

# Appraisal of Students Industrial Work Experience Scheme (SIWES) Programme: A Case Study of a Typical Nigerian University

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*Abstract—The increasing rate of unemployment among higher institution graduates globally and particularly in the country, Nigeria, is indeed very worrisome! This can be attributed to factors such as deficient educational curricula and lack of basic skills to excel in the industrial setting. In order to curb this menace, the Federal Government of Nigeria (FGN) introduced Students' Industrial Work Experience Scheme (SIWES) through the Industrial Training Fund (ITF) in 1973, as a way of closing the gap between the theoretical knowledge gained in the classrooms and the practical experience gained in the industries especially for the students in the natural sciences. However, this laudable objectives of establishing the scheme, seem not to be making any remarkable impact on the graduates' competency after graduation due to some issues and challenges being faced by the students. This work appraised the effectiveness of the SIWES unit in achieving the core objectives of the scheme using a typical Nigerian University, Ekiti State University (EKSU), Ado-Ekiti, as a case study. It appraised the SIWES programme as being run in EKSU, using descriptive research survey type. The population was the final year students in the five faculties that normally present students for SIWES in the institution. Out of them, two hundred and sixty (260) students who had done their SIWES were purposively sampled for the study. The four research questions raised were descriptively answered. The research instrument was a self-designed questionnaire titled "Questionnaire on the Appraisal of the Students Industrial Work Experience Scheme Programme in Ekiti State University, Ado-Ekiti" (QASIWESP) to elicit*

*information from the sample that served as data for the study. The data were collected and analyzed descriptively (using weighted mean and standard deviation). The findings of the study revealed that SIWES programme as it is being run in EKSU, is fair/effective and meet the FGN set objectives for the programme. Some of the major challenges are students' unwillingness to secure places very relevant to their areas of disciplines because of lack of funds and students' unwillingness to secure organisations (that are very relevant to their disciplines) but too far from their homes due to lack of accommodation or financial constraints. The study recommended various possible ways of overcoming the challenges such as forming a synergy between institution and industry-based supervisors, provision of accommodation by the employers, early issuance of log books, Industrial Training (IT) letters and proper supervision/coordination by all the stakeholders*

## I. INTRODUCTION

The increasing unemployment rate among higher institution graduates globally, particularly in Nigeria, is problematic! The number of unemployed has jumped from 13.8% in 2016 to almost 33.93% in 2022 (NBS, 2022). The unemployment issue can be attributed to factors like deficient educational curricula, poor quality of the educational system and lack of basic entrepreneurial skills required to excel in the industrial setting. Employability can be said to be directly linked to the quality of theoretical knowledge impacted through well-developed

curriculum and the practical knowledge gained in the industry (Omonije et al, 2019).

In order to curb this menace, the Federal Government of Nigeria (FGN) introduced Students' Industrial Work Experience Scheme (SIWES) programme through the Industrial Training Fund (ITF) in 1973 as a way of closing the gap between the theoretical knowledge gained in the classrooms and the practical experience gained in the industries especially for the students in the natural sciences. Any country that intends to develop technologically and remain relevant in the world of Science and technology must be involved in effective scientific/technical education and training (Kemi and Ogunkelu, 2018).

Adebanji et al. (2021) extensively discussed the increasing unemployment rate among graduates from higher institutions. The authors suggested the need to enhance rapid industrial growth by introducing entrepreneurship skills to promote the quality of engineering graduates. The study identified the challenges facing implementing entrepreneurial education in different institutions. Hence, the need for study programs that enhances students' creativity and leadership traits.

Several authors have recommended reappraisal of the primary objectives of SIWES due to the increasing unemployment rate among higher institution graduates in the country (Njoku, 2014; Tyman, 2013; Mofesola, 2012; Omoselase and Ejodamen, 2017; Okwelle and Ojotule, 2018). Njoku (2014) identified significant challenges against quality education delivery in our higher institutions. The study showed that tertiary institutions could no longer meet the set-up objectives of quality education. It revealed a severe decay in our educational system leading to a scenario where graduates are now parading the streets with just paper qualifications, lacking the required employability skills to secure gainful employment or be self-reliant.

