

**RELEVANCE OF SIWES TO BUSINESS EDUCATION PROGRAMME,
IMPLICATIONS FOR IMPROVEMENT OF ENTREPRENEURSHIP AND
EMPLOYABILITY IN EDO STATE**

Annabel Osavbie ASEMOTA

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

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**Annabel Osavbie ASEMOTA
EDU2102635**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF BUSINESS
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OCTOBER, 2025

APPROVAL PAGE

I certify that this work was carried out by Annabel Osavbie ASEMOTA, with
Matriculation Number EDU2102635 in the Department of Business Education, Faculty
of Vocational and Technical Education, University of Benin, Benin City.

DR. D.N DUMBIRI
(PROJECT SUPERVISOR)

DATE

CERTIFICATION

This is to certify that this research project was undertaken by Annabel Osavbie ASEMOTA with Matriculation Number EDU2102635 in the Department of Business Education, Faculty of Vocational and Technical Education of Benin, Benin City.

DR. D.N DUMBIRI
(PROJECT SUPERVISOR)

DATE

DR. (MRS) L.E OSHIO
(PROJECT COORDINATOR)

DATE

PROF. E. IYAMU
(HEAD OF DEPARTMENT)

DATE

DEDICATION

This work is dedicated to Almighty God, whose grace, wisdom, and guidance made this study possible. It is also dedicated to my beloved parents and guardians, whose sacrifices, encouragement, and prayers have been my source of strength throughout this academic journey.

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ABSTRACT

This study investigated the influence of the student industrial work experience scheme (SIWES) on the acquisition of entrepreneurial and employability skills among business education students in Edo State. Specifically, the study examined how SIWES contributes to entrepreneurial skills, the extent to which it influences employability, the challenges students face during their placements, and the alignment of industrial training with the business education curriculum. A descriptive survey design was adopted, and the population of the study comprised all Business Education students in selected universities in Edo State, from which a sample of 39 respondents were selected using a stratified random sampling technique. A structured questionnaire based on a four-point rating scale was the main instrument for data collection. The reliability of the instrument was established using Cronbach Alpha, which yielded a coefficient of 0.82, indicating that the instrument was reliable. The data collected were analyzed using mean ($\bar{x}$) and standard deviation (SD).

The findings generally showed that SIWES significantly contributes to the acquisition of entrepreneurial and employability skills, though students face challenges such as inadequate placement opportunities, poor supervision, and mismatch between tasks and curriculum content. The study concluded that SIWES plays a vital role in bridging the gap between classroom learning and workplace practice. It was recommended that government, universities, and industries strengthen collaboration to improve placement quality, supervision, and alignment with the curriculum to maximize the benefits of SIWES for Business Education students to a high extent.

It was concluded that SIWES influence the acquisition of entrepreneurial and employability skills among business education students in Edo State. Based on the findings, it was recommended that a more robust monitoring and evaluation framework should be implemented by SIWES supervisors to ensure students are actively engaged and properly supervised throughout their attachment, moving beyond mere observation to active participation.

CHAPTER ONE

INTRODUCTION

Background to the Study

The Student Industrial Work Experience Scheme (SIWES) is a practical training programme designed for students in Nigerian tertiary institutions. It gives students the opportunity to gain hands-on experience by working in real-life business, industrial, or technical environments related to their field of study. It is usually carried out during or after the second or third year of study and is supervised by both the school and the organization where the student is placed. SIWES was introduced to help bridge the gap between theoretical knowledge learned in the classroom and the practical skills needed in the workplace. For example, a Business Education student may be placed in an office where they learn how to apply bookkeeping, data processing, or business management skills.

SIWES is especially important in Vocational and Technical Education (VTE) because VTE focuses on training students to gain specific technical, vocational, and entrepreneurial skills that prepare them for employment or self-employment. SIWES supports this goal by giving students real-world experience where they can apply their vocational and technical knowledge in a work setting. This helps students become more competent, confident, and job-ready after graduation.

Business Education, as defined by the National Universities Commission (NUC, 2021), is an academic programme that provides students with knowledge and skills

required for managing business activities, teaching business subjects, and engaging in entrepreneurship. Its dual objective of preparing students for both white-collar jobs and self-employment makes it crucial to integrate practical components such as SIWES into its curriculum. This integration supports national goals on youth development, economic diversification, and job creation.

Entrepreneurship is widely recognized as a key driver of economic growth, innovation, and job creation. It involves the ability to identify opportunities, take risks, mobilize resources, and create value through business ventures. For Business Education students in Edo State, entrepreneurship is particularly important as it empowers them to become job creators rather than job seekers. With Nigeria's public and private sectors unable to absorb the growing number of graduates each year, the need for self-employment and entrepreneurial thinking has become critical.

Employability, on the other hand, refers to the capacity of graduates to gain and retain employment, adapt to changing job roles, and progress in their careers. It includes a combination of soft skills (like communication, teamwork, time management), technical knowledge, and practical competencies. In the context of Edo State, employers often report that many Business Education graduates are not work-ready. They cite issues such as poor ICT skills, lack of initiative, and limited understanding of workplace expectations as major barriers to employment (Adegboye & Olawale, 2023).

In the Nigerian context, and particularly in Edo State, unemployment among young graduates is a pressing social and economic issue. According to the National

Bureau of Statistics (2023), over 35% of Nigerian youth remain unemployed or underemployed, despite holding degrees. This figure underscores a systemic disconnect between higher education and the demands of the labor market. Business Education students, who are expected to drive small and medium enterprises (SMEs), often lack adequate exposure to entrepreneurship ecosystems and workplace dynamics.

The world of work today demands more than just theoretical knowledge; it requires practical competence, problem-solving abilities, and entrepreneurial thinking. This shift in expectations has made it increasingly necessary for educational systems, particularly in Nigeria, to adapt and prepare students not just for academic success, but for employability and self-reliance. In this context, the Student Industrial Work Experience Scheme (SIWES) has become an important component of vocational and technical education, including Business Education. SIWES was introduced in 1973 by the Industrial Training Fund (ITF) in response to concerns that Nigerian graduates lacked practical skills and experience, making them ill-prepared for the job market (ITF, 2021). The programme is designed to provide students in tertiary institutions with the opportunity to apply their classroom knowledge in real-life work settings before graduation.

Business Education, as a component of vocational education, aims to equip students with the knowledge, attitudes, and competencies necessary for careers in business, office administration, and entrepreneurship. However, classroom-based instruction alone cannot adequately prepare students for the complexities of modern

workplaces. This is where SIWES plays a critical role. It serves as a bridge between theory and practice by offering students exposure to the professional world through structured industrial attachments.

One of the major concepts underpinning SIWES is skill acquisition. Through their industrial placements, students learn how to perform job-related tasks, use industry-standard tools and technologies, and operate within organizational systems. These hands-on experiences help develop both technical and soft skills, such as communication, time management, problem-solving, and teamwork—skills that are often underemphasized in traditional academic settings. According to Adebayo and Ogbebor (2022), students who undergo effective SIWES placements demonstrate improved competence and self-confidence in their field of study.

Closely related to skill acquisition is the concept of employability. Employability refers to the set of skills, knowledge, attributes, and personal qualities that enable an individual to gain employment, perform effectively in the workplace, and remain productive over time in a dynamic job market. It is not only about being able to secure a job, but also about maintaining it, adapting to new roles, and progressing in one's career or entrepreneurial journey. According to Yorke (2006), employability is "a set of achievements—skills, understandings, and personal attributes—that make graduates more likely to gain employment and be successful in their chosen occupations." This includes communication skills, teamwork, problem-solving abilities, self-management, adaptability, and technical competence.

In today's competitive labor market, employers are seeking graduates who are not only knowledgeable but also ready to contribute from day one. SIWES enhances employability by giving students the chance to observe workplace cultures, adapt to real job expectations, and learn professional ethics. Research by Eze and Chidiebere (2023) shows that students who complete SIWES successfully are often more attractive to employers because they require less orientation and are better adapted to work environments.

Beyond preparing students for employment, SIWES also supports the development of entrepreneurial capacity. Nigeria is currently facing a youth unemployment crisis, which calls for a strong emphasis on self-reliance and entrepreneurship. Through SIWES, students gain exposure to how businesses operate, how services are delivered, and how goods are produced and marketed. This real-world experience can inspire students to think creatively, identify opportunities, and even start their own businesses after graduation. As argued by Oghenekohwo and Frank-Oputu (2021), SIWES is a powerful tool for promoting entrepreneurship education, particularly in Business Education, where students are expected to drive innovation in business practice.

