

PERCEPTION ON RELEVANCE OF STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES) ON CAPACITY BUILDING OF HOME ECONOMICS STUDENTS IN JALINGOMETROPOLIS

Zhirin, D.C., Kumfi R. D., Ayuba A. I. and Amos N. B.

Department. of Home Economics, Faculty of Agriculture, Taraba State University, Jalingo
 Nigeria

Corresponding Author's Email Address: doriszhirin@gmail.com

Received 30th June 2024 Accepted 21st August, 2024

ABSTRACT

This research work is designed to give an insight on “perception on relevance of students’ industrial work experience scheme on capacity building of home economics”. The scope of the study was limited to students of Home Economics Department College of Agriculture, Jalingo Taraba State. The main purpose of the study is to determine perception on relevance of students’ industrial work experience scheme on capacity building of home economic students in Jalingo metropolis. Specifically, the study geared towards to: as certain the competence of the cooperating organizations in the provision of training and supervision; identify places Home Economics students can go for SIWES; determine the benefits of SIWES exposure to practical skills development of students. There are each questions were formulated which assisted in gathering relevant information regarding the students of Home Economics Department in carrying out their SIWES programme. The total population of one hundred and forty-six (146) respondents drawn and all were used to form the sample size of the study. During the course of this study, findings were stipulated that 65.7% with mean of 2.0 students disagreed they were given free access to all the facilities, also, 68.5% with mean 1.8 students disagreed that, SIWES placement had adequate time and personnel who were involved in the training of the students. 58.9% of students with mean of 1.9 disagreed that, they were not adequately supervised by both the industrial based and Institutional based supervisor. As a result, the following recommendations among others; Students should be given free access to all the facilities; SIWES had no adequate modern facilities, Home Economics students were not aware or have the knowledge of all the places they should go for SIWES.

Key Words: Perception, Students’ Industrial Work Experience Scheme, capacity building, Home-Economics

INTRODUCTION

Home Economics is a field of study that is primarily concerned with strengthening family life and increasing productivity of individuals in the social economy. Its synthesis is knowledge from arts and science-based disciplines to improve manipulative skills, organizational skills and social skills. According to James (2013) Home Economics is a broad field of knowledge and services concerned with all phases of family life. Lemchi (2011) also noted that Home

Economics is a skill-oriented subject which is capable of equipping the individuals with basic skills and knowledge that will help them to be self-reliant and thereby contribute to the social and economic development of the individual, the family and the nation at large. Some of the careers open to a Home Economics include designing clothes, clothing retailers, home services representative, food specialist, home economics in journalism, nutrition and

dietetics, family and child development, catering advertising, magazines and public relation writing, publications, business and industry. Home Economics is also a diversified field of knowledge that involves education and research in many areas including: food and nutrition, clothing and textiles, family life and Human Development, House hold and Institutional resource management and community Health. Home Economics is a course that has a greater role to play in student industrial work experience scheme (SIWES).

The Student Industrial Work Experience scheme (SIWES) is a planned and supervised training intervention best on a stated and specific learning and career objectives geared towards developing the occupational competencies of the participants. It is a programme required to be undertaken by all student of tertiary institution in Nigeria pursuing courses in specialized engineering, technical, business, applied sciences and applied arts Industrial Training Fund (ITF 2004). Therefore, SIWES is generic cutting across programmes in the universities, polytechnics and Colleges of Education. Thus, SIWES is not specifically meant for only one course of study or discipline. Students Industrial Work Experience Scheme (SIWES) is a programme that was designed to equip students with work skills, methods and processes of an industry (ITF, 2013). Osin and Nwoji (2010) stated that Students Industrial Work Experience Scheme is a skill training programme designed to expose and prepare students of higher institutions for work situations, as they exist in the world of work. The author, Nwoji noted that the scheme provides students with opportunities to familiarize themselves with and expose them to tools, equipment and machines that are not available in their various institutions but which will be used after graduation. The scheme exposes the students to work methods and prepares them for safe guarding the work area and other workers in the industry. The students Industrial Work Experience Scheme (SIWES) is a Skills Training Programme

designed to expose and prepare students of Universities, Polytechnics/Colleges of Technology/Colleges of Agriculture and Colleges of Education for the Industrial Work situation they are likely to meet after graduation.