Several studies have also reported on the inability of SIWES to achieve its set objectives of bridging the gap between theoretical knowledge in the classrooms and the practice obtained in the work environment. Orikpe (2013) scored SIWES performance (for the past years) very low due to its inability to meet the

set objectives by paying little or no attention to the training programme. The authors also commented on the need for more interest on the part of the students for practical training and more on the employers who are not warm in employing students in a learning capacity but as factory workers.

Okolochi and Ibik (2014) identified a need for more commitment and practical implementation on the part of our tertiary institutions of learning, industries and all other coordinating partners as the significant problem of SIWES in Nigeria. Ikechukwu (2016) opined that SIWES is yet to meet its main objectives. The authors believed that the organization needs to be able to impact the necessary practical skills needed for the students to make them employable or self-reliant.

Considering these aforementioned issues, the laudable objectives of SIWES are not making any meaningful impact on enhancing graduates' competency after school. Some of the students have also raised alarm on issues and challenges being faced in securing placement for their industrial attachment in places relevant to their areas of discipline. Some of the issues are long delay in payment of allowances, lack of good administrative skills by the SIWES units, defective supervision by both industry and institution-based supervisors, lukewarmness/refusal of the industries to accept students due to financial constraints, e.t.c

This work appraised the effectiveness of SIWES programme in achieving its set objectives as it is being run in EKSU, as a typical Nigerian university. It reviewed and justified the competence of industries/organisations in terms of provision of adequate training and qualified manpower. The work also identified issues and challenges being encountered by the students during their industrial attachment programme and assesses the impact of the exercise in improving students' competency after graduation.

The Industrial Training Fund (ITF) established the Students Industrial Work Experience Scheme (SIWES) programme in 1973, to equip Nigerian undergraduates with the needed industrial skills, sufficient for them to excel in the labour market after

graduation. This involves the students, the institutions (universities/polytechnics/colleges) and the industries (Agwuna,2012). The programme is jointly being coordinated by the ITF and National Universities Commission (NUC). The scheme is to expose the students to the industrial environment to enhance the acquisition of basic skills relevant to their areas of expertise. Exposing to this type of environment will enable them to be competent and more prepared to contribute their quotas to the economic and technological growth of the nation (Abatan, Olateju and Abatan, 2015).

The scheme is a laudable innovation as it exposes the students to what happens in the industries. It enables the students to apply the theories learnt in the classrooms with real practical experience in the industries. It also exposes the students to the state of the art of new technologies and simultaneously enhances modern equipment handling techniques. Succinctly put, SIWES allows the students to be well prepared to harmonize the theories taught in the classrooms with what is being obtained in the industries (Agwuna, 2012; Onoselease and Ejodamen, 2017). The primary objectives of the scheme as itemized by ITF (2013) is to:

- make provision for undergraduates to be equipped with necessary industrial skills in their relevant areas of disciplines
- prepare the students for what is being obtained in the industrial world
- allowing students to be exposed to various methods of equipment handlings that may not be available in their institutions
- to make the graduating from the school environment to the work environment very quickly and also to enhance securing job placement after graduation
- exposes students to different classes of people in improving their interactional skills and enables them to build positive social lifestyles with different categories of individuals or organizations
- afford the students to build positive entrepreneurship skills by exposing them to issues and challenges that they will later meet after graduation

- enhances the quality of the nation's manpower in economic and technological development
  - allows the industries to participate in the education process by preparing them for the industries later after graduation
  - to remove the gap between theory learnt in class and real experience in the industrial world.
- SIWES IN EKITI STATE UNIVERSITY (EKSU), ADO-EKITI

The SIWES unit was instituted by EKSU management in 1987 to cater for the only three departments (Civil Engineering, Electrical and Electronic Engineering and Mechanical Engineering) of the Faculty of Engineering then. This has now been extended to the other four faculties of Agricultural Science, Education, Science and Social Sciences. The unit presently caters for more than 1200 students on average annually. The unit's primary function is to carry out SIWES operations at the institutional level, which centres on ensuring the successful mobilization of students for their Industrial Training (IT). The unit, on behalf of the university, works in conjunction with other four major SIWES stakeholders-ITF, employers, NUC and the students. In order to be qualified for mobilization for the exercise, students are to meet up with basic minimum academic requirements of their various departments. IT usually comes up in the second semester of every academic session.