Another core idea embedded in SIWES is industry-academic collaboration. The effectiveness of the programme depends heavily on cooperation between educational institutions and industry partners. When properly implemented, SIWES creates a two-way exchange where industries help shape educational outcomes, and universities

produce more job-ready graduates. Unfortunately, challenges such as poor placement, weak supervision, and inadequate funding often limit the success of this collaboration. As noted by Okolie, Igwe, and Elom (2022), without strong industry involvement, students may be placed in irrelevant or inactive organizations, thereby reducing the value of the experience.

In the case of Business Education in Edo State, it is important to investigate how SIWES is contributing to students' development in both employability and entrepreneurship. Despite the intention of the programme, there are concerns that many students do not benefit fully due to mismanagement, poor supervision, or lack of relevant placement opportunities. As a result, some Business Education graduates still find themselves unprepared for the challenges of employment or self-employment, raising questions about the real impact of SIWES.

This study, therefore, seeks to assess the relevance of SIWES to the Business Education programme and its implications for improving entrepreneurial ability and employability among students in Edo State. By understanding how well SIWES is implemented and identifying its strengths and weaknesses, the study will provide valuable insights that can be used to strengthen the programme and improve educational outcomes. In doing so, it supports national goals of reducing unemployment, enhancing human capital, and fostering economic development through education.

SIWES is intended to remedy this deficiency by providing structured industrial placements for students during their studies. During the training period, students are

expected to observe, learn, and apply business principles in real-life contexts. They are also encouraged to develop soft skills such as teamwork, communication, time management, and digital literacy—all of which are essential in modern business operations (Akindele & Uka, 2022).

Despite its objectives, multiple implementation challenges have plagued the SIWES programme. These include inconsistent supervision, delays in financial disbursement to students, lack of coordination between institutions and industries, and student placement in irrelevant organizations. These issues compromise the overall effectiveness of SIWES and limit its potential as a tool for fostering entrepreneurship and employability (Okoh & Iyamu, 2024).

Therefore, an in-depth investigation into the relevance of SIWES to Business Education and its practical implications for youth employment and entrepreneurship in Edo State is vital. This study aims to evaluate not only the current state of SIWES implementation but also to propose strategies for its optimization, thereby enhancing the career readiness of graduates in line with national and global development goals.

Statement of the Problem

One major problem undermining the effectiveness of the Student Industrial Work Experience Scheme (SIWES) for Business Education students in Edo State is the issue of poor placement. Ideally, SIWES is designed to bridge the gap between classroom learning and workplace realities by placing students in organizations that align with their course of study. However, many students are often posted to irrelevant establishments

that have no connection to business education, office management, entrepreneurship, or any form of practical training. Instead of learning real-world skills in accounting firms, business centers, corporate offices, or entrepreneurial hubs, some students find themselves assigned to places like retail shops, bakeries, or informal businesses with no structured training plan. This mismatch defeats the primary goal of SIWES, which is to develop workplace competencies and prepare students for employment or self-reliance.

This problem is further compounded by the lack of institutional coordination and industry collaboration. According to Oghenekohwo and Frank-Oputu (2021), many universities do not have strong partnerships with relevant industries, resulting in students having to secure placements on their own, often without guidance. This leads to inconsistent learning experiences and weak outcomes. In such cases, students return from SIWES without having acquired the skills needed to meet labour market expectations or run their own ventures. The absence of a structured training plan or supervision within the host organizations means students are left to observe rather than participate. This not only wastes time but also contributes to the production of graduates who are not job-ready or entrepreneurially inclined, defeating the core objectives of Business Education.

Purpose of the Study

The purpose of this study is to critically examine the relevance of the Student Industrial Work Experience Scheme (SIWES) to the Business Education programme in Nigerian universities, with a specific focus on institutions in Edo State.

Therefore, the specific purposes of this research is to determine:

1. To examine how the Student Industrial Work Experience Scheme (SIWES) contributes to the acquisition of entrepreneurial skills among Business Education students in Edo State.
2. To evaluate how participation in SIWES influences the employability of Business Education graduates in Edo State universities.
3. To identify the challenges Business Education students face during SIWES that hinder the development of relevant workplace skills in Edo State.
4. To determine the extent to which the industrial placements provided through SIWES align with the Business Education curriculum in universities in Edo State.

Research Questions

1. How does the Student Industrial Work Experience Scheme (SIWES) contribute to the acquisition of entrepreneurial skills among Business Education students in Edo State?
2. How does participation in SIWES influence the employability of Business Education graduates in Edo State universities?
3. What challenge does Business Education students face during SIWES that hinder the development of relevant workplace skills in Edo State?
4. How does the industrial placements provided through SIWES align with the Business Education curriculum in universities in Edo State?

Significance of the Study

This study is relevant to key stakeholders such as Business Education students, lecturers, curriculum planners, school administrators, and employers in Edo State. Each of these groups plays a vital role in the development and success of the Student Industrial Work Experience Scheme (SIWES) and will find the findings valuable in addressing existing gaps.

The study provide insights into the relevance of the stakeholders, Business Education students will benefit by gaining access to more suitable industrial placements that enhance their practical skills, entrepreneurship, and job readiness. Lecturers and SIWES coordinators will be better equipped to monitor and guide students effectively during their training, ensuring more meaningful engagement. Curriculum planners will gain insights that allow them to revise academic content to better reflect real-world business demands. School administrators can use the findings to improve policy and coordination between institutions and industry. Lastly, employers will benefit from a pool of interns and graduates who are more competent, skilled, and ready to contribute positively to the workplace.

What these stakeholders will benefit from this study includes a deeper understanding of how well SIWES meets its intended goals, particularly in building students' entrepreneurial capacity and improving their employability. The research will reveal strengths and weaknesses in the current implementation of SIWES, highlight areas where practical training aligns or fails to align with the Business Education curriculum,

and provide useful recommendations for enhancing the effectiveness of the programme for all parties involved.

Scope and Delimitation of the Study

The study is limited to tertiary institutions offering Business Education programmes in Edo State. It will focus on students who have completed their SIWES, as well as lecturers and industry supervisors involved in the process. Emphasis will be placed on the relevance of SIWES in developing entrepreneurship and employability skills.

Definition of Terms

- **SIWES (Student Industrial Work Experience Scheme):** A structured industrial training programme designed to provide practical experience for students of tertiary institutions.
- **Business Education:** An educational programme that equips students with business knowledge and skills for self-employment and public/private sector employment.
- **Employability:** The set of skills, knowledge, and personal attributes that make an individual more likely to gain and retain employment.
- **Entrepreneurship:** The ability and readiness to develop, organize, and run a business enterprise, especially with innovative ideas and calculated risk-taking.
- **Industrial Training Fund (ITF):** A federal agency responsible for overseeing and implementing SIWES in Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

- Theoretical Framework
- Concept of Business Education
- Concept of Student Industrial Work Experience Scheme (SIWES)
- Concept of Entrepreneurship
- Concept of Employability
- Link between SIWES and Business Education
- Studies on SIWES and Skill Acquisition
- Studies on SIWES and Entrepreneurship Development
- Studies on SIWES and Employability of Graduates
- Review of Related Empirical Studies
- Summary of Literature Review

Theoretical Framework

A theoretical framework provides the foundational lens through which the relevance of the Student Industrial Work Experience Scheme (SIWES) to Business Education can be better understood, especially in terms of entrepreneurship and employability in Edo State. For this study, two main theories are applicable: Experiential Learning Theory by David Kolb and Human Capital Theory by Gary Becker. These theories offer insights into how practical training influences student learning, skill acquisition, and job readiness.

Experiential Learning Theory

Kolb's Experiential Learning Theory (1984) posits that learning is a process whereby knowledge is created through the transformation of experience. It suggests that students learn best when they are actively involved in experiences that require reflection, conceptualization, and experimentation. The theory comprises a four-stage cycle: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. This cycle aligns with the core structure of SIWES, which provides students with hands-on industrial experience (concrete experience), allows them to reflect on their learning (reflective observation), apply classroom theories (abstract conceptualization), and test out ideas and solutions in the real world (active experimentation).

