

Relevance of Siwes to Business Education Programme in College of Education

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Abstract: *The paper relevance of siwes to business education programme in college of education. The paper aimed at examining the relationship between SIWES and business education programme, determining the challenges confronting the effectiveness of SIWES in Nigeria and assessing the effectiveness of SIWES in meeting the work experience needs of business education products. A total of 100 respondents were selected from the population figure out of which the sample size was determined. Data was collected by means of structured questionnaires administered randomly to students of Adeniran Ogunsanya College of Education, Lagos, Nigeria. The analyses of collected data revealed a significant between SIWES and business education programme.*

Introduction

Business education is studied at secondary and higher schools around the nation as a part of technical and vocational education. that is, colleges of education, polytechnic institutions, and universities. According to Osuala (2012), Business Education is divided into two parts: office education, which is vocational in nature for office careers and general business education which is a programme that provides information and competencies needed for managing businesses. The main goal of business education is to encourage the learning of the skills needed to succeed in the workplace, whether one is an employer of labor or an employee. The foundation of the Student Industrial Work Experience Scheme was necessitated by the requirement to ensure that students' theoretical learning is matched with their practical learning (SIWES). Because engineering and technology students in Nigerian universities and polytechnics were unable to complete the practical components of their education, SIWES, one of the Industrial Training Fund (ITF) programs, was established in 1974. That is, there is a requirement for students to be able to integrate their academic theory with the practical components of their professional training. One of the guiding principles of any industrial work experience program for students in educational institutions, according to Ekpenyong (2011), is the desire to combine the practical and theoretical learning that distinguishes traditional classroom settings in order to strike a balance between theory and practice. The author emphasized further that it was in recognition of this that the ITF, when it was founded, set out to study the degree to which students in Nigerian institutions offering technology-based courses in engineering technology and other allied fields' theoretical knowledge related to the kind of work experience expected of them by employers. The ITF survey's findings revealed a significant gap between students' knowledge and their capacity to use it in pertinent employment. The ITF launched a cooperative internship program in 2014 to close the gap between the two, allowing technology students to use a portion of their coursework to gain relevant on-the-job experience in useful sectors of the Nigerian industry (Ekpenyong, 2011). The author also emphasized that the internship program, SIWES, can be viewed as something that is meant to provide Nigerian students enrolled in courses with a vocational focus with practical experience to complement their theoretical education. According to Ekpenyong (2011), SIWES's goals include:

1. To expose students to work methods and give them experience with handling equipment and machinery that may not be available in educational institutions;
2. To supplement the theoretical learning of students from academic institutions with practical industrial activities in various disciplines;
3. To expose and prepare students for the industrial work situation they are likely to encounter after graduation;

The above objectives of SIWES are laudable but for these objectives to be achieved there must be conscious efforts by all that have stake/stakeholders in SIWES. The effective administration of SIWES falls on the ITF, a student's own institution and the employers. The ITF is saddled with several responsibilities aimed at ensuring the effectiveness of SIWES and some of the responsibilities include: prospecting for places for students on industrial attachment, provision of logistic materials needed to administer the programme, supervision and assessment of the performance of students on industrial attachment, ensuring payment of student monthly allowances, arranging Group insurance scheme for students on attachment and disciplining defiant students and those who perform poorly on the programme. The institution also has a unique role to play in guaranteeing the program's effectiveness. The institution is responsible for ensuring that students are ready for industrial attachment and are then placed with businesses. Additionally, it guarantees that pupils who are attached to other people are properly and thoroughly supervised (Ekpenyong, 2011).

Employers have a responsibility to accept students on attachment and place them in positions where they will receive the best training and supervision. Additionally, the employer makes sure that students receive their monthly stipend and follow all guidelines governing the program. The students' main responsibilities are showing up on time and regularly to the attachment site and making sure the student log book is filled out.

The organizations, in addition to the school and other governmental oversight bodies (such as the National Universities Commission, National Board for Technical Education, and National Commission for Colleges of Education), are extremely important in ensuring that students in business education receive proper and adequate training in accordance with the requirements of the modern workplace. The schools where students are exposed to theoretical knowledge and the organizations where they are exposed to in-depth practical knowledge must properly collaborate for there to be efficacy and the accomplishment of the overall mandate of SIWES. It would be guaranteed that the graduates from the various schools would be of higher quality and productivity after the gap between the school and the industry (organization) has been closed.

