

**STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME IN ENHANCING  
EMPLOYABLE SKILLS IN LIBRARY AND INFORMATION SCIENCE  
STUDENTS IN TERTIARY INSTITUTIONS IN CROSS  
RIVER STATE, NIGERIA.**

BY

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## **ABSTRACT**

Employment opportunities and employability tendency among undergraduates in Nigeria is a matter of deep concern across the nation. Every year, several schools produces graduates, many with little or no skills to fit into the labour market. Employable skills demands that a student have the required vocational knowledge and other possible experiences to fit into a particular job role. Based on this, the study seeks to examine students' industrial work experience scheme (SIWES) on enhancing employable skills of Library and information (LIS) students in Tertiary Institutions in Cross River State. Four research questions were formulated to guide the study. The study adopted the survey design. A Purposive sampling technique was used to select 176 final year students of library and information science from two tertiary institutions in Cross River state, Nigeria: University of Calabar (UNICAL) and Cross River University of Technology University (CRUTCEH), Calabar. The instrument used for data collection was the questionnaire. Data collected were analysed using one-way analysis of variance. Findings revealed that the majority of LIS students understudied benefit from SIWES to a high extent. The employable skills enhanced through SIWES include; computer skills, cataloging skills, classification skills, time management skills, innovation skills, library management skills, leadership skills, and teamwork skills among others. Noticeable challenges facing SIWES include finance, students' placements as a result of non-acceptance of students by some employers into their establishments, inadequate supervision of trainees as well as irregularity in the academic calendar of institutions among others. It was recommended that there should be serious monitoring of both supervisors and students, Organizations should always accept students for SIWES and students should be placed in their areas of discipline within the industry or office for training.

Keywords: Employable skill, undergraduate, library and information science, SIWES,

## **INTRODUCTION**

The Student's Industrial Work Experience Scheme (SIWES) was established on 24<sup>th</sup> April, 1973. It is a skill training programme designed to expose and prepare students of universities and other tertiary institutions for the work situation they may likely meet after their graduation, because it is planned and structured towards the development of the participant's occupational competencies. Edebeatu (2009) observed that employability skill is a group of essential abilities that involves the developments of knowledge-based expertise level and mind-set that is increasingly necessary for success in the modern workplace.

Therefore, SIWES is a compulsory requirement for graduation in Nigerian Universities for some courses.

These students' industrial skill is not to be acquired only for the purpose of gaining expertise and knowledge for government or private job opportunities, but also to enhance and build up students' productivity and prepare their minds towards establishing their own businesses and organizations. It is a chance for you to put what you have learnt at the university to work in the kind of real-life situations you will come up against when you start your career. Many employers use industrial work experience as a prerequisite for new graduates. Employers also use this as a chance to access new employees for future employment if they can demonstrate the ability to take responsibility, make sound decisions and apply technical skills.

Industrial work experience is the accepted training programme, which is part of the approved minimum academic standard for various degrees in Nigerian Universities. It is aimed at bridging the existing gap between the theory and practical aspects of some programmes in Nigerian tertiary institutions. Before establishing this scheme, industries and other employers of labour have keenly observed the deficiency in the practical aspect of the course of study or programmes, they, therefore, concluded that the theoretical education being received in our tertiary institutions was not enough. It is a programme involving the students, the universities and the employers of labour. It is funded by the Federal Government and jointly coordinated by the Industrial Training Fund (ITF) and the National Universities Commission (NUC). The minimum duration for SIWES should be 24 weeks (6 months) normally, students are to be supervised by professional ITF Staff and institutions supervisors.

There is a high level of demand in public and private sectors for effective and efficient workers over the years, this necessitated a quest for higher institutions to pay due attention and devise different methods to impact and build students of tertiary institutions. One of the strategies is the development of students' skills that will impact directly on their social wellbeing and national development. Okpor and Hassan (2012) suggested that, for proper skills to be inculcated amongst learner of any studies, vocational and technical education must be given prior attention in Nigeria. According to Inyiagu (2012), SIWES is an effort to bridge the gap between theory and practice of professional educational programmes in Nigerian tertiary institutions. SIWES enables students to acquire technical skills and experience for professional development in their studies. Before the inception of the scheme, there was a growing concern among Nigerian industrialists that graduates of institutions of higher learning lacked adequate practical background and experiences necessary for employment. To this regards, employers were of the opinion that the theoretical education provided by the higher institution does not meet or satisfy the needs of the economy. It was against this background that SIWES introduced to provide students with the opportunity and exposure to enable them acquire prerequisite practical knowledge and skills (Ikukanda, 2013).