In relation to Business Education, Kolb's theory helps explain how students benefit from industrial attachments during their SIWES programme. They are not just observing but are involved in real-life business operations, which reinforces theoretical knowledge and fosters skill development. Aina (2020) emphasized that experiential learning, as facilitated through SIWES, significantly enhances cognitive and practical skills, leading to stronger entrepreneurial capacities and work-readiness among students.

Moreover, experiential learning supports innovation and creativity—two essential components of entrepreneurship. Students exposed to business environments through SIWES are more likely to generate business ideas and develop confidence in managing business operations, which is key for self-employment.

Human Capital Theory

Human Capital Theory, advanced by Gary Becker (1964), views education and training as investments that increase the productivity and economic value of individuals. This theory posits that individuals and nations benefit from investing in education, as it equips people with knowledge and skills that enhance their employability and economic productivity.

In the context of SIWES, Human Capital Theory explains how the acquisition of practical and professional skills during industrial training contributes to the overall development of Business Education students. These skills include time management, communication, problem-solving, customer service, and technical know-how. According to Okojie and Igbinedion (2021), Business Education graduates who undergo SIWES often display superior job performance and adaptability in the workplace compared to those who do not participate in such training.

Additionally, in Edo State where youth unemployment is high, Human Capital Theory supports the idea that well-trained students through SIWES become more marketable and economically self-reliant. They possess both the technical skills needed for job retention and the entrepreneurial capabilities to start and manage small businesses, thereby reducing dependency on white-collar jobs.

The theory also highlights the role of government and institutions in ensuring quality training programmes like SIWES are adequately structured and implemented. Obi

and Dike (2022) argue that failure to invest in student-industrial collaboration schemes leads to underutilized human potential, which can hinder national development goals.

Concept of Business Education

Business Education is a specialized area within vocational and technical education that equips learners with the knowledge, skills, attitudes, and competencies required to function effectively in the business world—either as employees or self-employed individuals. It is an education programme designed to develop individuals' proficiency in areas such as accounting, office management, entrepreneurship, marketing, business communication, and information and communication technology (ICT).

According to Nwaham and Osinem (2021), Business Education is a comprehensive discipline that combines theoretical instruction with practical exposure to prepare students for roles in various sectors of the economy. It plays a critical role in the socio-economic development of a nation by producing graduates who are work-ready and capable of contributing meaningfully to both public and private enterprises.

The National Policy on Education (FRN, 2014) defines Business Education as an integral part of general education that aims at preparing individuals for both office occupations and self-reliant living. This dual focus is particularly important in developing countries like Nigeria, where high unemployment rates make it essential for graduates to have the skills required for self-employment and entrepreneurship.

In the university system, Business Education covers multiple areas including:

- Business Management

- Accounting
- Office Technology and Management
- Marketing
- Computer Applications
- Entrepreneurship Education

These courses are structured to develop students' analytical, managerial, and entrepreneurial capabilities. However, while classroom instruction provides the theoretical foundation, practical exposure—such as that offered by the Student Industrial Work Experience Scheme (SIWES)—is essential to reinforce learning and ensure its application in real-world settings.

Relevance of Business Education to National Development

Business Education contributes significantly to national development by preparing a competent workforce and encouraging entrepreneurial initiatives. In Edo State, where economic diversification and youth employment are major challenges, Business Education holds the potential to bridge the gap between academic training and labor market expectations.

Oladipo and Onyekachi (2022) highlight that Business Education instills in students a mindset of productivity, efficiency, and innovation, which are critical for business growth and national economic development. The programme helps students understand business environments, develop customer service ethics, and manage resources effectively.

Moreover, Business Education promotes financial literacy and critical thinking—two competencies necessary for both personal success and the smooth functioning of businesses. As Ekpenyong (2020) points out, one of the key indicators of a functional Business Education programme is its ability to produce graduates who can either be employed or create employment for others through entrepreneurial ventures.

Challenges in the Implementation of Business Education

Despite its importance, Business Education in Nigeria faces several challenges, especially in public universities and colleges. These include outdated curricula, inadequate infrastructure, limited funding, and insufficient industry collaboration. Most significantly, many Business Education programmes lack the practical component necessary to equip students with hands-on skills, thereby limiting their employability and entrepreneurial readiness.

This gap is where the relevance of SIWES becomes particularly critical. SIWES complements theoretical instruction with industry-based training, allowing students to apply what they have learned in real business environments.

Okwuanaso and Nwazor (2021) argue that Business Education without industrial exposure is incomplete and ineffective in achieving its objectives. They emphasize that integrating SIWES into the curriculum helps students acquire job-specific competencies, understand workplace culture, and become more adaptable to business trends.

Concept of Student Industrial Work Experience Scheme (SIWES)

The Student Industrial Work Experience Scheme (SIWES) is a practical training programme established to expose students in Nigerian tertiary institutions to real-life work settings before graduation. Initiated in 1973 by the Industrial Training Fund (ITF), SIWES was designed as a response to the growing concern that graduates of higher institutions were lacking the practical skills and technical experience necessary to function effectively in their respective fields. The programme serves as a bridge between theoretical learning and the practical demands of the workplace, especially in disciplines that are skill-based, such as Business Education.

In Business Education, where students are expected to acquire competencies in office management, business communication, accounting, marketing, and entrepreneurship, SIWES provides a platform for them to put into practice the concepts and skills learned in the classroom. This kind of exposure helps students understand the realities of the professional world and gives them the opportunity to develop hands-on experience that improves their confidence, creativity, and problem-solving abilities.

SIWES is typically carried out in the third or fourth year of a student's programme and usually lasts for about 3 to 6 months depending on the discipline and institutional arrangements. During this period, students are placed in organizations that are relevant to their course of study. While in training, students are expected to observe and engage in daily work routines, report their experiences in logbooks, and ultimately submit technical reports at the end of the programme for assessment. These activities are

closely monitored by both industry supervisors and academic staff to ensure that students are exposed to meaningful and relevant tasks.

The objectives of SIWES are clearly outlined by the Industrial Training Fund. They include enabling students to acquire industrial skills and experiences that are not available in the classrooms, preparing them for the work environment they will enter after graduation, exposing them to work methods and techniques in real industrial settings, and making the transition from school to workplace easier. According to Okon and Bassey (2021), SIWES equips students with knowledge and exposure that are critical for performance in the modern labour market, particularly in business-related fields.

For Business Education students in Edo State, SIWES is particularly relevant due to the state's drive toward entrepreneurship and youth employment. Through SIWES, these students gain insight into how business operations are managed in real-time, interact with professionals, and build networks that may be useful after graduation. They also begin to develop workplace ethics, organizational discipline, and entrepreneurial mindset—traits that are vital for employability and business ownership.

However, the effectiveness of SIWES has often been undermined by several challenges. In many cases, students are placed in organizations unrelated to their field of study due to a lack of proper placement or coordination. Inadequate supervision, funding issues, and lack of seriousness on the part of some students and employers also hinder the success of the scheme. Igbiniedion and Ekhosuehi (2022) note that without a deliberate

effort to match students with suitable industries and ensure active participation, the goals of SIWES may not be fully realized.

Despite these issues, SIWES remains a critical part of the Business Education curriculum. It provides the missing link between school learning and industrial expectations. When properly implemented, it enriches the learning experience, fosters innovation, and prepares students to either become self-employed or fit seamlessly into the demands of the workforce. The programme, therefore, plays an instrumental role in equipping students with the technical and entrepreneurial skills necessary for success in Nigeria's ever-evolving economy.

Concept of Entrepreneurship

Entrepreneurship is a dynamic process that involves the identification of business opportunities, the mobilization of resources, and the creation of value through innovation, risk-taking, and the establishment of new ventures. It is widely recognized as a key driver of economic development, job creation, and individual empowerment, especially in developing countries such as Nigeria. Entrepreneurship goes beyond starting a business—it involves thinking creatively, solving problems, and generating solutions that respond to the needs of society and the market.

In the context of education, particularly Business Education, entrepreneurship is viewed not only as a means of self-employment but also as a vital skillset that prepares students for the ever-changing world of work. According to Ojeifo (2020), entrepreneurship education equips students with the mindset and capabilities to develop,

organize, and manage a business venture along with its associated risks. It helps individuals develop the ability to innovate, take initiative, and adapt to new challenges. Entrepreneurship education therefore plays a crucial role in reducing unemployment and promoting economic self-reliance.

