Attitude of Student's Towards Industrial Work Experience Scheme

Abel B. IBIDAPO (Ph.D)
Department of Industrial Technology Education, Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti, Ekiti State, Nigeria.

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ABSTRACT: *This study focused on the Attitude of Student's towards Industrial Work Experience Scheme in College of Education, Ikere – Ekiti, Ekiti State, Nigeria. The study adopted survey research design. The population for the study was 50 respondents which comprised students that did SIWES from College of Education, Ikere- Ekiti. Two research questions were formulated for the study. The instrument for the study was a self-structured questionnaire. The questionnaire consisting of 10 items was developed and used for data collection. The questionnaire was subjected to validity and reliability mechanism. Cronbach alpha method was used to estimate the reliability coefficient of the instrument. A total of 50 copies of the questionnaire were administered on the respondents by the researcher and with the aid of trained research assistants. The completed questionnaires were collected after an interval of two weeks. The data collected were analyzed using mean.*
The result of the study showed that ……..

Key Words: *Attitude, Student' attitude, Industrial work, scheme.*

Introduction

The concept of attitude is essential to social psychology. According to Allport, (2005) as cited in Rokeach, (2006). He also stated that the notion of attitude is indispensable to the psychology of personality. Whereas attitude of students have more impact on their academic achievement. In relating this with the growing public demand and legislative expectations for accountability in the past two decades have made it imperative that higher education administrators and researchers pay attention to the potential impact of student work programmes on skill development, which in turn, impacts directly on National development objectives. Okpor & Hassan (2012) opined that 'if Vocational technical Education is to be meaningful and successful in Nigeria, then relationships are needed between public and private sectors to partner effectively with Vocational Technical Education and Skill acquisition programmes'. Students Industrial Work Experience (SIWES) is a skill development program designed to prepare students of Nigerian tertiary institutions for transition from the College environment to work, (Akerejola, 2008). Oyedele (1990) also states that work experience is an educational program in which students participate in work activities while attending school. This work experience program gives students the opportunity to be part of an actual work situation outside the classroom.

The impact of Students Industrial Work Experience (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 that is actually helpful to student's 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. There has been several research literatures, in the area of student Work Experience and its impact on student development of fitness for the challenges of the job market. A review of literature reveals that, although research questions raised are quite straightforward, the answer had been controversial. It all depends on which outcomes are measured (Furr & Elling, 2000).

Olugbenga (2009) carried out a survey on the views of students in the three departments of the School of Applied Science, Nuhu Bamalli Polytechnic, Zaria about the adequacy of the skills acquired during their participation in SIWES. From the dta collected, he concluded that many of the students suggested that the skills acquired are inadequate. This according to him was being a cause of the short duration and lack of modern facilities in their place of industrial training.

Ugwuanyi & Ezema (2010) noted that SIWES plays a significant role in human resource development in Nigeria. Aderonke (2011) in her study examined SIWEs and the dynamic of sustainable

skills acquisition and utilization in Nigeria with a view to determining the viability or otherwise of government continuing investment in the scheme. She concluded that SIWES is a good strategy for sustainable skill development and utilization in Nigeria. Wodi & Dokubo (2009) evaluates the extent to which the agencies involved in the operation and management of SIWES function to achieve the objectives of the programme. Lack of adequate supervision, non-signing of necessary materials like ITF form 8 and students' logbooks at their places of attachment, difficulties of students in getting placement, unnecessary delay in the payment of students and supervisors' allowance among others were areas of weaknesses revealed. A limitation of these studies is the lack of data on job readiness of the students as a result of the work experience.

Post-graduation career success, however, has typically been defined in terms of the likelihood of receiving a full time job offer after graduation. This is only achievable when there is evidence of employability skills acquisition from the programme. The present study measured the level of relevant and necessary employability skills acquired for full time job immediately after graduation. It is an exploratory effort to identify the impact of student industrial work experience on their employment prospects.

Attitude according to Aluaex (2009) means a behavior which is regulated, filled with emotions varying in intensity and generally accorded to the specific situation over which they apply. He observed that such attitudes is learned to form a component of the characteristics trait of interest, appreciation like, dislike, opinions, values and ideas of an individual. Thus, students attitude towards teaching profession relates to their emotional reaction, interest, attitude, satisfaction, feeling and values in the classroom.