• ASSESSMENT AND MONITORING OF SIWES IN EKSU

Student on IT are usually assessed by the school based on the logbook, technical report and viva voce. The SIWES programme is a mandatory requirement before graduation and equivalent to a 6 Credit Units course at EKSU. The monitoring of the students during the IT is done through appointed supervisors who are lecturers in their respective departments. The assessment is graded on 50:30:20 respectively, as discussed in the subsequent subsections:

- i. *Logbook:* The logbook is a book for students to record their daily activities in industries/establishments. This is to be thoroughly monitored by the industry-based supervisor. The

industry-based supervisor is expected to ensure discipline and punctuality in the industry. The institution-based supervisor from the university is expected to visit the students in the industry at least two times during the period to assess the students and review their progress with the industry-based supervisor. The logbook carried 50% of the total mark.

- ii. *Technical Report*: The students are expected to submit technical write-ups of experimental techniques, procedure, equipment used and result interpretation. The technical report carries 30% of the total marks.
- iii. *Viva voce*: The technical reports are expected to be submitted to the department. The viva voce involves the student making an oral presentation of the knowledge gained and the skill acquired during the period. This accounts for the 20% of the mark.

#### • STATEMENT OF THE PROBLEM

The goals and objectives of SIWES are laudable and fundamental to the country's solid industrial and economic growth. However, the challenges inhibiting the effective implementation of the programme are enormous. The objectives of establishing SIWES in 1973 seems not to be feasible due to the non-implementation or partial implementation of some of the goals and objectives of the scheme. This can be attributed to different challenges facing the scheme ranging from difficulty securing industrial attachment in places relevant to their areas of discipline, lack of adequate supervision from both industry and institutional-based supervisors, and delayed payment of allowances to both students and staff. Most students need better quality training during their attachment. Ogbonnaya (2021) opined that some of the significant challenges are the inability to secure placement in industries/organisations that are very relevant to their areas of disciplines, ineffective supervision from both industry and institution-based supervisors, poor orientation exercise and the lack of seriousness on the part of the students. This work, therefore, investigated how effective the SIWES programme is, especially at EKSU, Ado-Ekiti, Nigeria.

#### • PURPOSE OF THE STUDY

This work appraises the SIWES programme at EKSU. It evaluates the SIWES unit's effectiveness in achieving the scheme's objectives. Specific objectives of the study are to:

- i. Investigate the effectiveness of the SIWES programme at EKSU
- ii. Identify the challenges of running the SIWES programme at EKSU
- iii. Determine the best ways of overcoming the challenges facing the effectiveness of SIWES in EKSU
- iv. Determine whether SIWES as being carried out in EKSU meets FGN set objectives for the programme

#### • RESEARCH QUESTIONS

The research questions that guided the work are as stated in the following sub section:

- i. How effective is the SIWES programme at EKSU?
- ii. What are the major challenges militating against the effective running of SIWES programme at EKSU, Ado-Ekiti?
- iii. What are the best methods/strategies of combating the challenges militating against the effectiveness of SIWES at EKSU, Ado-Ekiti?
- iv. Does SIWES, as being carried out in EKSU, meets up with the FGN set objectives for the programme?

#### • SIGNIFICANCE OF THE STUDY

It is intended to enlighten management, students and industries on the effectiveness of SIWES. It is hoped that the study will contribute towards promoting SIWES generally and in EKSU in particular. The findings and recommendations of this study are expected to help the stakeholders in making informed decisions and towards adopting appropriate supervision, orientations, payments of allowances, training and posting of students on SIWES and various agencies.