The growing emphasis on entrepreneurship in Nigeria, especially among the youth, stems from the reality of rising unemployment and underemployment in both urban and rural areas. With limited formal job opportunities, many graduates are unable to secure positions in their fields of study. As a result, the Nigerian government, through educational reforms and initiatives like the National Policy on Education (2013), has integrated entrepreneurship development into tertiary education curricula, particularly in vocational and business-related programmes.

For Business Education students, entrepreneurship is particularly relevant. Business Education as a discipline already contains foundational elements of entrepreneurship such as accounting, marketing, office management, and business law. These components provide students with the knowledge and technical skills needed to initiate and manage small- and medium-scale enterprises (SMEs). However, without practical exposure and real-world experience, the theoretical understanding of entrepreneurship may not translate into actual business creation. This is where programmes like the Student Industrial Work Experience Scheme (SIWES) become invaluable.

Through SIWES, Business Education students are given the opportunity to observe and participate in entrepreneurial activities in real business environments. They can see firsthand how business ideas are developed, how risks are managed, how financial decisions are made, and how innovation is applied in product development and service delivery. According to Osemeke and Olatunji (2021), exposure to entrepreneurial practices during SIWES encourages students to develop self-confidence, leadership skills, and a proactive attitude toward business development.

Moreover, the entrepreneurial skills gained through SIWES include not just technical know-how but also soft skills such as communication, problem-solving, time management, and teamwork. These are critical in the successful management of any enterprise. When students return to the classroom after their industrial training, they often bring with them a clearer understanding of how theoretical business models function in practice. This reinforces their learning and sharpens their entrepreneurial thinking.

In Edo State, where youth unemployment is a pressing issue, entrepreneurship is increasingly being seen as a sustainable path to economic empowerment. Business Education students who undergo SIWES in local industries, private businesses, or startups are better positioned to start their own ventures or contribute meaningfully to existing enterprises. This linkage between entrepreneurship, Business Education, and SIWES is essential for developing a workforce that is not only employable but also capable of job creation.

Concept of Employability

Employability refers to the set of skills, knowledge, attitudes, and personal attributes that make an individual capable of gaining and maintaining employment, as well as succeeding and progressing in the workplace. It is not just about securing a job after graduation, but also about possessing the capacity to adapt, grow, and remain relevant in a competitive and constantly evolving labour market. As defined by Yorke (2006), employability is "a set of achievements—skills, understandings, and personal attributes—that make graduates more likely to gain employment and be successful in their chosen occupations."

In the context of higher education, especially Business Education, employability has gained significant attention as institutions seek to produce graduates who are not only academically qualified but also industry-ready. Business Education aims to equip students with practical business knowledge and technical competencies such as communication skills, critical thinking, digital literacy, financial management, and organizational behavior—all of which are highly valued by employers. However, without real-life exposure to the business world, students may lack the applied experience necessary for employability.

This is where the Student Industrial Work Experience Scheme (SIWES) plays a critical role. SIWES bridges the gap between theoretical learning in the classroom and practical application in the workplace. By participating in SIWES, Business Education students gain firsthand experience in business operations, office procedures, marketing

practices, and customer relationship management. They also learn to function within a professional environment, adhere to workplace ethics, manage time effectively, and work in teams—traits that are central to employability.

According to Okolie et al. (2022), employability development in Nigerian universities has been increasingly linked to practical learning opportunities like internships and industrial training programmes. The authors argue that industrial training enhances students' self-confidence, professional communication, and problem-solving skills, which significantly boost their chances of being employed after graduation. This is particularly relevant in Edo State, where many graduates face fierce competition for limited job openings in both the public and private sectors.

Employability also extends beyond the possession of technical or academic skills. Employers today are seeking graduates who demonstrate adaptability, initiative, emotional intelligence, and a willingness to continue learning. SIWES provides a platform for students to cultivate these attributes in real work settings. For instance, during their industrial attachment, students may be required to meet deadlines, deal with customers, handle stressful situations, or solve unexpected challenges—experiences that strengthen their employability profile.

Furthermore, employability is not only about working for others but also includes the capacity for self-employment and entrepreneurship. Business Education, when integrated with practical learning through SIWES, helps students to envision alternative career paths beyond traditional white-collar jobs. In fact, many students who undergo

SIWES in business startups or entrepreneurial ventures are inspired to start their own enterprises after graduation, thereby becoming job creators rather than job seekers.

In a study conducted by Nwadiani and Ezeuwa (2023), it was found that students who had undergone SIWES were more confident during job interviews, better prepared for office duties, and had stronger resumes due to the practical experience they acquired. Employers who participated in the study also confirmed that interns from Business Education backgrounds performed better when they had been exposed to industrial work experience.

Link between SIWES and Business Education

The connection between the Student Industrial Work Experience Scheme (SIWES) and Business Education is both strategic and essential, given the practical and skill-oriented nature of the discipline. Business Education is designed to equip students with both academic and vocational competencies required in the business world. It encompasses various fields such as office management, accounting, marketing, entrepreneurship, and communication. These areas demand not just theoretical understanding but also real-life application, which is where SIWES becomes crucial.

SIWES serves as a structured platform that allows Business Education students to apply their classroom knowledge in real work settings. This linkage transforms theoretical concepts into practical experience, thereby deepening students' understanding and enhancing their skills. According to Ezeani and Olusola (2021), the relevance of Business Education can only be fully appreciated when students are exposed to

operational realities through industrial attachment. SIWES provides that necessary exposure, enabling students to observe, participate, and reflect on business activities within actual workplaces.

The integration of SIWES into the Business Education curriculum reflects an educational philosophy that values experiential learning. It is widely accepted that learning becomes more meaningful when learners are actively involved in experiences that mirror their future careers. SIWES promotes this by offering students a glimpse into the day-to-day functions of businesses, administrative procedures, client interactions, and management decision-making processes. In doing so, it helps develop the employability and entrepreneurial skills that Business Education aims to foster.

Furthermore, the partnership between educational institutions and industries facilitated by SIWES strengthens the feedback loop between the labour market and academia. Organizations hosting Business Education students can offer insights into the skills gaps and performance levels of the students, which academic institutions can then use to improve their curriculum and teaching strategies. As noted by Igbiniedion and Ekhosuehi (2022), such industry-academia collaboration helps ensure that Business Education programmes remain responsive to economic demands and workplace trends.

Another important aspect of the link between SIWES and Business Education is the role of supervision and mentoring. During the SIWES period, students are guided not only by industry professionals but also by lecturers from their academic institutions. This dual supervision ensures that students are not only acquiring relevant workplace skills but

are also adhering to academic standards and ethical conduct. This kind of support system is crucial for maximizing the benefits of industrial training and reinforcing the values and goals of Business Education.

In Edo State, where the need for job-ready graduates is high, the synergy between SIWES and Business Education is particularly valuable. Through SIWES, students studying Business Education are able to contextualize what they learn in the classroom by relating it to practical business environments. This alignment increases their confidence, enhances their problem-solving abilities, and prepares them for the competitive job market. Additionally, some students are even retained as permanent staff by the companies where they carried out their industrial training, proving the real-life benefits of this practical exposure.

Studies on SIWES and Skill Acquisition

The Student Industrial Work Experience Scheme (SIWES) has been widely acknowledged in academic and policy circles as a crucial mechanism for skill acquisition among students, particularly those in vocational and business-related programmes. Skill acquisition refers to the process through which students develop practical competencies and abilities that enable them to perform specific tasks effectively in the workplace. These include technical skills, soft skills, and workplace etiquette that are often difficult to master through theoretical classroom instruction alone.

Several empirical studies have highlighted the positive impact of SIWES on students' skill development. For instance, Okafor and Eze (2021) conducted a study on

Business Education students in southeastern Nigeria and found that participation in SIWES significantly improved students' technical skills such as bookkeeping, office management, and business communication. The students reported increased confidence in handling real-world business tasks and showed greater competence in applying classroom knowledge to practical situations.

