	Accepted
TOTAL			2.95	7.09	Accepted

Source: Field survey, 2021

Scale: Mean > 2.5 = Accepted

Mean < 2.5 = Rejected

Table 1 respondents' view on attitude of students towards SIWES. Responses show the mean values ranging from 2.36 to 3.36. Item 1 was accepted which shows that Students are often reluctant to carrying out their SIWES programs, having a mean of 2.94.

Item 2 was Rejected which shows that Students feel that the SIWES program is not a total waste of time and resources, with a mean of 2.36. Item 3 was accepted which shows that Students with the wrong attitude to SIWES program will often give excuses in order to bypass dong the activity, having a mean of 3.16.

Item 4 was accepted which shows that students are always excited when it comes to SIWES because of practical knowledge they would gain, with a mean of 3.36.

Item 5 was rejected which shows that students feel that scrapping the SIWES program is beneficial for them, with a mean of 2.49

Item 6 was accepted which shows that students who have done the program always look forward to real job experience, having a mean of 3.16.

Question 2: What are the Factors responsible for students' attitude towards SIWES?

Table 2: Responses on Factors responsible for students' attitude towards SIWES

S/N	Research Questions	Total	Mean	SD	Remark
7	Inadequacy of industries to carry out the SIWES programme is a factor responsible for students' attitude	100	3.06	.729	Accepted
8	Inadequate supervision on the part of the schools is responsible for students' attitude	100	2.92	.778	Accepted
9	Little or no payment of students during the program is a factor responsible for students' attitude	100	2.96	.722	Accepted
10	Little or no interest by the companies to retain students after graduation is a factor responsible for students' attitude	100	2.86	.734	Accepted
11	Many students carry out the program in industries that are not related to their fields of study affects the attitude of students	100	3.01	.801	Accepted
12	Students finding it difficult to get an industry to carry out the SIWES program is a factor responsible for students' attitude	100	2.64	.802	Accepted
13	Schools not posting students to securing and assigning students to industries for the SIWES program affects the attitude of students	100	2.80	.759	Accepted
TOTAL			2.96	7.34	Accepted

Source: Field survey, 2021

Scale: Mean > 2.5 = Accepted

Mean < 2.5 = Rejected

Table 2 respondents' view on Factors responsible for students' attitude towards

SIWES. Responses show the mean values ranging from 2.64 to 3.06.

Item 7 was accepted which shows that inadequacy of industries to carry out the SIWES programme is a factor responsible for students' attitude, with a mean of 3.06. Item 8 was accepted which shows that inadequate supervision on the part of the schools is responsible for students' attitude, with a mean of 2.92.

Item 9 was accepted which shows that little or no payment of students during the program is a factor responsible for students' attitude, having a mean of 2.96. Item 10 was accepted which shows that little or no interest by the companies to retain students after graduation is a factor responsible for students' attitude, with a mean of 2.86.

Item 11 was accepted which shows that many students carry out the program in industries that are not related to their fields of study affects the attitude of students, with a mean of 3.01. Item 12 was accepted which shows that students finding it difficult to get an industry to carry out the SIWES program is a factor responsible for students' attitude, with a mean of 2.64.

Item 13 was accepted which shows that schools not posting students to securing and assigning students to industries for the SIWES program affects the attitude of students, having a mean of 2.99

Question 3: What is the attitudinal differences of male and female students' towards SIWES?

Table 3: Responses on attitudinal differences of male and female students' towards SIWES

S/N	Research Questions	Total	Mean	SD	Remark
14	Male student are more reluctant to do their SIWES program than female students	100	2.76	.715	Accepted
15	Female students are more diligent in carrying out their SIWES programs than the male	100	3.04	.800	Accepted
17	Female students are more enthusiastic to doing their SIWES programs than the female counterpart.	100	2.94	.803	Accepted
17	Female students do better than the male students during the SIWES program because of the attitudinal difference their have	100	3.06	.715	Accepted
18	The male students have better attitude towards the SIWES program than the male folks	100	2.45	.600	Rejected
19	There is really no attitudinal differences of male and female students' towards SIWES	100	2.78	.611	Accepted
TOTAL			2.87	.707	Accepted

Source: Field survey, 2021

Scale: Mean > 2.5 = Accepted

Mean < 2.5 = Rejected

Table 3 respondents' view on attitudinal differences of male and female students' towards SIWES. Responses show the mean values ranging from 2.45 to 3.06.