Before the establishment of the scheme, there was a growing concern among our Industrialists that graduates of our Institutions of Higher learning lacked adequate practical background studies preparatory for employment in Industries. Thus, the employers were of the opinion that the theoretical education going on in higher institutions was not responsive to the needs of the employers of labour. It is against this background that the rationale for initiating and designing the scheme by the Fund during its formative years—1973/74 was introduced to acquaint students with the skills of handling employers' equipment and machinery. The ITF solely funded the scheme during its formative years. But as the financial involvement became unbearable to the Fund, it withdrew from the Scheme in 1978.

The Federal Government handed over the scheme in 1979 to both the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). Later the Federal Government in November 1984 reverted the management and implementation of the SIWES Programme to ITF and it was effectively taken over by the Industrial Training Fund in July 1985 with the funding being solely borne by the Federal Government. Students industrial work experience scheme is a practically oriented programme aimed at bridging the gap between the theory and practical. It is also, a programme to be performed, employing both human and material resources to achieve the objectives of training pre-service teachers to acquire practical skills. This activity is in consonance with one of the laws of vocational and Technical Education which states that; the training environment be a replica of the workplace, (Okoro, 2016). Therefore, SIWES is training where pre-service teachers are actually involved in the process of acquiring skills in their area of study.

Statement of the Problem

In our institutions of higher learning, a great deal of time is spent on the theories at the expense of practical experience. Hands-on experience exposes the students to a broad range of learning and acquisition of competencies. It has been observed that the time allocated for teaching practical skills is never enough; this is a result of lack of space, laboratories and equipment needed to help students develop the necessary skills needed in industries. This affects the industrial learning process and contributes to 50% of the quality of graduates. In the absence of the requisite training tools, poor skill acquisition is likely to occur. Okoh (2001) observed that there is a 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 our tertiary institutions are half-groomed, lack manipulation skills and are not employable (Odu, 2010). Hence, there is a gap between what students are exposed to in the classroom situation and what is actually obtainable in the industrial sector. To bridge the gap between school and industry, the Industrial Training Fund (ITF) was set up by the federal government and was given the responsibility of the student's industrial work experience scheme (SIWES).

The duration of the programme differs in terms of institution and the student's course of study. According to Onwe (2010), students' "industrial work experience scheme has a great influence on

job performance of fresh graduates in most institutions, especially those in the home economics, office technology (secretarial), ICTs, engineering, medicine among others. For these students' "industrial work experience scheme has exposed them to practical experience rather than theories and abstractions taught in the classrooms. All these show that "students' industrial work experience scheme has a great challenge on the working performance of graduates' entrepreneurial skill". Despite all the benefits that have been derived from students' industrial work experience scheme, it is disheartening to know that this objective is almost defeated due to the inabilities of some industries, where the students are attached to provide the relevant facilities for effective SIWES programme and to pay for the programme as well. There is also a slow down of industries in the country. However, it also appears that some of the students cannot demonstrate the skills acquired through SIWES. More so, the areas of home economics like clothing, foods and nutrition, cosmetology and interior decoration have been left out as the students concentrate on just an area or aspect of the course of study. This is contrary to what was expected of the students after the programme. It is against this background that the study was conceived to ascertain the perception on the relevance of students' industrial work experience scheme for capacity building of home economic students in College of Agriculture Jalingo, Taraba state.

Research Questions

- i. How competent are the organizations where students had their SIWES training in terms of facilities and personnel?
- ii. What are the places Home Economic students go for SIWES?
- iii. How beneficial is SIWES exposure to practical skills development of students?

Objectives of the Study

The main purpose of the study is to determine perception on relevance of students' industrial work experience scheme for capacity building of home economic students in Jalingo metropolis. Specifically, the study was to:

- i. Identify places Home Economics students can go for SIWES.
- ii. determine the benefits of SIWES exposure is to practical skills development of students

Agriculture, Jalingo this is because the population for the study is not too large.

Instrument for Data Collection

The instrument for data collection was questionnaire titled "Student's Perception on Relevance of Students' Industrial Work Experience Scheme (SIWES) on Capacity Building of Home Economics Students of Tertiary Institutions Jalingo Metropolis Questionnaire" (SICABUQ). The instrument was administered to only National Diploma (ND) two (2) students of Home Economics Department, College of Agriculture, Jalingo, this is because only (ND) two students went for SIWES as at the time of the study.

was considered agreed, while, (SD) mean score of 1.50–2.49, mean score of 1.00–1.49 (D) was considered disagreed. Each mean was interpreted according to scale used for the data collected

RESULTS AND DISCUSSIONS

The bio-data of the respondents shown in Table 1 below revealed females indicating 55% while the remaining with 45% are male. This shows that female respondents are more than male respondents. Similarly, the table reveals 48% representing married people while 52% are singles. This shows that, singles are more than married people in the study area. In the same vein, 27% fall below 20 years, 32% fall between 21 – 30 years while the remaining 41% are respondents with 31 and above years. This shows that 21 – 30 years of respondents are higher than the remaining categories of age. Finally, the table attests to the fact that 73% are Christian, 20% are Muslim while 7% fall in the categories of others. This shows that majority of respondents are Christians.