Similarly, Adebayo and Omotayo (2022) examined the role of SIWES in enhancing workplace skills among students in polytechnic institutions. Their findings revealed that SIWES exposure helped students acquire not only job-specific skills but also critical soft skills like teamwork, time management, and problem-solving. The authors emphasized that these competencies are essential for employability and career advancement, highlighting the role of SIWES in bridging the gap between academic preparation and industry requirements.

Moreover, studies conducted in Edo State also support the importance of SIWES in skill acquisition. In a survey of Business Education undergraduates at Ambrose Alli University, Edo State, Nwafor (2023) found that students who participated actively in SIWES placements demonstrated improved technical proficiency and were better able to navigate the challenges of professional work environments. The research underscored the need for closer monitoring and better alignment of SIWES activities with the academic curriculum to maximize skill acquisition.

However, the literature also points to some challenges that affect the effectiveness of SIWES in fostering skill acquisition. Inadequate supervision by both academic

institutions and industry hosts, limited opportunities for hands-on experience, and mismatches between assigned tasks and students' fields of study were identified as barriers. According to Uchegbu and Anikwe (2022), such issues can undermine the potential benefits of SIWES and result in superficial or irrelevant skill development.

Despite these challenges, the consensus in the literature is that SIWES remains a vital component of skill acquisition for Business Education students. The programme provides a real-world context in which students can translate theory into practice, thereby enhancing their readiness for employment. As noted by Ezeani et al. (2023), continuous improvement in the structure, supervision, and evaluation of SIWES will strengthen its role in equipping students with the practical skills demanded by employers.

Studies on SIWES and Entrepreneurship Development

The role of the Student Industrial Work Experience Scheme (SIWES) in fostering entrepreneurship development among students has garnered increasing attention in recent research, especially within vocational and business education disciplines. Entrepreneurship development refers to the process of equipping students with the knowledge, skills, attitudes, and practical experience necessary to create, manage, and sustain new business ventures. SIWES serves as a vital platform where theoretical entrepreneurship concepts learned in the classroom can be tested and refined in real-world business environments.

Several empirical studies underscore the positive influence of SIWES on entrepreneurship development. For example, Akinola and Adeyemi (2022) examined

Business Education students in southwestern Nigeria and found that participation in SIWES significantly enhanced students' entrepreneurial competencies, including opportunity recognition, risk assessment, innovation, and business planning. The study noted that practical exposure through SIWES increased students' confidence in their ability to start and manage their own enterprises post-graduation.

Similarly, Onyekachi and Nwankwo (2023) focused on the impact of SIWES on entrepreneurship intentions among Nigerian university students. Their findings indicated that industrial placements provided students with insights into the challenges and rewards of entrepreneurship, inspiring a stronger desire to pursue self-employment. The researchers highlighted that real-life interactions with entrepreneurs and business managers during SIWES internships served as motivation and mentorship, which are crucial factors in nurturing entrepreneurial aspirations.

In the context of Edo State, research by Egharevba and Okojie (2023) revealed that SIWES participation helped Business Education students develop practical entrepreneurial skills such as customer relationship management, financial record-keeping, and business marketing. Their study emphasized the importance of aligning SIWES placements with entrepreneurial enterprises to maximize experiential learning and skill acquisition. The researchers argued that such alignment is essential for translating academic entrepreneurship training into practical competencies that can foster youth self-employment and economic empowerment.

Despite these encouraging findings, some studies also identify challenges that limit the effectiveness of SIWES in entrepreneurship development. For instance, inadequate placement in genuine entrepreneurial settings, lack of structured entrepreneurial mentorship during industrial training, and minimal post-SIWES entrepreneurial support were highlighted as impediments (Adepoju & Salami, 2022). These shortcomings often result in missed opportunities for students to fully develop entrepreneurial mindsets and business skills.

To address these gaps, scholars advocate for a more deliberate integration of entrepreneurship into the SIWES programme. This includes placing students in startups, small and medium enterprises (SMEs), and family businesses where entrepreneurial activities are prevalent. Additionally, embedding entrepreneurial mentorship, regular reflection sessions, and post-placement support can enhance the entrepreneurial outcomes of SIWES (Okoye & Nwachukwu, 2023).

Studies on SIWES and Employability of Graduates

The Student Industrial Work Experience Scheme (SIWES) has been extensively studied for its impact on the employability of graduates across various disciplines, including Business Education. Employability, broadly defined as the ability of graduates to secure and maintain employment, is increasingly linked to the practical experiences students gain during industrial training programmes like SIWES. This linkage has been the focus of numerous empirical investigations, which consistently highlight the role of SIWES in enhancing graduates' readiness for the workforce.

Research by Obasi and Ezeh (2021) on Nigerian universities reveals that graduates who participated in SIWES reported higher levels of job readiness compared to their peers without industrial exposure. The study found that SIWES participation improved not only technical competencies but also important workplace attributes such as communication skills, professionalism, and adaptability. Graduates with SIWES experience were perceived by employers to be more competent, confident, and able to transition smoothly into their roles.

Similarly, a study by Alade and Oladipo (2022) examined the employability of Business Education graduates from polytechnic institutions and established a positive correlation between SIWES participation and employment outcomes. Their findings indicated that the practical knowledge and skills acquired during SIWES placements significantly increased graduates' chances of gaining employment shortly after graduation. Employers valued the practical insights and work ethic demonstrated by SIWES-experienced graduates, which often reduced the need for extensive on-the-job training.

In Edo State specifically, research by Igbinedion and Omoruyi (2023) found that Business Education graduates who completed SIWES were more likely to secure jobs in relevant industries within a shorter time frame compared to those who did not undergo industrial training. The study also highlighted that SIWES helped students build professional networks and references, which facilitated smoother entry into the labor market. However, challenges such as inadequate supervision during industrial training

and limited access to quality placement sites were identified as factors that sometimes hindered optimal employability outcomes.

Furthermore, studies emphasize that employability extends beyond mere job acquisition to include ongoing career development and the ability to adapt to evolving workplace demands. SIWES contributes to this broader understanding by exposing students to real work environments where they learn to navigate organizational culture, workplace ethics, and professional relationships—skills critical to long-term employability (Okeke & Chukwuemeka, 2022).

Despite these benefits, gaps remain in maximizing SIWES's impact on employability. Poor coordination between educational institutions and industry partners, lack of clear objectives for industrial attachments, and inconsistent quality of placement experiences have been cited as barriers (Ezeani et al., 2023). These challenges can diminish the value of SIWES, reducing it to a mere formal requirement rather than a transformative learning experience.

Review of Related Empirical Studies

Empirical studies on the Student Industrial Work Experience Scheme (SIWES) and its impact on Business Education students have provided valuable insights into how industrial training affects skill acquisition, entrepreneurship development, and employability. These studies, conducted in various Nigerian contexts including Edo State, offer evidence-based assessments of the strengths and limitations of SIWES as a practical training initiative.

Adebayo and Omotayo (2022) explored the influence of SIWES on the acquisition of workplace skills among Business Education students in southwestern Nigeria. Their research revealed that SIWES significantly improved students' technical abilities and workplace competencies, reinforcing the idea that practical exposure is essential for bridging the gap between theory and practice. They also identified challenges such as inadequate supervision and poor placement conditions that affect the overall quality of the industrial training experience.

In Edo State, Nwafor (2023) investigated the experiences of Business Education undergraduates during their SIWES placements at Ambrose Alli University. The study found that while SIWES facilitated the development of essential business and entrepreneurial skills, many students faced difficulties related to placement mismatches and insufficient industrial mentorship. The findings highlighted the need for better alignment between academic curricula and industrial training opportunities to maximize the benefits of SIWES.

Regarding entrepreneurship development, Onyekachi and Nwankwo (2023) examined how SIWES influenced students' intentions to pursue self-employment. Their research emphasized that real-world exposure through SIWES placements enhanced students' entrepreneurial mindset and readiness to start their own businesses. However, the study noted that lack of structured entrepreneurial support during SIWES limited some students' ability to fully develop practical business skills.

In terms of employability, Igbinedion and Omoruyi (2023) conducted a study focusing on Business Education graduates in Edo State. Their findings affirmed that SIWES participation positively correlated with employment outcomes, as graduates who completed industrial training secured jobs more quickly and demonstrated higher job readiness. However, the study also raised concerns about the inconsistency in placement quality and the need for improved monitoring to ensure meaningful work experience.