This work experience program gives students the opportunity to be part of an actual and real work situation outside the classroom. The impact of SIWES has thus, been a cause of concern to education and economic planners, particularly with respect to graduate employment. There are also mixed concerns about how much of it is actually helpful to students' academic performance and job readiness after graduation. While some institutions and programs permit SIWES for only three months, others go for up to one year. As the name implies, it is a training scheme designed to provide industrial jobs and occupational skills to

students in vocational and technical fields of study in institutions of higher learning throughout Nigeria, before graduating to complement their training in the school. The aim is to help the students to achieve their set goals and become specialists in their various fields of study. There is no doubt that SIWES is a laudable skills development programme, geared towards bridging the gap between theories learned in the class and the actual practice. In the light of the above, students of Library and information science undergoing SIWES are expected to acquire practical skills in their various disciplines (options). However, this is not the case as Okoh (2010) observed that there is lack of practical skills among graduates of Nigerian institutions of higher learning. This situation has given rise to complaints, among parents and industries, that graduates of tertiary institutions are half-groomed, lack manipulative and vocational skills, and not employable. The situation also gave rise to the question as to whether the SIWES is an effective platform for equipping Library and information science (LIS) students with the competencies and skills required of them. It therefore became necessary to conduct an empirical study to examine the influence of students' industrial work experience scheme (SIWES) in enhancing employable skills of LIS students in Tertiary Institutions in Cross River State.

### **Purpose of the Study**

The main purpose of this study was to ascertain the influence of students' industrial work experience scheme (SIWES) in enhancing employable skills of LIS students. Specifically, the study sought to:

1. Examine the benefits of SIWES to LIS students.
2. Determine the employable skills enhanced through SIWES
3. Ascertain the problems limiting the achievement of SIWES objectives as it applies to LIS students.
4. Determine the strategies for enhancing SIWES efficiency and effectiveness.

### **Research Question**

1. What are the benefits of SIWES to LIS students?
2. What are the employable skills enhanced through SIWES
3. What are the problems limiting the achievement of SIWES objectives as it applies to students of LIS?
4. What are the strategies for enhancing SIWES efficiency and effectiveness?

### **Literature Review**

Student Industrial Work Experience Scheme (SIWES) as reported by Usman and Tasmin (2015) was introduced in Nigeria by the Industrial Training Fund (ITF) in 1973, to bridge the gap between theory and practice of Engineering and Technology in Nigeria tertiary institutions of higher learning. This is to say that, SIWES was introduced to enable Nigeria students in the tertiary institutions of higher learning, to match their theoretical school knowledge with the practical aspect of their training in the industry. They conceived that student industrial work experience scheme (SIWES) is a skill development program designed to expose and prepare students for real work in which they are likely to meet in their various discipline after graduation from school They further stated that SIWES is designed to help

and consolidate school/industry collaboration of undergraduate students undergoing courses in Science, Engineering and Technology and other professional courses to acquire necessary practical skills in addition to theoretical knowledge gained in the classroom. It is a program that uses the work environment to expose students to work methods and provide needed experience in handling tools, machinery and equipment that may not be available in educational institutions. SIWES is a training programme that provides students with the opportunity to apply their knowledge to real life work situation thereby bridging the gap between theory and practice (Agwunan, 2012).

Gill and Lashine (2003) identified the general skills students acquire through SIWES to include working in teams; presenting orally and problem-solving skills; communication and time management; better self-confidence and better self-motivation; flexibility and willingness to handle a wide range of tasks; ability to handle change; continual learning and entrepreneurial attitude; computing skills and knowledge of current information systems, and information delivery mechanisms among others. Similarly, Abraham-Ibe (2015) reported that through SIWES students have the opportunity to develop the much needed skills such as teams work skills; problem-solving skills; communication and time management skill among others while pursuing their academic qualifications in the universities. The students industrial work experience scheme (SIWES) has been in existence for over 35years with the collaborative effort of tertiary institutions and other agencies/organizations that accredit the activities of tertiary institutions such as the National Universities Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) and Industrial Training Fund (ITF) which is the fund disbursement unit (Eneje, 2012).