Statement of the Problem

In order to ensure that engineering technology and management students who graduate from universities and related tertiary courses in technical and business education in colleges of education have not only theoretical but also practical competence in the areas of technology, management, and economics, SIWES was established in the year 1974 by Industrial Training Fund (ITF) to address a felt need for individual efficiency by those who left school to work. The students in these programs are equally enrolled in the program since business and technical education are tied to the industry. As it relates to students enrolled in business education, there hasn't been any conclusive proof of SIWES' success over the years. Given the conflicting and unsupported opinions on the scheme's efficacy in Nigeria, the study set out to determine how SIWES related to the goals of business education programs.

Purpose of study

The study sought to assess SIWES relevance to business education programme objective. Specifically, the study sought to;

- Examines the relationship between SIWES and business education programme objectives.
- Determine the challenges confronting the effectiveness of SIWES in Nigeria.

Research Questions

- What is the relationship between SIWES and business education programme objectives?
- What are the challenges confronting the effectiveness of SIWES in Nigeria?

Research Hypotheses

Ho1 There is no relationship between SIWES and business education programme objectives.

Ho2 There are a few challenges confronting the effectiveness of SIWES in Nigeria.

METHODOLOGY

Research Design

The research design used was descriptive survey, because it provide a wide scope of information for the study

Population of the study

The target population of this study is mainly all 300 level of Business Education in AOCOED Ijanikin, Lagos state.

Sample and Sampling Technique

The sample size was one hundred (100) Business Education students which was selected randomly. The technique used in selecting the sample size of the population element was random sampling method.

Research Instrument

The basic instrument for this research study was a structured questionnaire drawn out of research hypothesis. The questionnaire was divided into two (2) parts, the first part contained the bio-data of respondents while the second part contained twenty (20) items that seek answer to research questions raised by the researcher. The statements was constructed and the responses provided on four (4) points likely scale of Strongly Agreed (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

Method of Data Collection

After the assessment and validation of the instrument, the questionnaire was designed and personally distributed to the respondents in their respective locations. The respondents attempted each item on the questionnaire independently and after that the completed questionnaire were collected by the researcher.

Method of Data Analysis

In analyzing the collected data, the completed questionnaire was used it therefore subjected to frequency distribution table and chi-square (X^2) method of analysis which enhanced the study by showing the relationship between two or more independent variable

Formula for Chi-square is given below:

$$X^2 = \frac{\sum(O-E)^2}{E}$$

Presentation of Data and Analysis

This chapter involves the data analysis, presentation, discussion and interpretation of findings in relation to the study objective. The researcher is administered a total number of one hundred (100) questionnaire to the respondents of student in Ojo local government.

Analysis of frequency distribution of respondents characteristics**Table 1: Sex Distribution of the respondents**

Sex	Frequency	Percentage (%)
Male	38	38%
Female	62	62%
Total	100	100%

Source: Fieldwork, 2021

The table above shows that 38% of the respondents were male while 62% of the respondents were female in the study area. This means there were more female respondents in the study area.

Table 2: Age Distribution of the respondents

Age Range	Frequency	Percentage (%)
20-23	22	22%
24-25	28	28%
26-27	29	29%
28-30	13	13%
Above 30	8	8%
Total	100	100%

Source: Fieldwork, 2021

The table above shows that 22% of the respondents fall below the age bracket of 20-23years, 28% of the respondents fall below the age bracket of 24-25years, 29% of the respondents fall below the age bracket of 26-27years, 13% of the respondents fall below the age bracket of 28-30years while the remaining 8% fall between the age bracket Above 30.