SIWES students' should be experts in various offices and organizations they find themselves due to the skills and knowledge acquired during their academic training. But in various offices today, many of them are performing below standard expected of them. The reason for this is because of student's attitude towards work experience achievement relates to their emotional reaction, interest, attitude, satisfaction, feeling and values towards SIWES and many of them lack practical skills needed in the modern day office management of which SIWES offers. The primary objectives of SIWES is to make industries to complement the schools' effort by allowing students have good practical experience through the use of their facilities relevant in their areas of studies which may not be provided by the schools. But unfortunately, there are only few industries available for students' industrial attachment. Because of this, many students do not take this training very serious.

Many of them do not even go to there are of Industrial attachment at all. According to Azubuike (2013), about 60% of IT students go to their place of attachment to fulfil all righteousness, 30% according to him, attach themselves to organizations where their educational/ course of study have no relation, while the remaining 10% only get better place for their Industrial attachment. All these have a negative effect on the students' intellectual/ occupational development after graduation.

Also, it is a well-known fact that if students are exposed to both modern office management and technology as well as modern way of handling office files, recording of transactions and other necessary document used in modern offices today, it will make them to perform greatly. But the major factors affecting students' industrial work experience scheme is lack of industries for students' industrial attachment.

Research Question

The following research questions have been formulated to ascertain the factor affecting student industrial work experience scheme.

1. What are the reaction and the attitude of students toward SIWES?
2. To what extent is the interest of students toward the Students' Industrial Work Experience Scheme (SIWES)?

Students Industrial Work Experience Scheme (SIWES)

Some several years ago, the University of Cincinnati in USA decided that engineer could better be educated if they spent part of their school career in employment, and if the school programme could be related to the things that the students learn on the job. This means the sharing of the time between classroom instructions and work through SIWES is sometimes not new at all (Bello, 1999).

In Nigeria, to control the comparatively slow pace of economic and technological growth and development in the country, cooperative education through SIWES is a bringing gap between the demand of industries, World of work and classroom instruction.

The government's decree No. 47 of 8th Oct, 1971 as amended in 1990, highlighted the capacity building of human resources in industry, commerce and government through training and retraining of workers in order to effectively provide the much needed high quality goods and services in a dynamic

economy as ours (Jemerigbe, 2003). This decree led to the establishment of Industrial Training Fund (ITF) in 1973/ 1974. The growing concern among our industrialists that graduates of our institutions of Higher learning, lack adequate practical background studies preparatory for employment inindustries, led to the formation of students industrial Work Experience Scheme (SIWES) by ITF in 1993/1994 (Information and Guideline for SIWES, 2002). ITF has as one of its key functions; (1) to work as co-operative entity with industry and commerce where students in institutions of higher learning can undertake mid- career work experience attachment in industries which are compatible with students area of study (Okorie 2002, in Asikadi 2003).

The students Industrial Work Experience Scheme (SIWES) is a skill Training programme designed to expose and prepare students of Education, Agriculture, Engineering, Technology, Environmental, Science, Medical Sciences and Pure and Applied Science for the Industrial Work situation which they likely to meet after graduation. Duration of SIWES is four months in Polytechnics at the end of ND, four months in College of Education at the end of NCE II and six months in the Universities at the end of 300 or 400 or 500 levels depending on the discipline (Information and Guideline for SIWES, 2002).

Objectives of SIWES

The objectives of SIWES among others includes to:-

1. Provide an avenue for students in institutions of higher learning to acquire industrial skills and experience in their approved course of study
2. Prepare students for the industrial works situation which they are likely to meet after graduation.
3. Expose students to work methods and techniques in handling equipment and machinery not available in their institutions.
4. Provide students with an opportunity to apply their knowledge in real work situation there by bridging the gap between theory and practices.
5. Enlist and strengthen employers' involvement in the entire educational process and prepare students for employment in Industry and Commerce (Information and Guideline for SIWES, 2002).