## II. MATERIALS AND METHODS

The work used a descriptive research survey type. The targeted population was the final-year undergraduates in the faculties of Education, Engineering, Science and Social Sciences of EKSU,

Ado-Ekiti. The sample consists of two hundred and sixty (260) final-year undergraduates who had done their SIWES programme and were purposively drawn from these faculties. The study considered purposive sampling appropriate because of the experiences already acquired by the final-year undergraduates during their IT programme. They are now more informed and knowledgeable about the scheme operation at EKSU, Ado-Ekiti. The sample consisted of 60 from the faculty of Agriculture, 60 from the faculty of Education, 60 from the faculty of Engineering and 60 from the faculty of Science and 20 from the faculty of Social Science. The study raised four research questions which were answered descriptively. The researchers developed a structured questionnaire to elicit information from the sample that served as data for the study. The instrument consisted of two sections, A and B. Section A requested the respondents' bio-data, such as the institution's name, faculty, department and level of the student, and place of attachment. Section B contained 30 items relating to the questions of the study with the alternative response of True or False. Four experts (from each of the faculties) validated the instrument. The internal consistency of the questionnaire items was ascertained through the split-half method, and the responses were subjected to correlation analysis at a 0.05 significance level, yielding a coefficient of 0.81, a value high enough for the instrument to be considered reliable. The data were collected and analyzed descriptively (using weighted mean and standard deviation). For the research questions, a mean mark of 3.5 and above was recorded as "True", and a mean mark below 3.5 was assumed as "False".

III. RESULTS

The data received were analyzed using mean and standard deviation to answer the research questions, and the results are as presented in the following subsections:

Research Question 1: How effective is the SIWES programme as it is being run at EKSU, Ado-Ekiti?

It is shown in Table 1 that 224 (86%) of the respondents agreed that the students were given quality orientation before deployments into their places of industrial attachments; 77 (26.6%) agreed that the SIWES (EKSU) unit ensured that students are placed in well-equipped establishments with qualified personnel; 60 (23.19%) of the respondents agreed that SIWES (EKSU) unit ensures that students are placed in establishments that are relevant to their areas of disciplines; 230 (88.5%) of the respondents agreed that the duration as allowed by SIWES (EKSU) unit is adequate for quality industrial training; 169 (65%) of the respondents agreed that the students are being given unresisted access to the available facilities in their places of industrial attachments; 209 (80.4%) of the respondents agreed that the supervision of the training by both industry and institution-based supervisors are thorough. The average of the number of respondents that agreed about the effectiveness of SIWES (EKSU) unit is 161.5 (62.12%). It implies that the SIWES programme being run at EKSU, Ado-Ekiti is fair and effective.

Table 1  
Average responses on the effectiveness of the SIWES programme in EKSU, Ado-Ekiti

S/N	Items	True		False	
		N	%	N	%
1	Are the students given proper orientation before deployment to their different places of industrial attachments?	224	86.0	36	14.0
2	Does SIWES (EKSU) ensures that students secured placement in well-equipped (in terms of personnel and	77	29.6	183	70.4

3	modern facilities) establishments? Does SIWES (EKSU) unit ensures that students secure establishments that are very relevant to their areas of disciplines?	60	23.1	200	76.9
4	Is the duration for SIWES in EKSU considered adequate to acquire enough training?	230	88.5	30	11.5
5	Are the students given unresisted access to facilities at their places of industrial attachments?	169	65.0	91	35.0
6	Can the supervision given by both industry and institution-based supervisors adjudged to be thorough?	209	80.4	51	19.6
Average		161.5	62.12	98.5	37.88

Research Question 2: What are the major challenges militating against the effective running of SIWES programme at EKSU, Ado-Ekiti?