SIWES forms part of the approved minimum academic standards in these institutions and it is also a core academic requirement carrying four to six credit units, which must be met by the students before graduation (Ahmed in Abraham-Ibe, 2015). As an industrial attachment process, SIWES extends and enlarges the learning environment and resources beyond the capabilities of the school thereby enlarging the scope and quality of practical skills that students can acquire. It helps students to acquire occupationally oriented knowledge, skills and work attitudes with immediate opportunity to apply them in real world of work (Ogbu, 2015). The major objectives of establishing the scheme as published in Industrial Training Fund (ITF) includes: 1. To expose and prepare students to method in handling equipment and tools that may not be available in educational institution. 2. To expose the instructors/ lectures to new developments in industrial sectors. 3. To promote cordial relationship between institution and industrial sectors. 4. To involve employer of labour in the entire educational process of preparing students as future employers. 5. To expose and prepare students in vocational technical and science related course for the industrial work situation they are likely to meet after graduation. 6. To bridge the gap between theoretical learning in the class and practical experiences in the field. 7. To prepare students for a business career by merging their analytical power with the practical skills for self-reliance (Industrial Training Fund 2006).

### **SIWES Challenges in Enhancing Employment and Employability Skills of Library and Information Science Students**



SIWES is faced with numerous challenges that serves as a virus that hinders the actualization of its stated objectives. These challenges include finance which affects certain aspects of its operation like students' supervision and payment of allowances to participants. Some employers are not willing to accept students into their establishments due to attitudes of some students and for not wanting to take responsibility of remuneration of students after completion of the; this is a challenge (Anyane & Ochuba, 2020). There is also the problem of some students wanting to choose places of attachment by themselves for reasons ranging from not wanting to be far from their homes and wanting to use the period for enjoyment and leisure like holiday period, thereby choosing places that are not related to their profession (Ojokuku, Emeahara, Aboyade, & Chris-Israel, 2015). An example is a LIS student training in an automobile workshop instead of an academic, a school, special Libraries or as a receptionist in a business firm; this has defeated the objectives of the scheme because no practical experience will be acquired at the end of the training.

Ubale (2014), identified some of the problems to include; short duration of the programme which makes it impossible to acquire the needed practical skills; students were sometimes given other assignments other than their primary objectives, students reporting late at their places of assignment due to inability to secure the right places of attachment when they were posted, as well as rejection of students by some organization; conflict sometimes arise between what is taught to students and what obtains in the industries, inadequate/poor supervision of students; some students do not receive training throughout the period due to inadequacy of facilities for training of the attached; lack of commitment by companies/establishment staff to expose the students to the required skills and training needed, some of the industry based supervisors may be hostile to the students and may not be ready to help the students to learn; students arrange for their own accommodation which is a constraint due to the financial implications of getting a convenient place for them .Effah, Bomphong, Adu, Anokye & Asamoah (2014); also identify barriers such as difficulty in getting placement, poor supervision from industry based supervisors, restriction of trainees from accessing machinery and equipment, high cost of undergoing the programme, lack of training materials, lack of appropriate skills among professionals among others. Other barriers include shortness of the industrial training period which makes it difficult for trainees to have sufficient industry exposure (Karunaratne & Perera, 2015); unfriendliness of industry workers towards trainees, who for fear of losing their jobs to trainees are unwilling to provide in-depth training to them (Bukaliya, 2012).

Strategies for Enhancing Students Industrial Work Experience Scheme A number of strategies that could enhance SIWES have also been identified. Kuranaretne & Perera (2015) posit that SIWES will yield the expected result if training is channelled to developing trainees' skills by exposing them to creativity based learning projects and presentation skills, team work activities and managerial skills results. The following as suggested by Oladimeji et al (2016), are some of the solutions or strategies for enhancing SIWES; (i) Proper Coordination and Supervision of the Exercise by various bodies involved in the management of the SIWES exercise i.e. Federal Government, Industrial Training Fund (ITF), NUC, NBTE and NCCE. (ii) The various bodies involved in the management of the SIWES programme should liaise with the various industries ahead of time so as to minimize or reduce to the barest minimum the high level of refusal to accept students for their industrial training. (iii) Issuing of Log Books/IT Letters in time: The log books used by the student during the

industrial training period and the IT letters should be issued to the students in time. (iv) The various institutions should endeavour to employ experts in the areas of career development to manage the student's industrial placement centres (v) Timely payment of SIWES allowance to students Bukaliya (2012) add that the SIWES period should not be too short if trainees are to benefit maximally.