Testing of Hypothesis**Hypothesis One**

H01: There is no relationship between SIWES and business education programme objectives

Item	SA	A	D	SD	Total
1	44	51	4	1	100
2	34	32	19	15	100
3	34	32	19	15	100
4	38	26	17	19	100
5	25	30	29	16	100
6	31	19	18	32	100
Total	206	190	106	98	600

Expected Value: Total Rows x Total Columns

$$E1: \frac{206 \times 100}{600} = 34.3$$

$$E2: \frac{190 \times 100}{600} = 31.7$$

$$E3: \frac{106 \times 100}{600} = 17.7$$

$$E4: \frac{98 \times 100}{600} = 16.3$$

Table 7: Contingency Table

Item	O	E	O - E	O - E ²	O - E ² E
1	44	34.3	9.7	94.09	2.7
	51	31.7	19.3	372.49	11.8
	4	17.7	-13.7	187.69	10.6
	1	16.3	-15.3	234.09	14.4
2	34	34.3	-0.3	0.1	0
	32	31.7	0.3	0.1	0
	19	17.7	1.3	1.7	0.1
	15	16.3	-1.3	1.7	0.1
3	34	34.3	-0.3	0.1	0
	32	31.7	0.3	0.1	0
	19	17.7	1.3	1.7	0.1
	15	16.3	-1.3	1.7	0.1
4	38	34.3	3.7	13.7	0.4
	26	31.7	-5.7	32.49	1.0
	17	17.7	-0.7	0.5	0
	19	16.3	2.7	7.3	0.5
5	25	34.3	-9.3	86.5	2.5
	30	31.7	-1.7	2.9	0.1
	29	17.7	11.3	127.7	7.2
	16	16.3	-0.3	0.1	0
6	31	34.3	-3.3	10.9	0.3
	19	31.7	-12.7	161.29	5.1
	18	17.7	0.3	0.1	0
	32	16.3	15.7	246.5	15.1
					E = 72.1

Degree of freedom

$$\begin{aligned}
 \text{D.F} &= (R - 1) (C - 1) \\
 &= (6 - 1) (4 - 1) \\
 &= 5 \times 3 \\
 &= 15
 \end{aligned}$$

Table 8: Chi square table

Item	SA	A	D	SD	Total	D.F	S.L	X ² Tab	X ² Cal	Decision
1	44	51	4	1	100	15	0.05	72.1	25.0	Rejected
2	34	32	19	15	100					
3	34	32	19	15	100					
4	38	26	17	19	100					
5	25	30	29	16	100					
6	31	19	18	32	100					
Total	206	190	106	98	600					

Decision Rule

Where calculated chi-square is greater than the table value, the hypothesis is rejected, but if the calculated chi square is lesser than the table the hypothesis is accepted. Therefore, Null Hypothesis is rejected being chi-square calculated is greater than the table value

Findings:

With 0.05 level of significant and 15 (D.F) table value 72.1 while calculated value is 25. Hence $X^2 \text{ Tab} < X^2 \text{ cal}$, therefore H_{01} is rejected.

Discussion of Finding

Having used the hypothesis to generate statement administered to the respondents and tested with chi-square. The findings show that SIWES methods affect the business education programme. At the end the hypothesis which says "There is no relationship between SIWES and business education programme objectives is rejected while the alternate hypothesis accepted.

Hypothesis Two

H₀₂: There are few challenges confronting the effectiveness of SIWES in Nigeria

Item	SA	A	SD	D	Total
7	44	49	4	3	100
8	41	18	19	22	100
9	28	37	18	17	100
10	37	33	15	15	100
11	39	35	14	12	100
12	31	31	19	19	100
13	32	42	11	15	100
14	33	23	20	24	100
Total	285	268	120	127	800

Expected Value: Total Rows x Total Columns

$$\begin{aligned}
 \text{E5: } & \frac{285 \times 100}{800} = 35.6
 \end{aligned}$$