Table 2  
Average responses on the major challenges of the SIWES programme in EKSU, Ado-Ekiti

S/N	Items	True		False		Rank
		N	%	N	%	
1	Students' unwillingness to secure places very relevant to their areas of disciplines because of immediate monetary gain	248	95.4	12	4.6	1 <sup>st</sup>
2	Students' unwillingness to secure organisations (that are very relevant to their disciplines) but too far from their homes due to lack of accommodation or financial constraints.	237	91.2	23	8.8	2 <sup>nd</sup>
3	Refusal or unwillingness of some organisations to accept prospective students for their industrial	218	84.0	42	16.0	4 <sup>th</sup>

	attachments due to bad attitude of some of them in the past.					
4	Refusal or unwillingness of some organisations to accept prospective students into their establishments due to financial constraints.	229	88.0	31	12.0	3 <sup>rd</sup>
5	Inadequate or poor supervision of students on Industrial attachment by institution-based supervisors.	185	71.2	75	28.8	6 <sup>th</sup>
6	Inadequate or poor supervision of students on Industrial attachment by industry-based supervisors.	170	65.4	90	34.6	7 <sup>th</sup>
7	Incompetency or unwillingness of some industrial staff to share vital or necessary skills with the students in training.	129	51.6	121	48.4	8 <sup>th</sup>
8	Lack of adequate facilities in some of the organisations for students to receive quality training.	196	75.4	64	24.6	5 <sup>th</sup>

As shown in Table 2 , some of the major challenges facing SIWES programme in EKSU, Ado-Ekiti ranges ( as ranked from Table 2) from Students’ unwillingness to secure places very relevant to their areas of disciplines because of immediate monetary gain; students’ unwillingness to secure organisations (that are very relevant to their disciplines) but too far from their homes due to lack of accommodation or financial constraints; refusal or unwillingness of some organisations to accept prospective students into their establishments due to financial constraints; refusal or unwillingness of some organisations to accept prospective students for their industrial attachments due to bad attitude of some of them in

the past.; lack of adequate facilities in some of the organisations for students to receive quality training; Inadequate or poor supervision of students on IT by institution-based supervisors; inadequate or poor supervision of students on IT by industry-based supervisors and incompetency or unwillingness of some industrial staff to share vital or necessary skills with the students in training.

Research Question 3: What are the best methods/strategies of combating the challenges militating against the effectiveness of SIWES at EKSU, Ado-Ekiti?

Table 3  
Average responses on best methods/strategies of combating the challenges militating against the effectiveness of SIWES at EKSU, Ado-Ekiti.

S/N	Items	True		False	
		N	%	N	%
1	Students should be posted to industries or establishments that are very relevant to their areas of discipline.	244	94.0	16	6.0
2	Industry-based supervisors should be properly monitored through feed backs from the students and anybody found wanton should be sanctioned.	207	79.8	53	20.2
3	Industry and institution-based supervisors should collaborate for effective supervision of students during their period of industrial training.	212	81.4	48	18.6
4	All documents (log books, IT letters, etc.) should be released to the students on time to ensure proper placement of students to relevant industries.	240	92.2	20	7.8

5	All SIWES stakeholders (NUC, ITF, FGN, NCCE and NBTE) should form a synergy for proper coordination of the exercise.	237	91.0	23	9.0
6	A monitoring team should be formed to monitor SIWES exercise nationwide.	221	85.1	39	14.9
7	The major stakeholders should ensure smooth running of the academic calendar in order for the students to manage the SIWES period optimally.	203	78.1	57	21.9
8	SIWES units in all institutions should ensure adequate provision of training facilities before posting students for industrial attachments.	234	89.8	26	10.2
9	Proper re-orientation should be given to both industry and institution-based supervisors in order to be informed of what is expected of them during the exercise.	228	87.7	32	12.3

Table 3 showed the average responses on the best methods/strategies that should be adopted in combating the challenges militating against the effectiveness of SIWES programme in EKSU, Ado-Ekiti.