Methodology Research design

The study adopted survey research design; the area of study is Jalingo metropolis Taraba State.

Population of the Study

The population for the study was 146 students from Department of Home Economics College of Agriculture Jalingo, Taraba State.

Sample Size and Sampling Techniques

The sample size for the study was the total population of the study that is one hundred and forty- six (146) National Diploma (ND) two (2) Students of Home Economics Department College of

Procedure for Data Collection

The instruments for data were administered and collected with the help of two trained research assistance who were conversant with the study area. Research assistants were trained and given details about the procedures. A total of 146 copies of questionnaires were distributed to the students of Home Economics department in College of Agriculture Jalingo. The students were targeted in lecture halls and the procedure lasted for 3 days as the completed copies of questionnaire were collected within 5 days from distribution.

Procedure for Data Analysis

The responses to the items in the questionnaire were coded and transformed from ordinal scale to interval scale. Bio-data and answers to all the research questions were statistically analyzed using descriptive statistics such as frequency counts and percentages. The responses were based on four Likert scale. Data collected were analyzed using mean score. (SA) mean score of 3.50–4.00, (A) mean score of 2.50–3.49

Table 1: Demographic Data of Respondents

Gender	Percentage (%)
Female	45
Male	55
Total	100
Marital Status	
Married	48
Single	52
Total	100
Age	
Below 20years	27
21-30years	32
31 and above	41
Total	100
Religion	
Christianity	73
Islam	20
Others	7
Total	100

The data presented in Table 2 below shows the respondents strongly disagreed that students were not given free access to all the facilities. The respondents were also agreed that student were taught free for charge without payment of fee. They further strongly disagreed that the place of SIWES had no adequate modern facilities. The Table further strongly disagreed that students were not adequately supervised by both the industrial

based and Institutional based supervisor. Finally, the Table reveals that, respondents strongly disagreed that SIWES placement had no adequate time and personnel who were involved in the training of the students. However, the computation of the average mean (2.1) of the Table showed that respondents have strongly disagreed that there are no competent organizations where students had their SIWES.

Table 2: How Competent Are the Organizations Where Students Had Their SIWES Training in Terms of Facilities and Personnel?

STATEMENT	SA	A	SD	D	$\sum fx$	N	$\bar{X}$	Rmk
Students were given free access to all the facilities	10	40	46	50	302	146	2.0	SD
Students were accepted and taught free of charge without payment of fee	46	50	30	20	414	146	2.8	A
The place of SIWES had adequate modern facilities	16	30	20	80	274	146	1.8	SD
Students were adequately supervised by both the industrial based and institutional based supervisor	10	50	6	80	282	146	1.9	SD
SIWES placement had adequate time and personnel who were involved in the training of the students	14	31	46	55	296	146	2.1	SD

Source: Field Survey 2023

Average mean ($\bar{X}$) = $10.5/5=2.1$ (i.e., Strongly disagreed)

The data presented in Table 3 shows the respondents disagreed that hospital is not a place where Home Economic students can go for their SIWES. They agreed for good sewing shops. They further strongly disagreed that relevant technology institutes, event planners and decoration centre and weaving technology centre are not places that Home Economic students can go for their SIWES. The Table also agreed that bakery enterprise is a place where Home

Economics students can go for their SIWES. Finally, the Table also reveals that, respondents strongly disagreed that beauty homes and knitting shops are not places Home Economics students can go for SIWES. However, the computation of the average mean (2.26) of the Table showed that, respondents strongly disagreed with the places Home Economic students can go for their SIWES programmes.

Table 3: What are the places Home Economic students can go for SIWES?