Bodies Involved in the Management of SIWES

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

1. Ensure adequate funding of the scheme;
2. Establish SIWES and accredit SIWES unit in the approved institutions;
3. Formulate policies and guideline for participating bodies and institutions as well as appointing SIWES coordinators and supporting staff;
4. Supervise students at their places of attachment and sign their logbook and ITF forms;
5. Vet and process students log-books and forward same to ITF Area office;
6. Ensure payment of Allowances for the students and supervisors.

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

SIWES and Academic

Gomez, Lush & Clements (2004), demonstrated that students taking work placement exhibit improved academic performance in their final year of study. As duignan (2003) puts it, it is not self-evident that work experience translates into enhanced academic performance but the transmission of mechanism. Dearing (1997) showed that work-based learning enhances academic performance, as they placed students exhibit great difference in their academic performance after exposure. During the SIWES orientation organized in University of Benin, the University of Benin industrial Training Scheme (UBITS) coordinator (in 2008) remarked that the academic performance of the final year engineering students of University of Benin is usually very poor after returning from SIWES.

SIWES and Employment Prospect

Bowes & Harvey (2000) stated that students opting for work placement are better placed for employment when they graduate compared with students who lack the experience. Gomez, et al (2004) inferred that it is possible that the general perception that students with work experience have improved

employment prospect might be linked to the beneficial effects of industrial placement on academic performance. To Blackwell, Bowes, Harvey, Hesketh & Knight (2001) students from sandwich Courses had a higher employment rate.

Attitude Theory

The concept of attitude is essential to social psychology. According to Allport, (2005) as cited in Rokeach, (2006) which also stated that the notion of attitude is indispensable to the psychology of personality.

Furthermore, Fishbein (1967) pointed out that the concept of attitude has become increasingly significant in almost every behavioural science. Numerous definitions in the literature exist for the concept of attitude. Traditionally attitude was conceptualized as consisting of three components: a cognitive, affective and behavioral component. However, Fishbein and Ajzen (2005) argued that it is the affective or evaluative domain that differentiates attitude from other concepts. Furthermore, they stated that there is widespread acceptance that the most indispensable aspect of the concept of attitude is affected. They also noted that the majority of instruments developed to measure attitude "…arrive at a single number designed to index this general evaluation or feeling of favorableness or unfavorableness toward the object in question". They explained that attitude is inferred from behavior. It cannot be directly observed.

According to Dawes (2002), L.L Thurstone was credited with revolutionizing the notion of measuring attitude when he described a procedure for attitude measurement in 1928 in the American Journal of Sociology.

Although there is no universal consensus on the definition of attitude, Dawes (2002) explained that agreement among social psychologists on the definition of attitude is not essential for them to measure, for example, a specific property is not affected by disagreements about whether the property being measured should or should not be included in the definition. In contrast to this perspective, Fishbein & Ajzen (2005) posited that a clear definition is necessary because it aids in the formation of valid procedures of measurement.

According to Triandis (2001), attitude is learned, additionally, he referred to Allport (2004) that most of the attitudes that an individual develops are obtained from communicating with family and friends. Triandis explained further that people also acquire attitudes from direct experience with the attitude object. However, only a small fraction of an individual's attitude is developed in this way. Triandis (2001) argued that attitudes could be altered in a number of ways.

He explained that the cognitive component can be changed by the acquisition of new information, the affective component can be altered by unpleasant experiences involving the attitude object and the behavioural component can be altered by changes in norms or laws that force a behavioural change.

However, Rokeach (2002) posited that behavior is a function of two attitudes: attitude towards an object and attitude towards a situation. He believes that one cannot act contrary to one's attitude. For example, if the results of an investigation seem to support that an individual acted contrary to a particular attitude, it means that the individual behaved in a manner consistent with a second or third attitude that superseded in significance the attitude that was measured.

Students Attitude and SIWES

Attitude as a concept is concerned with individuals' way of thinking, acting and behaving. Attitudes are formed as a result of some kind of learning experiences. Attitude is fundamental to understanding social perception of people because they strongly influence people. Ojo (2000) said that it is the disposition of men to view things in a certain way and to act accordingly. This notion of attitude however, could be said to have propelled students who gain admission into universities to have preference for a particular course of study. Furthermore, some students still hold divergent views based on their attitudinal disposition to the Student Industrial Work Experience Scheme (SIWES), which motivate them towards the studying of Technical and Vocational Education (TVE) in tertiary institutions.