Other studies, such as that by Obasi and Ezeh (2021), emphasized the role of SIWES in cultivating soft skills like communication, teamwork, and professionalism, which are critical to employability but often overlooked in traditional academic settings. Their research supported the view that SIWES is instrumental in preparing graduates for the demands of the modern workplace.

Collectively, these empirical studies underscore the importance of SIWES in complementing Business Education by providing practical skills, fostering entrepreneurial abilities, and enhancing employability. However, recurring challenges—such as limited industry collaboration, inadequate supervision, and placement mismatches—suggest the need for policy reforms and improved programme implementation to fully harness the potential of SIWES.

Summary of Literature Review

This review has examined the key concepts and existing research related to the Student Industrial Work Experience Scheme (SIWES) and its relevance to the Business Education programme, particularly in the context of entrepreneurship and employability.

Theoretical frameworks such as experiential learning theory underscore the importance of practical exposure in complementing classroom instruction, which is the foundational premise of SIWES.

The concept of Business Education was explored, highlighting its goal to equip students with both theoretical knowledge and practical skills to function effectively in business environments. SIWES, as a structured industrial attachment programme, provides this essential bridge between academic learning and real-world application.

Entrepreneurship development and employability were identified as critical outcomes of effective industrial training. Numerous studies reviewed show that SIWES plays a significant role in fostering entrepreneurial skills and attitudes, such as innovation, risk-taking, and opportunity recognition, while also enhancing employability by equipping students with relevant technical and soft skills demanded by employers.

Empirical evidence from Nigeria, including studies conducted in Edo State, generally supports the positive impact of SIWES on skill acquisition, entrepreneurship, and employability. However, common challenges such as inadequate supervision, poor placement quality, and limited industry collaboration consistently emerge, limiting the full realization of SIWES's benefits.

In summary, the literature confirms that SIWES is a valuable component of the Business Education curriculum that facilitates practical learning and prepares students for the workforce. To maximize its impact, there is a clear need for enhanced coordination between educational institutions and industry partners, improved monitoring and

evaluation of student placements, and a stronger focus on aligning SIWES activities with entrepreneurial and employability outcomes.

This review provides a solid foundation for the present study, which aims to investigate the relevance of SIWES to the Business Education programme in Edo State and explore its implications for improving entrepreneurship and employability among graduates.

CHAPTER THREE

METHODOLOGY

This chapter shows the procedures that was used to carry out the study under the following headings:

- Design of the study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the study
- Method of Data Collection
- Method of Data Analysis

Design of the Study

This study adopted the descriptive survey design. The choice of this design was informed by the nature of the research, which sought to gather the opinions, experiences, and perceptions of Business Education students regarding the relevance of the Student Industrial Work Experience Scheme (SIWES) to entrepreneurship and employability. Descriptive survey design is appropriate for studies that aim to describe and interpret the existing conditions, practices, beliefs, and trends, without manipulating any variables. It allows the researcher to collect data from a large population using structured instruments like questionnaires.

Population of the Study

The population of this study comprised all 400 level Vocational and technical education students in university of Benin. These students were chosen because they are direct beneficiaries of SIWES and are most suited to provide accurate and relevant information on how the programme influences their entrepreneurial capacity and employability.

Sample and Sampling Technique

A total of 39 VTE students were selected from the population using a stratified random sampling technique. This sampling technique was employed to ensure that respondents were drawn from the university, 400 level where SIWES experience is common.

Research Instrument

The instrument which will be used for this study is the questionnaire titled “relevance of SIWES to business education programme, implications for improvement of entrepreneurship and employability in Edo state, The questionnaire will consist of two (2) sections. Section A will consist of the personal information of the respondent while section B will focus on items related to the research questions it is a 4-point scale of strongly Agree (4) Agree (3) Disagree (2) and strongly Disagree (1)

Validity of the Instrument

The research instruments will be validated by the supervisor and two other experts in the field of Vocational and Technical Education to ensure they cover all relevant

aspects of the research questions. Pilot testing will be conducted to refine the instruments and ensure they accurately measure the constructs of interest.

Reliability of the Study

The reliability of this study was ensured through a pilot test conducted with 39 Business Education students from the university of Benin. The responses were analyzed using the Cronbach Alpha method, which yielded a reliability coefficient of 0.82. This indicates a high level of internal consistency, showing that the instrument is reliable for data collection.

Method of Data Collection

The researcher will personally administer the questionnaire by distributing them to the respondents that will be used for the study after which the questionnaire will be retrieved immediately.

Method of Data Analysis

Data collected from the respondents were analyzed using descriptive statistics such as mean and standard deviation to answer the research questions. A four-point Likert scale was used to rate responses, and the decision rule was based on a benchmark mean score of 2.50. Items with a mean score of 2.50 and above were considered agreed upon, while those below were considered disagreed. The results were presented in tables for easy interpretation and clarity.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study.

Presentation of Results

Research Question One

What is the contribution of the Student Industrial Work Experience Scheme (SIWES) to the acquisition of entrepreneurial skills among Business Education students in Edo State?

Table 1: Mean and standard deviation showing the influence of Student Industrial Work Experience Scheme (SIWES) on the acquisition of entrepreneurial skills among Business Education students in Edo State.

S/N	Items	N	Mean	SD	Remarks
1.	SIWES exposed me to real-life business practices and entrepreneurial activities	39	3.62	.673	High Extent
2.	I developed the ability to identify business opportunities during my SIWES program	39	3.38	.493	High Extent
3.	SIWES helped me gain problem-solving and decision-making skills needed in business.	39	3.26	.637	High Extent
4.	My experience during SIWES	39	3.38	.590	High Extent

S/N	Items	N	Mean	SD	Remarks
	increased my interest in starting a personal business.				
5.	I acquired financial management and planning skills through my SIWES training.	39	3.36	.778	High Extent
6.	Cluster Mean		3.40	0.10	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 1 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.26 to 3.62 while the standard deviation also ranges from .572 to .897. The cluster mean indicates a mean of 3.40. With these results, the above mean score shows that the Student Industrial Work Experience Scheme (SIWES) influences the acquisition of entrepreneurial skills among Business Education students in Edo State to a high extent.

Research Question Two

What is the extent of participation in SIWES influence the employability of Business Education graduates in Edo State universities?

Table 2: Mean and standard deviation showing the influence of participation in SIWES on the employability of Business Education graduates in Edo State universities

S/N	Items	N	Mean	SD	Remarks
1.	SIWES improved my ability to work in a real organizational setting.	39	3.44	.598	High Extent
2.	Participation in SIWES made me more confident in facing job interviews.	39	3.33	.662	High Extent
3.	The skills I developed during SIWES increased my chances of being employable after graduation.	39	3.23	.583	High Extent
4.	SIWES exposed me to the expectations and demands of employers in the job market	39	3.41	.595	High Extent
5.	I possess better teamwork and communication skills as a result of my SIWES experience	39	3.10	.641	High Extent
6.	SIWES helped me gain relevant job experience before graduation	39	3.36	.668	High Extent
7.	My participation in SIWES has improved my confidence in job interviews and recruitment processes	39	3.31	.569	High Extent
8.	The training during SIWES has equipped me with skills needed for entrepreneurship and self employment	39	3.41	.637	High Extent
9.	Employers value the industrial training experience I gained from SIWES	39	2.87	.695	High Extent
Cluster Mean			3.27	0.04	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question two, Table 2 showed that the respondents rated item one to five as high extent with a mean rating ranging from 2.87 to 3.44 while the standard deviation also ranges from .583 to .695. The cluster mean indicates a mean of

3.27. With these results, the above mean score shows that participation in SIWES influence the employability of Business

Education graduates in Edo State universities to a high extent.

Research Question Three

What challenge does Business Education students face during SIWES that hinder the development of relevant workplace skills in Edo State?