Some of the suggested responses based on the highest number of responses are that students should be posted to industries or establishments that are very relevant to their areas of discipline; all documents (log books, IT letters, etc.) should be released to the students on time to ensure proper placement of students to relevant industries.; all SIWES stakeholders (NUC, ITF, FGN, NCCE and NBTE) should form a synergy for proper coordination of the exercise; SIWES units in all institutions should ensure adequate provision of training facilities before

posting students for industrial attachments; proper re-orientation should be given to both industry and institution-based supervisors in order to be informed of what is expected of them during the exercise; a monitoring team should be formed to monitor SIWES exercise nationwide; industry-based supervisors should be properly monitored through feed backs from the students and anybody found wanton should be sanctioned and the major stakeholders should ensure smooth running of the academic calendar in order for the students to manage the SIWES period optimally.

Research Question 4: Does SIWES, as being carried out in EKSU, meets up with the FGN set objectives for the programme?

Table 4  
Average responses of respondents on whether SIWES programme as being carried out in EKSU, Ado-Ekiti, meets the FGN set objectives

S/N	Items	True		False	
		N	%	N	%
1	IT enhances the better performance of students in the industry later in life, thereby contributing their quotas in building the nation's manpower towards technological and economic development.	233	89.7	27	10.3
2	Industrial exposure during the IT period improves the theoretical know-how and makes the students more efficient.	238	91.4	22	8.6



3	The challenges and issues encountered during the training serve as a learning period, preparing them for what they will likely meet in the future in the actual work environment	246	94.6	14	5.4
4	The SIWES allows the students to be able to write field reports and final year project reports properly.	225	86.5	35	13.5
5	The relevant industries or organizations that are primary beneficiaries of the industrial skills acquired after graduation are well involved in the training programme.	235	90.3	25	9.7
6	The students are well exposed to meeting different classes of people in society, even during school, improving their level of interaction skills and ability to work as a team.	228	87.7	32	12.3
7	The students are more morally responsible, emotionally stable and well exposed to industrial norms and practices after the exercise.	222	85.4	38	14.6
	Average	232.43	89.39	27.57	10.63

The average responses of the respondents to the research questions is as shown in Table 4. It showed that 246 (94.6%) of the respondents agreed that the challenges and issues encountered during the training serve as a learning period, preparing them for what they will likely meet in the future in the actual work environment; 238 (91.4%) of the respondents agreed that Industrial exposure during the IT attachment improves the theoretical know-how and makes the students more efficient; 235 (90.3%) of the respondents agreed that The relevant industries or organizations that are primary beneficiaries of the industrial skills acquired after graduation are well involved in the training programme.; 233 (89.7%) of the respondents agreed that IT enhances the better performance of students in the industry later in life, thereby contributing to their quotas in building the nation's manpower towards technological and economic development ; .; 228 (87.7%) of the respondents agreed that the students are well exposed to meeting different classes of people in society, even during school, improving their level of interaction skills and ability to work as a team ; 225 (86.5%) of the respondents agreed that the SIWES allows the students to be able to write field reports and final year project reports properly.; 222 (85.4%) of the respondents agreed that the students are more morally responsible, emotionally stable and well exposed to industrial norms and practices after the exercise. The

average of their responses yields 232.43 (89.39%), which implies that SIWES, as carried out in EKSU, meets the FGN set objectives for the programme.

#### IV. DISCUSSIONS

The study's findings revealed that the SIWES programme is fair and effective as it is being run at EKSU, Ado-Ekiti. This is in tandem with the motive of establishing the SIWES unit at the University, which was to ensure students' successful participation in SIWES. This result, therefore, is expected as the Unit is working towards realizing its purpose of establishment, which was to expose students to the essential skills that will make them familiar with and relevant to what happens in the industries (Abatan, Olateju & Abatan, 2015).

The study's outcome also showed that the challenges facing the SIWES programme at EKSU are enormous. Some of the major challenges are students' unwillingness to secure places very relevant to their areas of disciplines because of immediate monetary gain; students' unwillingness to secure organisations (that are very relevant to their disciplines) but too far from their homes due to lack of accommodation or financial constraints; refusal or unwillingness of some organisations to accept prospective students into their establishments due to

financial constraints; refusal or unwillingness of some organisations to accept prospective students for their industrial attachments due to bad attitude of some of them in the past.; lack of adequate facilities in some of the organisations for students to receive quality training; Inadequate or poor supervision of students on IT by institution-based supervisors; inadequate or poor supervision of students on IT by industry-based supervisors and incompetency or unwillingness of some industrial staff to share vital or necessary skills with the students in training.