STATEMENT	SA	A	SD	D	Σfx	N	$\bar{X}$	RMK
Hospital	30	40	50	26	366	146	2.5	SD
Good sewing shops	60	16	40	30	389	146	2.6	A
Relevant technology institute	26	40	60	20	260	146	1.7	SD
Event planners and decoration centre	30	30	40	46	336	146	2.3	SD
Weaving technology centre	28	12	60	46	314	146	2.1	SD
Bakery enterprise	40	50	30	26	396	146	2.7	SD
Beauty homes	26	20	40	60	304	146	2.0	SD
Knitting Shops	30	20	46	50	322	146	2.2	SD

Source: Field Survey 2023

Average mean ($\bar{X}$) = $18.1/8 = 2.26$ (i.e., strongly Disagreed)

The data presented in Table 4 shows respondents agreed to better ways of handling equipment and tools after SIWES exposure, better ways of doing things practically, laboratory performance enhanced after SIWES exposure, SIWES exposure help students develop keen interest in practical skills in the laboratory, Laboratory performance is

enhanced after SIWES exposure. Finally, respondents strongly disagreed that practical tend to become more difficult after SIWES exposure. However, the computation of the average mean (2.7) of the Table showed respondents agreed that SIWES exposure is of benefits to practical skills development of students.

Table 4: How Beneficial Is SIWES Exposure to Practical Skills Development of Students.

STATEMENT	SA	A	SD	D	ΣFX	N	$\bar{X}$	RMK
Better ways of handling equipment and tools after SIWES exposure	65	35	6	40	417	146	2.8	A
Better ways of doing things practically	46	50	10	40	394	146	2.6	A
Laboratory performance enhanced after SIWES exposure	50	30	40	26	396	146	2.7	A
SIWESS exposure help us develop keen interest in practical skills in the laboratory	60	40	40	6	446	146	3.0	A
Practical tend to become more difficult after SIWES exposure	50	20	25	51	361	146	2.4	SD

Source: Field Survey 2023

Average mean ($\bar{X}$) = $13.5/5 = 2.7$ (i.e Agreed)

CONCLUSION

From the findings, it was concluded that, students were given free access to all the facilities, SIWES placement had adequate time and personnel who were involved in the training of the students. Students were not adequately supervised by both the industrial based and Institutional based supervisor. Relevant technology institute, event planners and decoration centre, weaving technology centre, beauty homes, bakery enterprise, hospitals and knitting shops are places home economic students can go for their SIWES. This finding was consistent with the opinion of Mafe (2010) who noted that SIWES exposes

students to environment in which they will work in future. The author stated that SIWES enable the students see how their future profession are organized in practice and gives them ample opportunity to manipulate the field. The finding also agreed with Ugwuanyi (2010) who observed that SIWES prepares students for more practical than theoretical aspect they acquired in their various institutions of learning. According to the author, the skills acquired by student graduates during SIWES can be perfected when employed in their relevant field and other related enterprise.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

- i. Students should locate or go to where there are adequate modern facilities for SIWES as this will help the students to operate the modern facilities in their institution, outside

their institution and prepare them for industrial work situation they are to meet after graduation.

- ii. Students should be adequately supervised by Industrial and Institutional based supervisors.
- iii. Proper orientation should be given to Home Economics students regarding the places they should go for SIWES by the SIWES coordinator.

REFERENCES

- Lemchi, G. (2011). Home Economics Reading Materials via pdf.www.google.net.com
- ITF (2013).Industrial Training Fund Workshop on SIWES: Yola AdamawaState, Nigeria
- James, A. (2013). SIWES in Nigeria contemporary. www.pdf.google.com
- Mafe, OlusegunA.T. (2010), Effectiveness of SIWES with Respect ToChemical Engineering, Workshop on Achieving theNecessary Professional Standards in Chemical Engineering in our Universities by the Nigerian Society ofChemical Engineers, University of Lagos, Lagos. Nigeria.[Online] availableat: http://www.nsche.org.ng/cms/publications/cms/uploads/lecture_nsche_engr_mafe.pdf (accessed 05/06/2012)
- Okoro, O.M. (2016). Principles and methods in vocational and technical education. Enugu.University of Nigeria, Trust Publishers.
- Onwe B. (2010). Skills Acquisition Training; Theory and Practice.
- Okoro, U. (2016). Nigeria and its Educational Challenges. [Online] available at: wesoedu.com/nard/NARD%208.1/NARD%208%20Vol_1.pdf– (accessed 05/06/2012)
- Onwe, T. (2010) Management of SIWES programme. Theory and Practice. www.pdf.google.com
- Ugwuanyi, ChijiokeF. And Ezema, JonasU. (2010), Challenges of Students' Industrial Work Experience Scheme (SIWES) in Library and Information Sciencein the ICT Environment [Online] available at: www.digitalcommons.unl.edu/cgi/viewcontent.cgi?Article=1416&context (accessed 05/06/2012)