Item 14 was accepted which shows that male students are more reluctant to do their SIWES program than female students, with a mean of 2.76. Item 15 was accepted which shows that female students are more diligent in carrying out their SIWES programs than the male, with a mean of 3.04.

Item 16 was accepted which shows that female students are more enthusiastic to doing their SIWES programs than the female counterpart, having a mean of 2.94. Item 17 was accepted which shows that female students do better than the male students during the SIWES program because of the attitudinal difference they have, with a mean of 3.06.

Item 17 was rejected which shows that male students do not have better attitude towards the SIWES program than the male folks, having a mean of 2.45. Item 19 was accepted which shows that there is really no attitudinal differences of male and female students' towards SIWES, with a mean of 2.78.

Question 4: What are the perceived challenges confronting the effectiveness of SIWES?

Table 4: Respondents' view on perceived challenges confronting the effectiveness of SIWES

S/N	Research Questions	Total	Mean	SD	Remark
20	Lack of Collaboration between institutions and industries is a major challenges confronting the effectiveness of SIWES	100	2.73	.679	Accepted
21	Luke warm attitude by institutions and supervising agents is a major challenges confronting the effectiveness of SIWES	100	3.23	.551	Accepted
22	Unwillingness of contractors to accept students for IT rather than rejecting the students when they approach them	100	2.89	.755	Accepted
23	Inadequacy of industries is a major challenges confronting the effectiveness of SIWES	100	3.04	.956	Accepted
24	Corruption is a major challenges confronting the effectiveness of SIWES	100	3.20	.811	Accepted
25	Attitudes of the student most times feeling that the SIWES is just for grades in the school alone, not minding the benefit	100	2.95	.454	Accepted
TOTAL			3.05	.624	Accepted

Source: Field survey, 2021

Scale: Mean > 2.5 = Accepted

Mean < 2.5 = Rejected

Table 4 respondents' view on perceived challenges confronting the effectiveness of SIWES. Responses show the mean values ranging from 2.73 to 3.23.

Item 20 was accepted which shows that lack of Collaboration between institutions and industries is a major challenges, with a mean of 2.73. Item 21 was accepted which shows that luke warm attitude by institutions and supervising agents is a major challenges confronting the effectiveness of SIWES, with a mean of 3.23.

Item 22 was accepted which shows that unwillingness of contractors to accept students for IT rather than rejecting the students when they approach them, having a mean of 2.89. Item 23 was accepted which shows that inadequacy of industries is a major challenges confronting the effectiveness of SIWES, with a mean of 3.04.

Item 24 was accepted which shows that corruption is a major challenges confronting the effectiveness of SIWES, having a mean of 3.20. Item 25 was accepted which shows that attitudes of the student most times feeling that the SIWES is just for grades in the school alone, not minding the benefit, with a mean of 3.04.

Discussion of Findings

From the research carried out, it was discovered from table 1 above that the attitude of students towards SIWES in the higher institutions is quite on the positive side. Although students are always excited when it comes to SIWES because of practical knowledge they would gain many of the students still feel that

the SIWES program is a total waste of time and resources. This in line with Ugwuayi, & Ezema (2010) who stated that Nigerian Universities pay little attention to their students who are posted to various industries and do not even care if the SIWES reports written by these students are falsified or not. This has led to students having wrong perception of the programme which has in the long run affected their attitude towards the SIWES program especially among the male students. He further stated that the importance of this scheme in any academic institution cannot be over emphasized because it exposes students to industry based skills necessary for a smooth transition from the classroom to the world and so much attention should be given to it to ensure that the right attitude is inculcated into these students.