These observations are similar to those of Ogbonnaya (2021), who stated that the challenges facing the implementation of the scheme include inadequate/poor orientation of students, poor supervision, wrong placement and non-cooperation of some industrial workers, among others. These problems seem familiar to the programme, as is also evident in Ekiti State University, Ado-Ekiti.

The work further revealed the strategies that can be adopted towards ameliorating or eliminate the challenges facing the effectiveness of SIWES in EKSU, Ado-Ekiti to include that students should be posted to industries or establishments that are very relevant to their areas of discipline; all documents (log books, IT letters, etc.) should be released to the students on time to ensure proper placement of students to relevant industries.; all SIWES stakeholders (NUC, ITF, FGN, NCCE and NBTE) should form a synergy for proper coordination of the exercise; SIWES units in all institutions should ensure adequate provision of training facilities before posting students for industrial attachments; proper re-orientation should be given to both industry and institution-based supervisors in order to be informed of what is expected of them during the exercise; a monitoring team should be formed to monitor SIWES exercise nationwide; industry-based supervisors should be properly monitored through feed backs from the students and anybody found wanton should be sanctioned and the major stakeholders should ensure smooth running of the academic calendar in order for the students to manage the SIWES period optimally. It is assumed that if these strategies are adopted, SIWES in EKSU would adequately fulfil its purpose of establishment, which was to acquire the needed industrial skills by the students in their field

of study and to be familiar with modern equipment and state-of-the-art practice in the industry (Abatan, Olateju & Abatan, 2015).

Finally, the study pointed out how SIWES is being carried out in EKSU meets the Federal Government set objectives for the programme. This result is desirable to justify the purpose of its establishment in the University, significantly as Agwuna (2012) opined that SIWES provides an opportunity for the students to apply their classroom knowledge to actual life work situations, thereby bridging the gap between theory and practice.

## V. CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSION

The appraisal of the effectiveness of the SIWES unit in achieving the core objectives of the scheme using a typical Nigerian University, Ekiti State University (EKSU), Ado-Ekiti, as a case study is examined in this work. It appraised the SIWES programme as being run in EKSU, using descriptive research survey type. The population was the final year students in the five faculties that normally present students for SIWES in the institution. Out of them, two hundred and sixty (260) students who had done their SIWES were purposively sampled for the study.

The findings of the study revealed that SIWES programme as it is being run in EKSU, is fair and effective, and meet the FGN set objectives for the programme. Some of the major challenges are students' unwillingness to secure places very relevant to their areas of disciplines because of lack of funds and students' unwillingness to secure organisations (that are very relevant to their areas of disciplines) but too far from their homes due to lack of accommodation or financial constraints. The study recommended various possible ways of overcoming the challenges such as forming a synergy between institution and industry-based supervisors, provision of accommodation by the employers, early issuance of log books, Industrial Training (IT) letters and proper supervision/coordination by all the stakeholders

## RECOMMENDATIONS

The following recommendations were made based on the findings of the study

- i. SIWES (EKSU) should work more towards achieving improved effectiveness of the programme in the University.
- ii. The FGN should strengthen the scheme through provision of adequate funding in order to enable the scheme to carry out its numerous activities effectively
- iii. A post SIWES seminar should be organized annually to review its activities for optimum performance
- iv. The FGN should encourage some private industries/organisations who are implementing SIWES objectives effectively by granting them tax-relief and other
- v. The SIWES unit should make sure that students secure placement in well-equipped facilities
- vi. The SIWES unit should make sure students secure placement in industries that are very relevant to their areas of disciplines
- vii. It is recommended that the suggested methods/strategies should be adopted by SIWES (EKSU) unit in solving/reducing the challenges.

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