In fact, respondents in a study by Mihail in Ijeoma, Anthonia and Fidelia (2017) were of the opinion that the training period should range between 6 and 9 months instead of 3 months. The preceding discussion indicates that the issue of SIWES by students of LIS is not new. However, most of the literature in existence on the subject emanating from Nigeria are either theoretical in their approach or written from the perspective of industry trainers. This is not sufficient to provide a balanced view of the scheme. Moreover, there is insufficient research on the perception of LIS students in Nigeria on the employable skills enhanced through student's industrial work experience scheme (SIWES). This is the gap that this study intends to fill. The study adopted the survey design. A sample size of one hundred and seventy-six (176) final year LIS students was purposively drawn from two tertiary institutions in Cross River state, Nigeria. 126 from Cross River University of Technology (CRUTECH) and 50 students from University of Calabar (UNICAL). The instrument used for data collection was a structured questionnaire entitled: Students Industrial Work Experience Scheme in Enhancing Employable Skills of Library and Information Science Students Questionnaire (SIWESEESQ) which consisted of 29 items. A 4-liket Scale showing Strongly Agree (SA)=4, Agree (A)=3, Disagree (Disagree (D)=2 and Strongly Disagree (SD)=1. The instrument was validated by two experts, one in the department of LIS and the other in the department of Test and Measurement. Cronbach Alpha technique was used to determine the internal consistency of the questionnaire items. A coefficient of 0.76 was obtained. The data collected were analysed using one-way analysis of variance. Data Presentation, Analysis and Discussion. The Data collected to answer the research questions were analysed using descriptive statistics (mean and standard deviation).

An empirical study by Ojokuku, Emeahara, Aboyade and Chris-Israel (2015) examined the influence of Students Industrial Work Experience Scheme on Professional Development of Library and Information Science Students in South-West, Nigeria. Descriptive 2 research design was adopted for the study and total enumeration sampling technique was used to select 277 respondents covering three institutions; Adeleke University, Ede Osun state, University of Ibadan, Ibadan and Tai Solarin University of Education, Ijebu Ode, Ogun state. The respondents are students who have gone through student industrial experience scheme. Questionnaire was the instrument used for data collection. Data collected was analysed using descriptive statistics and simple percentages. Findings revealed that majority of LIS students understudied had their trainings in the libraries. The facilities available at the places of training included: computer laboratories, internet services, e-libraries and audio-visuals. Computer laboratory and internet facilities had the greatest frequencies 207(93.7%) each These accounted for the students' perceptions that SIWES influences professional development positively with response rate of 216 (97.7%) agreement, and that SIWES exposed them to new work methods also with response rate of 216 (97.7%) agreement. It was also discovered that SIWES provides avenue for technical skill development with response rate of 208(94.1%) in agreement. Noticeable challenges facing SIWES include finance, students' placements as a result of non-acceptance of students by

some employers into their establishments, inadequate supervision of trainees as well as irregularity in academic calendar of institutions among others. It was recommended that institutions and other stakeholders should look keenly into the modalities and operations of the scheme to allow the scheme achieve its stated objectives.

In another study by Anyaeneh and Ochuba (2020) study sought to ascertain the influence of students' industrial work experience scheme (SIWES) on enhancing employable skills of business education students in Federal Tertiary Institutions in Anambra State. Four research questions were used to guide the study. The study adopted the survey design. A Purposive sampling technique was used to select 150 final year business education students from two federal tertiary institutions in Anambra state, Nigeria: Federal College of Education (Technical) Umunze and Nnamdi Azikiwe University, Awka. Questionnaire was the instrument used for data collection. Data collected was analysed using weighted mean and standard deviation. Findings revealed that majority of business education students understudied benefit from SIWES to a high extent. The employable skills enhanced through SIWES includes; typing skills, time management skills, innovation skills, leadership skills, team work skills among others. Noticeable challenges facing SIWES include finance, students' placements as a result of non-acceptance of students by some employers into their establishments, inadequate supervision of trainees as well as irregularity in academic calendar of institutions among others. It was recommended that there should be serious monitoring of both supervisors and students, Organizations should always accept students for SIWES and students should be placed in their areas of discipline within the industry for training.

Again, Isibor and Okara (2020). The study was carried out to assess the effectiveness of SIWES programme undertaken by technical College Students in Delta State, Nigeria. Three research questions were raised to guide the conduct of the study. The population consisted of all 315 final year students of all the Technical Colleges in Delta State, 153 students and 20 teachers were drawn using a proportionate sampling technique were used as respondents for this study. A 28-item structured questionnaire titled assessment of effectiveness of SIWES undertaken by Technical College Student Questionnaire (AESUTCSQ) with a four-point rating scale was used for data collection. Mean and standard deviation were used to answer the research question. The instrument was validated by two experts in the Department of Curriculum, Measurement and Evaluation from Federal College of Education (Technical) Asaba, Delta State and the reliability of the instrument was pre-tested on eight technical students and two technical teacher of Benin technical College Edo State who were not involved in the main study. A coefficient of 0.72 was obtained using Pearson product moment of correction. The result review that technical and vocational student acquired various skills to little extent during industrial attachment. It was recommended among others that Ministry of Education in collaboration with National Board for technical Education to adapt appropriate measures to ensure that school-based supervisor (teacher) are effective in carrying out supervision of students in SIWES.