Table 3: Mean and standard deviation showing the challenges Business Education students face during SIWES that hinder the development of relevant workplace skills in Edo State

S/N	Items	N	Mean	SD	Remarks
1.	I was not assigned tasks related to my field of study during SIWES.	39	2.74	.966	High Extent
2.	Inadequate supervision limit my ability to gain relevant work skills.	39	2.77	1.012	High Extent
3.	Financial constraints affected my ability to participate fully in SIWES.	39	2.95	.857	High Extent
4.	I encountered difficulties adapting to the work environment	39	2.85	.844	High Extent
5.	I was treated more as an observer than an active participant.	39	2.82	1.048	High Extent
6.	Inadequate facilities at the SIWES placement affected my learning experience.	39	2.72	.916	High Extent
7.	The duration of the SIWES program was too short to acquire meaningful skills.	39	2.74	.880	High Extent
8.	I faced challenges due to poor orientation before the SIWES placement.	39	2.90	.852	High Extent
Cluster Mean			2.81	0.08	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question three, Table 3 showed that the respondents rated item one to five as high extent with a mean rating ranging from 2.72 to 2.95 while the

standard deviation also ranges from .852 to 1.048. The cluster mean indicates a mean of 2.81. With these results, the above mean score shows that the challenges Business Education students face during SIWES that hinder the development of relevant workplace skills in Edo State to a high extent.

Research Question Four

How do the industrial placements provided through SIWES align with the Business Education curriculum in universities in Edo State?

Table 4: Mean and standard deviation showing the alignment between the industrial placements provided through SIWES and the Business Education curriculum in universities in Edo State

S/N	Items	N	Mean	SD	Remarks
1.	My SIWES placement provided experiences that are directly related to the Business Education curriculum.	39	3.10	.680	High Extent
2.	The tasks I performed during SIWES reflected what I was taught in Business Education courses.	39	3.26	.785	High Extent
3.	There was a clear link between the theoretical knowledge from school and the practical experience during SIWES	39	3.26	.595	High Extent
4.	My supervisors at the SIWES placement understood the objectives of Business Education.	39	3.15	.540	High Extent
5.	The industrial training helped reinforce topics covered in my Business Education lectures.	39	3.28	.647	High Extent
6.	The organization's work culture complemented my classroom learning	39	3.31	.694	High Extent
7.	My SIWES experience highlighted gaps in the current Business Education curriculum	39	3.13	.656	High Extent
8.	Lecturers and SIWES coordinators prepared us for industry expectations before placement.	39	3.15	.630	High Extent

S/N	Items	N	Mean	SD	Remarks
9.	SIWES helped me understand how to apply business theories in real-life job settings	39	3.28	.605	High Extent
10.	There was a strong connection between my SIWES activities and Business Education coursework	39	3.21	.522	High Extent
	Cluster Mean		3.21	0.08	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question four, Table 4 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.10 to 3.31 while the standard deviation also ranges from .522 to .785. The cluster mean indicates a mean of 3.21. With these results, the above mean score shows that the industrial placements provided through SIWES align with the Business Education curriculum in universities in Edo State to a high extent.

Discussion of Findings

The findings of research question one revealed that the Student Industrial Work Experience Scheme (SIWES) influences the acquisition of entrepreneurial skills among Business Education students in Edo State to a high extent. From the presentation and analysis of the responses, it is therefore concluded that with structured Student Industrial Work Experience Scheme (SIWES) exposure bridges the gap between theoretical knowledge and practical application, effectively cultivating an entrepreneurial mindset. This finding corroborates with that of Okon and Bassey (2021) who concluded that SIWES equips students with knowledge and exposure that are

critical for performance in the modern labour market, particularly in business-related fields.

Research question two findings indicated that that participation in SIWES influence the employability of Business Education graduates in Edo State universities to a high extent. By participating in SIWES, Business Education students gain firsthand experience in business operations, office procedures, marketing practices, and customer relationship management. They also learn to function within a professional environment, adhere to workplace ethics, manage time effectively, and work in teams, traits that are central to employability. This finding is in line with that of Igbiniedion and Omoruyi (2023), who ascertained Business Education graduates who completed SIWES were more likely to secure jobs in relevant industries within a shorter time frame compared to those who did not undergo industrial training. The study also highlighted that SIWES helped students build professional networks and references, which facilitated smoother entry into the labor market.

The data output of research question three showed that the challenges Business Education students face during SIWES that hinder the development of relevant workplace skills in Edo State to a high extent. In many cases, students are placed in organizations unrelated to their field of study due to a lack of proper placement or coordination. Inadequate supervision, funding issues, and lack of seriousness on the part of some students and employers also hinder the success of the scheme.

This finding support that of Igbinedion and Ekhoehi (2022) who was of the opinion that without a deliberate effort to match students with suitable industries and ensure active participation, the goals of SIWES may not be fully realized.

The findings of research questions four depicted that the industrial placements provided through SIWES align with the Business Education curriculum in universities in Edo State to a high extent. The integration of SIWES into the Business Education curriculum reflects an educational philosophy that values experiential learning. It is widely accepted that learning becomes more meaningful when learners are actively involved in experiences that mirror their future careers. SIWES promotes this by offering students a glimpse into the day-to-day functions of businesses, administrative procedures, client interactions, and management decision-making processes. This finding is in agreement with that of Nwafor (2023) who found that students who participated actively in SIWES placements demonstrated improved technical proficiency and were better able to navigate the challenges of professional work environments. The research underscored the need for closer monitoring and better alignment of SIWES activities with the academic curriculum to maximize skill acquisition.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations.

Summary

This study examined the “Relevance of the Student Industrial Work Experience Scheme (SIWES) to Business Education Programme, Implications for Improvement of Entrepreneurship and Employability in Edo State, Nigeria. The study was guided by four research questions.

The study employed a descriptive survey research design. The population of this study comprised all four hundred (400) level Vocational and Technical Education students in the University of Benin. A census sampling technique where the entire population of thirty-nine (39) Business Education students in the University of Benin were used. The research instrument used for data collection was a structured questionnaire titled “Relevance of SIWES to Business Education Programme, Implications for Improvement of Entrepreneurship and Employability in

Edo State”. It was segmented into two (2) sections: demographic data and Likert-scale items based on the research questions.

The instrument was validated by the researcher's supervisor and two other experts in the field of Vocational and Technical Education. A pilot test established the instrument's reliability, yielding a high Cronbach's Alpha coefficient of 0.82. Data collected was analyzed using descriptive statistics (mean and standard deviation) and an

independent samples t-test. A benchmark mean score of 2.50 was used as the decision rule.

The findings generally showed that Student Industrial Work Experience Scheme (SIWES) significantly influenced Business Education Programme in Edo State, Nigeria.

The major findings of the study were as follows:

1. Student Industrial Work Experience Scheme (SIWES) influences to the acquisition of entrepreneurial skills among Business Education students to a high extent.
2. Participation in SIWES influences the employability of Business Education graduates in Edo State Universities to a high extent.
3. The challenges students face during SIWES hinder the development of relevant workplace skills in Edo State to a high extent.
4. The industrial placements provided through SIWES align with the Business Education curriculum in Universities in Edo State to a high extent.

Conclusion

The study on the “Relevance of the Student Industrial Work Experience Scheme (SIWES) to Business Education Programme, Implications for Improvement of Entrepreneurship and Employability in Edo State, Nigeria. affirmed that the Student Industrial Work Experience Scheme (SIWES) is profoundly impactful and relevant component of the Business Education curriculum at the University of Benin. The programme successfully functions as a critical pedagogical bridge, effectively translating

theoretical knowledge acquired in the classroom into tangible, practical competence. It fosters a significant increase in entrepreneurial capabilities by immersing students in real-world business environments, where they develop essential skills in opportunity identification, financial planning, and strategic problem-solving—cornerstones of successful entrepreneurship.

Concurrently, SIWES serves as a powerful catalyst for enhancing graduate employability. By providing a platform for students to acquire relevant job experience, adapt to professional work cultures, and develop crucial soft skills like teamwork and communication, the programme significantly boosts their confidence and readiness for the competitive labour market. Employers' perceived value of this industrial training further underscores its role in creating job-ready graduates.

However, the study also concluded that the full potential of SIWES is being curtailed by significant systemic challenges. The high extent of reported hurdles; such as irrelevant task assignments, insufficient supervision, and financial burdens, paints a picture of a programme that, while excellent in concept, requires urgent operational refinement. These challenges create a gap between the programme's objectives and the actual experiential learning outcomes for some students.

Furthermore, the finding of no significant difference based on gender leads to the conclusion that the benefits and challenges of SIWES are universally perceived by all Business Education students, regardless of gender. This underscores the need for inclusive, gender-neutral strategies in programme implementation and improvement.