According to Akerele (2007), the present state of technological development in Nigeria calls for appropriate orientations toward technological and vocational education as a springboard for skills acquisition. The Federal Republic of Nigeria (FRN) (2004), in her National policy on education defines technical and vocational education as acquisition of demonstrable skills that could be transformed into economic benefits. It also refers to those aspects of education process involving general education, the study of technologies, science and acquisition of practical knowledge and skills.

Bello (1999) states that the University of Cincinnati in USA decided that engineer could better be educated if they spent part of their school career in employment, and if the school programme could be related to the things that the students learn on the job. This means the sharing of the time between classroom instruction and work through SIWES is sometimes not new at all. Therefore if students were

given opportunity to learn more about their field outside the classroom in order to be able to understand the career world, it is compulsory for them to do have interest in the world because it aid in acquisition of skills which is useful in anywhere they find themselves. Furthermore, some students still hold divergent views based on their attitude which makes them not to have interest in the scheme and it take it with levity hand. Some students reaction and attitude towards SIWES are listed below:

i. Negligence
ii. Some students don't usually come to their SIWES post
iii. Some students sees SIWES as a waste of time.
iv. Some students takes the scheme as an important task.

While some students sees the scheme as:

i. Introduction to the industry world
ii. The important strategy to expose students to real work life situation
iii. What gives them awareness of the social, cultural, global and environmental responsibility as a professional
iv. An important task that every vocational and technical education students must attend
v. What develops the student's ability to be multi-skilled engineer with good technical knowledge, management, leadership and entrepreneurship skills.

Methodology

The research design adopted for the study is survey design. The research utilized survey method because the study investigates the attitude of technical education students towards students' industrial work experience scheme (SIWES) in College of Education, Ikere-Ekiti.

The population of the study comprises SIWES students of Colleges of Education, Ikere- Ekiti. A total number of 100 students were selected for this study.

Random sampling technique was used in this study to draw fifty (50) students from College of Education, Ikere- Ekiti for the study because they are the ones faced with SIWES programme.

The research instrument used is questionnaires for College of Education students. The questionnaires targeted 50 SIWES students of College of Education, Ikere-Ekiti. The questionnaire comprises 10 questions to be answered by the respondents.

The instrument was subjected to validity and reliability mechanism. To establish the reliability of the instrument, the researcher adopted a test re-test procedure within a period of two weeks and correlated the sets of responses.

The researcher administered the questionnaire to the respondents on the next visit to the school. The researcher distributed about 50 questionnaire and collected on the next visit to make sure that the respondents from the sample population were accurate. The researcher got back 50 questionnaires.

The information relating to the research question were collected and presented in data discussion for analysis. The data was analysed using mean scores in order to interpret the data obtained and to answer the research questions.

Result and Discussion

Research Question 1

What are the reaction and the attitude of students toward SIWES?

In addressing this question, data were collected from the responses to the questionnaire and analyzed using percentages. The findings are shown in table 1. This research question sought to know the reaction and the attitude of students toward SIWES. It comprises of 5 items in the questionnaire as shown below.

Table 1: Analysis of the reaction and the attitude of students toward SIWES

S/N	Item Description	No of Respondents	SA	A	D	SD	Decision
1	Negligence	50	41 (82%)	9 (18%)	-	-	Agreed
2	Some students don't usually come to their SIWES post	50	37 (74%)	13 (26%)	-	-	Agreed
3	Some students sees SIWES as a waste of time	50	22 (44%)	13 (26%)	9 (18%)	6 (12%)	Agreed
4	Some students takes the scheme as an important task	50	46 (92%)	4 (8%)	-	-	Agreed

5	Students also sees the scheme as introduction to the industry world	50	47 (94%)	3 (6%)	-	-	Agreed

In table 1 above, it comprises of 5 items in the questionnaire as shown above, 82% of the respondents strongly agree with first (1) item listed in the questionnaires, 18% of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 74% of the respondents strongly agree with second (2) item listed in the questionnaire, 26% of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 44% of the respondents strongly agree with third (3) item listed in the questionnaires, 26% of the respondents agreed with the same item while 18% of the respondent strongly disagree and 12% disagree with the item, while 92% of the respondents strongly agree with fourth (4) item listed in the questionnaires, 8% of the respondents agreed with the same item and none of respondents strongly disagree nor disagree with the item, 94% of the respondents strongly agree with fifth (50 item listed in the questionnaires, 6% of the respondents agreed with the same item and none of the respondents strongly disagreed while none disagree the item. Hence it is agreed that there are some reaction and the attitude of students toward SIWES, such as negligence, some students don't usually come to their SIWES post, students also sees the scheme as introduction to the industry world.