## RESULTS AND DISCUSSIONS

The results of the study are presented based on the research questions inherent in the study. The descriptive statistics was employed in answering the research questions as presented in table, 1, 2, 3 and 4 respectively.

The finding of the study revealed the benefits of SIWES to LIS students. SIWES has so many outstanding benefits. The findings of the study agrees with that of Ojokuku, Emeahara, Aboyade and Chris-Israel (2015) which revealed that the majority of LIS students understudied had their training in the libraries. The facilities available at the places of training included: computer laboratories, internet services, e-libraries, and audio-visuals. Computer laboratory and internet facilities had the greatest frequencies 207(93.7%) each These accounted for the students' perceptions that SIWES influences professional development positively with a response rate of 216 (97.7%) agreement, and that SIWES exposed them to new work methods also with response rate of 216 (97.7%) agreement.

For research question two, what are the employable skills enhanced through SIWES? The findings unveil that the majority of the respondents agreed that employable skills are enhanced through SIWES. The present finding is in consonance with the study of Anyaeneh and Ochuba (2020) whose findings revealed that the majority of business education students understudied benefit from SIWES to a high extent. The employable skills enhanced through SIWES include; typing skills, time management skills, innovation skills, leadership skills, and teamwork skills among others. Noticeable challenges facing SIWES include finance, students' placements as a result of non-acceptance of students by some employers into their establishments, inadequate supervision of trainees as well as irregularity in the academic calendar of institutions among others. It was recommended that there should be serious monitoring of both supervisors and students, Organizations should always accept students for SIWES and students should be placed in their areas of discipline within the industry for training.

It was revealed from research question three that majority of the respondents agreed that the SIWES programme has some major setbacks in its objectives as it applies to students of LIS. The findings are in harmony with Isibor and Okara (2020), that, technical and vocational students acquired various skills to a little extent during industrial attachment because of the several setbacks. It was recommended among others that the Ministry of Education in collaboration with the National Board for Technical Education adopt appropriate measures to ensure that school-based supervisors (teachers) are effective in carrying out supervision of students in SIWES. Finally, what are the strategies for enhancing SIWES efficiency and effectiveness? Mihail in Ijeoma, Anthonia, and Fidelia (2017) found that the training period should range between 6 and 9 months instead of 3 months. The preceding discussion indicates that the issue of SIWES by students of LIS is not new.



**Research question 1**

What are the benefits of SIWES to LIS students? To answer this research questions, mean and standard deviation were employed. All mean scores that are less than 2.50 are rejected while those above 2.50 were retained and the results are shown in Table 1.

Table 1: Descriptive analysis of the benefits of SIWES to LIS students

S/N	ITEMS	SA	A	D	SD	TOTAL	Mean	Sd	Decision
1.	The student industrial work experience (SIWES) aid students to reconcile what they studied in class	57	78	20	21	174	3.23	1.21	Accept
2.	The SIWES programme aid students develop abilities and skills necessary for proficiency in their profession.	68	47	33	26	174	3.00	1.09	Accept
3.	SIWES does not develop in students the necessary work ethnics and habits needed in any occupation.	10	8	77	79	174	2.01	1.11	Reject
4.	The experience of SIWES exposes student to the intricacies in office automations.	89	65	9	11	174	2.98	0.22	Accept
5.	SIWES empowers students to be more useful and productive citizens as well as assets to the society.	74	55	16	29	174	3.02	1.87	Accept

From the statistical analysis in table 1 for item 1, 2, 4 and 5 , majority of the respondents Strongly agreed and Agreed that the student industrial work experience (SIWES) aid students to reconcile what they studied in class (SA=57 and A =78). For The SIWES programme aid students develop abilities and skills necessary for proficiency in their profession(SA=68 and A =47). Also, for the item that states that the experience of SIWES exposes student to the intricacies in office automations the response pattern ranges from (SA=89 and A =65). And for, SIWES empowers students to be more useful and productive

citizens as well as assets to the society (SA=74 and A =55). This results implies that majority of the respondents are of the opinion that the SIWES has a great benefit to LIS students.