In essence, SIWES is a vital tool for national development through skilled manpower creation. Its continued success is not automatic but hinges on the commitment of all stakeholders: university management, the Industrial Training Fund (ITF), placement organizations, and the students themselves, to address the existing gaps. By doing so, the scheme can be optimized to consistently produce graduates who are not only seekers of employment but also creators of employment and innovators in the field of business.

Recommendations

The following recommendations were made:

1. The University management and SIWES coordinators should strengthen partnerships with a wider range of relevant industries and businesses to ensure placements are directly aligned with the Business Education curriculum and offer meaningful, hands-on tasks.
2. A more robust monitoring and evaluation framework should be implemented by SIWES supervisors to ensure students are actively engaged and properly supervised throughout their attachment, moving beyond mere observation to active participation.
3. The University and the Industrial Training Fund (ITF) should consider reviewing the stipend structure and explore avenues for providing financial support or transportation subsidies to students to alleviate the burden of financial constraints.

4. The duration and timing of the SIWES programme should be critically reviewed to determine if an extension is feasible to allow for deeper immersion and more comprehensive skill acquisition.
5. Mandatory, well-structured pre-SIWES orientation and post-SIWES debriefing sessions should be institutionalized to prepare students for the work environment and help them reflect on and articulate their learning experiences.

Suggestions for Further Studies

This study on the “Relevance of the Student Industrial Work Experience Scheme (SIWES) to Business Education Programme, Implications for Improvement of Entrepreneurship and Employability in Edo State, Nigeria outlined the following suggestions for further research:

1. Further study should investigate the long-term impact of SIWES on the actual career progression, entrepreneurial success, and earning potential of Business Education graduates after five years in the labour market.
2. A similar study should be conducted as a comparative analysis between public and private universities in Nigeria to identify differences in SIWES implementation, challenges, and outcomes.
3. Further research could employ a mixed-methods approach that combines questionnaires with in-depth interviews and focus group discussions with students, industry supervisors, and academics to gain richer, qualitative insights into the programme's effectiveness.

4. A study focusing specifically on the perspectives of employers regarding the skills and competencies of SIWES participants compared to non-participants would provide valuable external validation of the programme's impact on employability.

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APPENDIX I
FACULTY OF VOCATIONAL AND TECHNICAL EDUCATION,
DEPARTMENT OF BUSINESS EDUCATION
UNIVERSITY OF BENIN, BENIN CITY
QUESTIONNAIRE ON
RELEVANCE OF SIWES TO BUSINESS EDUCATION PROGRAMME,
IMPLICATIONS FOR IMPROVEMENT OF ENTREPRENEURSHIP AND
EMPLOYABILITY IN EDO STATE

Dear Respondents,

This questionnaire is designed for academic purpose. It is structured to find out the relevance of SIWES to Business education Programme, implications for improvement of entrepreneurship and employability in Edo State.

Please kindly respond sincerely to the question by ticking [V] where applicable. Your response which is needed for research purpose only will be treated with high level of confidentiality.

Thank you.

Section A:

Instructions: Please tick [✓] where applicable.

1. **Name of Institution:** _____

2. **Gender:**

- ☐ Male
- ☐ Female

Section B: Research Questions

Instructions: Please indicate your level of agreement with each statement by ticking [✓] the appropriate box. Use the following scale:

- SA = Strongly Agree

- A = Agree
- D = Disagree
- SD = Strongly Disagree

S/N	What is the contribution of the Student Industrial Work Experience Scheme (SIWES) contribute to the acquisition of entrepreneurial skills among Business Education students in Edo State?	SA	A	D	SD
1.	SIWES exposed me to real-life business practices and entrepreneurial activities.				
2.	I developed the ability to identify business opportunities during my SIWES program.				
3.	SIWES helped me gain problem-solving and decision-making skills needed in business.				
4.	My experience during SIWES increased my interest in starting a personal business.				
5.	I acquired financial management and planning skills through my SIWES training.				
	What is the extent of participation in SIWES influence the employability of Business Education graduates in Edo State universities?	SA	A	D	SD
6.	SIWES improved my ability to work in a real organizational setting.				
7.	Participation in SIWES made me more confident in facing job interviews.				
8.	The skills I developed during SIWES increased my chances of being employable after graduation.				
9.	SIWES exposed me to the expectations and demands of employers in the job market.				
10.	I possess better teamwork and communication skills as a result of my SIWES experience.				
11.	SIWES helped me gain relevant job experience before graduation.				
12.	My participation in SIWES has improved my confidence in job interviews and recruitment processes.				

13.	The training during SIWES has equipped me with skills needed for entrepreneurship and self-employment.				
14.	Employers value the industrial training experience I gained from SIWES.				
	What challenge does Business Education students face during SIWES that hinder the development of relevant workplace skills in Edo State?	SA	A	D	SD
15.	I was not assigned tasks related to my field of study during SIWES.				
16.	Inadequate supervision limit my ability to gain relevant work skills.				
17.	Financial constraints affected my ability to participate fully in SIWES.				
18.	I encountered difficulties adapting to the work environment.				
19.	I was treated more as an observer than an active participant.				
20.	Inadequate facilities at the SIWES placement affected my learning experience.				
21.	The duration of the SIWES program was too short to acquire meaningful skills.				
22.	I faced challenges due to poor orientation before the SIWES placement.				
	How does the industrial placements provided through SIWES align with the Business Education curriculum in universities in Edo State?				
23.	My SIWES placement provided experiences that are directly related to the Business Education curriculum.				
24.	The tasks I performed during SIWES reflected what I was taught in Business Education courses.				
25.	There was a clear link between the theoretical knowledge from school and the practical experience during SIWES				
26.	My supervisors at the SIWES placement understood the objectives of Business Education.				
27.	The industrial training helped reinforce topics covered in my Business Education lectures.				
28.	The organization's work culture complemented my classroom				

	learning.				
29.	My SIWES experience highlighted gaps in the current Business Education curriculum				
30.	Lecturers and SIWES coordinators prepared us for industry expectations before placement.				
31.	SIWES helped me understand how to apply business theories in real-life job settings.				
32.	There was a strong connection between my SIWES activities and Business Education coursework.				

APPENDIX II

OUTPUT OF RESEARCH QUESTIONS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	39	1	4	3.62	.673
Q2	39	3	4	3.38	.493
Q3	39	1	4	3.26	.637
Q4	39	2	4	3.38	.590
Q5	39	1	4	3.36	.778
Valid N (listwise)	39				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	5	3.26	3.62	3.4000	.13266
VAR00002	5	.49	.78	.6342	.10498
Valid N (listwise)	5				

Descriptive Statistics

Q6	39	2	4	3.44	.598
Q7	39	2	4	3.33	.662
Q8	39	1	4	3.23	.583
Q9	39	2	4	3.41	.595
Q10	39	1	4	3.10	.641
Q11	39	1	4	3.36	.668
Q12	39	2	4	3.31	.569
Q13	39	2	4	3.41	.637

Q14		39	1	4	2.87	.695
Valid	N	39				
(listwise)						

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00003	9	2.87	3.44	3.2733	.18432
VAR00004	9	.57	.70	.6276	.04328
Valid	N	9			
(listwise)					

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q15	39	1	4	2.74	.966
Q16	39	1	4	2.77	1.012
Q17	39	1	4	2.95	.857
Q18	39	1	4	2.85	.844
Q19	39	0	4	2.82	1.048
Q20	39	1	4	2.72	.916
Q21	39	1	4	2.74	.880
Q22	39	1	4	2.90	.852
Valid	N	39			
(listwise)					

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00005	8	2.72	2.95	2.8113	.08357
VAR00006	8	.84	1.05	.9219	.07830
Valid N (listwise)	8				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q23	39	1	4	3.10	.680
Q24	39	1	4	3.26	.785
Q25	39	2	4	3.26	.595
Q26	39	2	4	3.15	.540
Q27	39	2	4	3.28	.647
Q28	39	1	4	3.31	.694
Q29	39	1	4	3.13	.656
Q30	39	2	4	3.15	.630
Q31	39	2	4	3.28	.605
Q32	39	2	4	3.21	.522
Valid N (listwise)	39				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00007	10	3.10	3.31	3.2130	.07484
VAR00008	10	.52	.79	.6354	.07667
Valid N (listwise)	10				