The findings from table 2 above shows that there are several factors responsible for students' attitude towards SIWES which when not properly looked at would result to students total loss of interest in the program. Some of the factor noted include: Inadequacy of industries to carry out the SIWES, Inadequate supervision on the part of the schools, Little or no payment of students during the program, Little or no interest by the companies to retain students, Many students carry out the program in industries that are not related to their fields of study, students funding it difficult to get an industry to carry out the SIWES program and Schools

not posting students to securing and assigning students to industries for the SIWES program are some of the stated factors responsible for the poor attitude of students towards the SIWES program. This is in line with Ukwueze (2015) who stated that despite the roles and relevance of SIWES in human resource development for sustainable development, the scheme is faced with several problems which has hindered the effectiveness of the program over the years. He further stated that when these challenges are critically looked into and properly addressed, students will find it more interesting to carryout their SIWES programs.

The findings from table 3 above shows that there is high level attitudinal differences of male and female students' towards SIWES. This is seen as Female students are more enthusiastic to doing their SIWES programs than the male counterpart. This is in line with Ekpenyong, (2011) who opined that one of the principles underlying any industrial work experience scheme for students in institutions of learning is the desire to marry the practical with the theoretical learning which characterizes conventional classroom situations with a view to striking a balance between theory and practice. But there has been a short chain in the attitudes of the male students as many of them feel it is not necessary to carry out the program due to the fact that there are no industries anymore that will

absorb them when they have graduated and so they feel it should be left for the female students.

Lastly, the findings from table 4 above shows that there are some perceived challenges confronting the effectiveness of SIWES such as Lack of Collaboration between institutions and industries and Luke warm attitude by institutions and supervising agents are some of the challenges confronting the effusiveness of the SIWES program. This is in line with Ojokuku, Emeahara, Aboyade and Chris-Israel (2015) who stated that the Student Industrial Work Experience program gives students the opportunity to be part of an actual work situation outside the classroom leading to the development of occupational competencies by the students. It also exposes and prepares students in institutions of higher learning for the industrial work situations which they are to meet after graduation. He stated that this importance cannot be effetely actualised if the seeming challenges confronting the program is not properly managed. Therefore, more attention should be given to the program to help equip the students for a job life after schopl.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study was to examine the attitude of VTE students towards Student Industrial work Experience Scheme, using University of Benin as a case study. Hence, four (4) research questions were raised for the study. The study adopted survey research design. The instrument for data collection was a questionnaire; it was built around the research question by the researcher and validated by the researcher's supervisor in the department of VTE. Data collected were analysed using mean and standard deviation. The following is a summary of the findings from the empirical analysis of the study:

1. The attitude of students towards SIWES in the higher institutions is quite high. Students are always excited when it comes to SIWES because of practical knowledge they would gain.
2. There are several Factors responsible for students' attitude towards SIWES which has made many of the students reluctant when it comes to carry out their SIWES program.

3. There is high level attitudinal differences between male and female students' towards SIWES. Female students are more enthusiastic to doing their SIWES programs than the male counterpart.
4. There are quite a number of perceived challenges confronting the effectiveness of SIWES such as corruption and Inadequacy of industries.

Conclusion

Based on the findings of the study, it was concluded that the attitude of students towards SIWES in the higher institutions is quite high because these students are excited when it comes to SIWES because of practical knowledge they would gain. Factors responsible for students' attitude towards SIWES which has made many of the students reluctant when it comes to carry out their SIWES program should be properly looked into and adequately addressed if the program is to be more effective. There is high level attitudinal differences between male and female students' towards SIWES which shows that female students are more enthusiastic to doing their SIWES programs than the male counterpart which is a great challenge that needs to be addressed, hence the need to re-orientate the male students on the benefits of the program. There are quite a number of perceived challenges confronting the effectiveness of SIWES such as corruption and

Inadequacy of industries which has limited the how effective the program has been from inception till date.