## Research Question 2

What are the employable skills enhanced through SIWES? To answer this research questions, mean and standard deviation were employed. All mean scores that are less than 2.50 are rejected while those above 2.50 were retained and the results are shown in Table 2.

Table 2: of Respondents on the Employable Skills Enhanced through SIWES.

S/N	ITEMS	SA	A	D	SD	Total	Mean	SD	Decision
6.	Information technology skill.	110	38	6	20	174	3.22	1.22	Accept
7.	Team work skill	123	50	1	0	174	3.99	0.89	Accept
8.	Leadership skill	101	70	1	3	174	2.89	1.34	Accept
9.	Planning and organizing skill	88	64	12	10	174	3.11	1.28	Accept
10.	Online cataloguing skill	74	54	20	26	174	3.02	1.01	Accept

From the statistical analysis in Table 2 for item 6, 7, 8, 9 and 10 majority of the respondents Strongly agreed and Agreed that the information technology skill (SA=110 and A =38). For team work skill (SA=123 and A =50). Also, for Leadership skill (SA=101 and A =70), while for Planning and organizing skill (SA=88 and A =64), for online cataloguing skill(SA=74 and A =54). This results implies that majority of the respondents agreed that employable Skills can be Enhanced through SIWES.

**Research Question 3**

What are the problems limiting the achievement of SIWES objectives as it applies to students of LIS? To answer this research questions, mean and standard deviation were employed. All mean scores that are less than 2.50 are rejected while those above 2.50 were retained and the results are shown in Table 3.

Table 3: Possible Problems Limiting the Achievement of SIWES Objectives as it Applies to Students of Library and information science.

S/N	ITEMS	SA	A	D	SD	Total	Mean	sd	Decision
11.	Hectic and busy academic calendar	23	21	77	74	174	2.11	1.00	Reject
12.	Poor SIWES supervision and monitoring	22	28	87	37	174	2.09	1.32	Reject
13.	The period stipulated for SIWES is inadequate for students to acquire the needed skills.	24	29	45	76	174	2.31	1/.22	Reject
14.	Nonchalant attitude by some establishment towards students	76	60	18	20	174	2.89	1.43	Accept
15.	Improper placement of the students	23	19	94	38	174	2.06	1.04	Reject

From the statistical analysis in Table 3 for item 11, 12, 13, 14 and 15 majority of the respondents Strongly Disagree and Disagreed that Hectic and busy academic calendar (D=77 and SD =74). For poor SIWES supervision and monitoring (D=37 and SD =714). And for Improper placement of the students (D=94 and SD =38). This results implies that items 11, 12, 13, and 15 are possible Problems Limiting the Achievement of SIWES Objectives as it Applies to Students of Library and information science.

**Research Question 4**

What are the strategies for enhancing SIWES efficiency and effectiveness? To answer this research questions, mean and standard deviation were employed. All mean scores that are less than 2.50 are rejected while those above 2.50 were retained and the results are shown in Table 4

Table 4: Strategies for enhancing SIWES efficiency and effectiveness.

S/N	ITEMS	SA	A	SD	D	Total	Mean	Sd	Decision
16.	Proper monitoring of students and supervisors	98	45	20	11	174	3.98	1.00	Accept
17.	Create more awareness on the importance of SIWES	46	79	19	30	174	3.22	1.98	Accept
18.	Payment of attractive SIWES allowance	67	65	27	38	174	2.87	0.34	Accept
19.	Extension of SIWES period	65	69	21	19	174	2.56	0.44	Accept

Table 4 presents the descriptive statistics with the strategies for enhancing SIWES efficiency and effectiveness using items 16, 17, 18 and 19 accordingly. While majority of the respondents Strongly Agree and Agreed that the SIWES enhances proper monitoring of students and supervisors with a response rate of (SA =98 and A =45), Create more awareness on the importance of SIWES(SA =46 and A =79), Payment of attractive SIWES allowance (SA =67 and A =65), and Extension of SIWES period SA =65 and A =69). From this result, it can be said that the items are possible strategies for enhancing SIWES efficiency and effectiveness. Hectic and busy academic calendar (D=77 and SD =74). For poor SIWES supervision and monitoring (D=37 and SD =714). And for Improper placement of the students (D=94 and SD =38). This result implies that items 11, 12, 13, and 15 are possible Problems Limiting the Achievement of SIWES Objectives as it Applies to Students of Library and information science.



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