Research Question 2

To what extent is the interest of students toward the students' industrial work experience scheme SIWES?

Table 2: Analysis of the extent of the interest of students toward the students' industrial work experience scheme SIWES

S/N	Item Description	No of Respondents	SA	A	D	SD	Decision
6	I usually go to my SIWES post regularly	50	49 (98%)	1 (2%)	-	-	Agreed
7	SIWES is the important strategy to expose students to real work life situation	50	50 (100%)	-	-	-	Agreed
8	Industrial training gives students awareness of the social, cultural, global and environmental responsibility as a professional.	50	48 (96%)	2 (4%)	-	-	Agreed
9	SIWES is one of the most important task for students to attend to	50	46 (92%)	4 (8%)	-	-	Agreed
10	Industrial training develops the student's ability to be multi-skilled engineer with good technical knowledge, management, leadership and entrepreneurship skills	50	50 (100%)	-	-	-	Agreed

In table 2 above, it comprises of 5 items in the questionnaire as shown above, 98% of the respondents strongly agree with sixth (6) item listed in the questionnaires, 2% of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 100% of the respondents strongly agree with seventh (7) item listed in the questionnaire, none of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 96% of the respondents strongly agree with eighth (8) item listed in the questionnaires, 4% of the respondents agreed with the same item while none of the respondent strongly disagree nor disagree with the item, while 92% of the respondents strongly agree with ninth (9) item listed in the questionnaires, 8% of the respondents agreed with the same item and none of respondents strongly disagree nor disagree with the item, 100% of the respondents strongly agree with tenth (10) item listed in the questionnaires, none of the respondents agreed with the same item and none of the respondents strongly disagreed while none disagree the item. Hence it is agreed that there are some extent in which students have interest toward the students' industrial Work Experience Scheme (SIWES).

Discussion

The finding of this study revealed that there are some reaction and the attitude of students toward SIWES. It is revealed in table 1that Negligence, some students don't usually come to their SIWES post, some students sees SIWES as a waste of time, some students takes the scheme as an important task. Students also see the scheme as introduction to the industry world are some of the attitude and reaction of students towards SIWES.

In table 2, it shows the interest of students toward the students' industrial work experience scheme (SIWES). It revealed that most of the students have a lot of interest in the scheme because they see the scheme as an important strategy to expose students to real work life situation, which gives students awareness of the social, cultural, global and environmental responsibility as a professional which develops the student's ability to be multi-skilled engineer with good technical knowledge, management, leadership and entrepreneurship skills.

Conclusion

This study adds to previous research that suggests that undergraduate work experience in general and SIWES programme in particular, has a positive impact on a student's early career success. The study shows that those who serve in government establishment, inclusive of organized private sector, are exposed to better opportunity for developing employability skills than those in private organizations.

Recommendations

The findings of this study lead to the following recommendations:

1. Government should strengthen the SIWES scheme through adequate funding. This will enable proper remuneration of supervising staff from government departments and institutions of learning.
2. Uniform programs for trainees should be developed for various trades in various disciplines in accordance with the National Occupational Standards being developed by the NBTE.
3. Legislative procedures should be undertaken which provides for mandatory acquisition of relevant facilities for training of participants, particularly by the private sector organizations.
4. Tax relief and other incentives should b granted to private sector organizations who implement the programme satisfactorily.
5. Institutions shouldn't just dish out their student to various organization and firms for the sake of industrial training but should properly plan SIWES, gather necessary information about the firm their students will be sent to and inform such an information beforehand.
6. Orientation programs should be organized for the student to be sent of industrial training.
7. Supervisors should supervise rather than just sign logbooks and listen to their student present and defend their reports.

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