$$E6: \frac{268 \times 100}{800} = 33.5$$

$$E7: \frac{120 \times 100}{800} = 15$$

$$E8: \frac{127 \times 100}{80} = 15.9$$

Table 10: Contingency Table

Item	O	E	O - E	O - E ²	O - E ²
7	44	35.6	8.4	70.6	1.9
	49	33.5	15.5	240.25	7.2
	4	15	-11	121	8.1
	3	15.9	-12.9	166.41	10.5
8	41	35.6	5.4	29.2	0.8
	18	33.5	-15.5	240.3	7.2
	19	15	4	16	1.1
	22	15.9	6.1	37.21	2.3
9	28	35.6	-7.6	57.8	1.6
	37	33.5	-3.5	12.3	0.4
	18	15	3	9	0.6
	17	15.9	-8.9	79.2	5.0
10	37	35.6	1.4	2.0	0.1
	33	33.5	-0.5	0.3	0.0
	15	15	0	0	0
	15	15.9	-0.9	0.8	0.1
11	39	35.6	3.4	11.6	0.3
	35	33.5	1.5	2.3	0.1
	14	15	-1	1	0.1
	12	15.9	-3.9	9	0.6
12	31	35.6	-4.6	21.2	0.6
	31	33.5	-2.5	6.3	0.2
	19	15	4	16	1.1
	19	15.9	3.1	9.6	0.6
13	32	35.6	-3.6	13.0	0.4

	42	33.5	8.5	72.3	2.2
	11	15	-4	16	1.1
	15	15.9	-0.9	0.8	0.1
14	33	35.6	-2.6	6.8	0.2
	23	33.5	-10.5	110.3	3.3
	20	15	5	25	1.7
	24	15.9	8.1	65.6	4.1
					E = 63.6

Degree of freedom

$$\begin{aligned}
 \text{D.F} &= (R - 1) (C - 1) \\
 &= (8 - 1) (4 - 1) \\
 &= 7 \times 3 \\
 &= 21
 \end{aligned}$$

Table 11: Chi square table

Item	SA	A	SD	D	Total	D.F	S.L	X ² Tab	X ² Cal	Decision
7	44	49	4	3	100	21	0.05	63.6	32.67	Rejected
8	41	18	19	22	100					
9	28	37	18	17	100					
10	37	33	15	15	100					
11	39	35	14	12	100					
12	31	31	19	19	100					
13	32	42	11	15	100					
14	33	23	20	24	100					
Total	285	268	120	127	800					

Decision Rule

Where calculated chi-square is greater than the table value, the hypothesis is rejected, but if the calculated chi square is lesser than the table the hypothesis is accepted. Therefore, Null Hypothesis is rejected being chi-square calculated is greater than the table value

Findings:

With 0.05 level of significant and 21(D.F) table value 63.6 while calculated value is 32.67. Hence X² Tab < X²cal, therefore H₀ is rejected.

Discussion of Finding

Having used the hypothesis to generate statement administered to the respondents and tested with chi-square. The findings show that effectiveness of SIWES in Nigeria have some few challenges. At the end the hypothesis which says "There are few challenges confronting the effectiveness of SIWES in Nigeria" is rejected while the alternate hypothesis accepted.

Conclusion

The primary purpose of this study is to assess SIWES relevance to business education programme objective. Other secondary objectives guided the collection of primary data. A review of existing literature on the subject of business education and SIWES

were presented in chapter two. Beside the secondary data, a primary data was gathered through the use of questionnaires from the sampled population selected for this study. A total of 100 respondents contributed to the findings of this study.

An important component of the efficient teaching and learning of skill-based courses like business education is SIWES, which this paper has been able to analyze to a respectable extent. This article comes to the conclusion that SIWES is successful in satisfying the requirement for work experience of Business Education students in tertiary institutions in the states of Delta and Edo based on the information gathered and the analysis that followed. It follows that good and efficient SIWES administration will contribute significantly to raising and raising the workforce's competencies. Therefore, firms will have to spend less on staff training and retraining. The establishments that host students on industrial attachments can also be said to be ineffectively managing SIWES. This development has the implication that the morale of the students receiving SIWES training will be poor and that the ultimate goal of the program may not be achieved.

Recommendations

This empirical investigation has revealed outstanding findings and based on that, the following recommendations are therefore advanced:

1. Students' Industrial Works Experience Scheme (SIWES) needs to be strengthened by all concerned stakeholder in order for its objectives to be realized;
2. Regular monthly allowances for students on attachment should be paid promptly;
3. Organizations should always accept students for SIWES and subsequently assign them to relevant jobs;
4. Experienced staff should always be made to train the students on attachment;
5. Business education students learning progress should be closely monitored and supervised by experienced staff;
6. Employers of labour should be more willing to absorb Business Education students for SIWES.

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