Recommendations

From the research carried out, it was recommended that:

1. More trainings should be given to students by s school management on the importance of the SIWES program in a bid to enhancing their perception.
2. Government should ensure that more attention should be given to the SIWES program so that it will become more attractive and interesting to students.
3. Government should ensure that more in industries are created that can absorb the large number of students in tertiary institutions.
4. Industries should endeavour to pay intern students so that they will have increased interest and confidence in the program.

Suggestion for further studies

Further studies should be carried out on:

1. Attitude of students towards SIWES in the higher institutions.

2. Factors responsible for students attitude towards SIWES.
3. Attitudinal differences of male and female students' towards SIWES.
4. Perceived challenges confronting the effectiveness of SIWES

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APPENDIX 1
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY.

QUESTIONNAIRE

**TOPIC: ATTITUDE OF VTE STUDENTS TOWARDS STUDENT
INDUSTRIAL WORK EXPERIENCE SCHEME, USING UNIVERSITY OF
BENIN AS A CASE STUDY**

Dear respondents,

This study is designed to ascertain the attitude of VTE students towards Student Industrial work Experience Scheme, using University of Benin as a case study.

This research work is purely for academic purpose and will be treated as confidential. You are therefore required to kindly and truthfully respond by providing answers to the questions below.

Thank you.

Chukwuemeka Christian
Researcher

APPENDIX 11

Section A

Instruction: please tick (√) as appropriate.

Demographic background.

Sex: Male () Female ()

Religion: Christianity () Muslim () others ()

Level: 300 level () 400 level ()

Section B

S/N	ITEM	SA	A	D	SD
What is the Attitude of students towards SIWES in the higher institutions?					
1	Students are often reluctant to carrying out their SIWES programs				
2	Students feel that the SIWES program is a total waste of time and resources				
3	Students with the wrong attitude to SIWES program will often give excuses in order to bypass dong the activity				
4	Students are always excited when it comes to SIWES because of practical knowledge they would gain				
5	Students feel that Scrapping the SIWES programm is beneficial for them				
6	Students who have done the program always look forward to real job experience				
What are the Factors responsible for students' attitude towards SIWES?					
7	Inadequacy of industries to carry out the SIWES programme is a factor responsible for students'				

	attitude				
8	Inadequate supervision on the part of the schools is responsible for students' attitude				
9	Little of no payment of students during the program is a factor responsible for students' attitude				
10	Little or no interest by the companies to retain students after graduation is a factor responsible for students' attitude				
11	Many students carry out the program in industries that are not related to their fields of study affects the attitude of students				
12	Students finding it difficult to get an industry to carry out the SIWES program is a factor responsible for students' attitude				
13	Schools not posting students to securing and assigning students to industries for the SIWES program affects the attitude of students				
What is the attitudinal differences of male and female students' towards SIWES?					
14	Male students are more reluctant to do their SIWES program than female students				
15	Female students are more diligent in carrying out their SIWES programs than the male				
17	Female students are more enthusiastic to doing their SIWES programs than the male counterpart.				
17	Female students do better than the male students during the SIWES program because of the attitudinal difference they have				
18	The male students have better attitude towards the SIWES program than the male folks				

19	There is really no attitudinal differences of male and female students' towards SIWES				
What are the perceived challenges confronting the effectiveness of SIWES?					
20	Lack of Collaboration between institutions and industries is a major challenges confronting the effectiveness of SIWES				
21	Luke warm attitude by institutions and supervising agents is a major challenges confronting the effectiveness of SIWES				
22	Unwillingness of contractors to accept students for IT rather than rejecting the students when they approach them				
23	Inadequacy of industries is a major challenges confronting the effectiveness of SIWES				
24	Corruption is a major challenges confronting the effectiveness of SIWES				
25	Attitudes of the student most times feeling that the SIWES is just for grades in the school alone, not minding the benefit				

Thank You