**TITLE PAGE**

**RELEVANCE OF INDUSTRIAL TRAINING IN PREPARING BUSINESS EDUCATION STUDENTS FOR OFFICE OCCUPATION IN EBONYI STATE, NIGERIA**

**A PROJECT PRESENTED**

**BY**

**EZE EUCHARIA ADANNAYA**

**U16/EDU/BED/016**

**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF SCIENCE AND VOCATIONL EDUCATION, FACULTY OF EDUCATION, GODFREY OKOYEUNIVERSITY,**

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***ABSTRACT***

***The topic of this study is relevance of industrial training in preparing business education students for office occupation***

***The purpose of this study is to find out the relevance of industrial training in preparing Business Education students for office occupation in Ikwo college of Education Ikwo Local Government Area of Ebonyi state . The population of study was 50 final year students. Through random sample techniques 50 student were sampled for the study. The design of the study is descriptive survey. The area of the study, the study covers Ikow metropolis, Ikow north local government area of Ebonyi State. Questionnaire was used for data collection .The researcher obtained the following, industrial work experience scheme is very important for students of Technical and Business Education. Industrial training will enhance them to acquire much experience especially on the practical work .Base on the finding the following recommendation were made. Students should be deployed in the area that relate to their area of study, proper supervision by industry base and lectures in the department is very important.***

**APPROVAL PAGE**

This project has been read, examined, collected and approved as meeting the requirement for the award of Bachelor of education ( B.Ed) the department of science and Vocational Education (Business Education Programme) of Godfrey Okoye University Enugu.

Eze Eucharia Adannaya ………………….. ………………….

Student Signature Date

Dr (Mrs) M N Odike ………………… …………………

Project Supervisor Signature Date

**CERTIFICATION**

We the entire members of the academic staff of the department of Science and Vocational Education, on behalf of the above department have examined and accessed the result of the project, read, and understood the content of the report, hereby declare our signature individually and collectively for the approval of the project.

Dr (Mrs) M N Odike …………… ……………

Project Supervisor Signature Date

Prof. Uche Agwagah ……………… ……………

Head of Department Signature Date

Prof. Aaron Eze ……………… …………… Dean, Faculty of Education Signature Date

……………………… …………………. ……………

External Supervisor Signature Date

**DEDICATION**

This work is dedicated to the Almighty God for his love, guidance and protection throughout my academic journey.

**ACKNOWLEDGEMENT**

I wish to express my immense gratitude to God Almighty, Mary,Queen of Perpetual Help for their great support, protection and divine provision throughout my studies.

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My appreciation is incomplete if I fail ti thank all the lecturers who taught me in one way or the other. My sincere thanks also goes to my loving and beloved Family and Siblings. I must extend a handshake to my dear friends and colleagues and the entire graduating student of Godfrey okoye University most especially faculty of Education.

I say may God bless you. I Love all.

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**CHAPTER ONE**

**INTRODUCTION**

**Background of the Study**

Students Industrial Work Experience (SIWES) is a skill development programme designed to prepare students of Nigeria tertiary institutions for transition from the college environment to work environment ( Akerejola 2008) stated that SIWES is also an effect to bridge the existing gap between theory and practical and expose students to necessary skills for smooth from classroom the world of work . (Nse 2012).

SIWES is also an effort to bridge the existing gap between theory and practice and expose students to necessary skills for smooth transition from classroom to the world. It enable students acquire technical skills and experience for professional development in their study. Before the inception of the scheme there was a growing concern among Nigerian industrialist that graduate from the institution of higher learning lacked adequate practical experience necessary for employment.

Furthermore, the schemes expose the students to work methods and prepare them in safeguarding the work area and other workers in the industry. A centre focus of the scheme is to enlist and strengthen employer’s involvement in the educational process of preparing students for the world of work. The scheme is therefore aimed at exposing students to fill the gap which exist between theory and practical. The relevance of student work programme on skill development, which in turn, impacts directly on national development objectives.

The students industrial work experience scheme (SIWES) is a planned and supervised training intervention based on state and specific learning and objective and geared towards developing the occupation competencies of the participants. It is a programme required to be undertake by all students of Tertiary Institutions Nigeria pursing courses in specialized engineering, Technical Business Education, Pure and Applied Science and Applied arts ITF (2004).

The student Industrial Work Experience Scheme (SIWES) is a programme designed to expose and prepare students in the institutions of higher learning for the industry work situation ,the scheme affords students the opportunity of handling machinery and equipment which are usually not available in the Educational Institutions. (SIWES) was introduced by Ministry of Commerce and Industry Training Fund (ITF) in Nigeria in the year (1973) about 41 years ago. It was then limited to students of technology. Currently, students of many other disciplines participate in industrial training including business education students. Business Education is an aspect of vocational study that prepares the students for both teaching and office occupation .The students of Business Education also go for I. T. to acquire skills that will equip them for office occupation.

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 programme.

SIWES is very important programme which the students are expected to benefit from, if it will be implemented. Unfortunately it has been observed by many researchers including Obasi (2015) there some set back to the achievement of the goals of SIWES. This explains the reason for this research work. The research intended to determine the relevance of SIWES to students, society and employer.

**Aims and objectives of Business Education:**

Business Education has two main objectives to educate for business and about business. It is generally believed that business education in the first place should prepare students for entry level employment in the business. It is concerned with the area of knowledge and competencies needed by everyone the knowledge, skills, abilities, understanding and attitudes that enable students to become worthy human beings and effective members of the business community.

**Occupation :** may be refer to a person’s job , his or her role in society , often a regular activity performed for payment.

**Office** : an office is generally a room or other area where administrative work is done by an organization’s users in order to support and realize objectives and goals of the organization.

**Statement of the problem**

students on their own part have discovered that what most of the supervisors are after is how you can defend your SIWES report rather than how to make use of the scheme and maximize their abilities, knowledge and skills in regards to their profession.

Not all students sent on SIWES are paid, some are even asked to pay money to be accepted to do their Industrial Training programme.

If the aims of SIWES are not achieved students will end up knowing the theoretical aspect of what they study, and have little or idea about the practical aspect of it. Thereby cannot gain employment or provide employment for the society. So the aim of this study is to expose students to have knowledge of the theoretical aspect of what they study and also have the knowledge of practical aspect of what they study.

**Purpose of the study**

The main purpose of this study is to Investigate the relevance of the Students Industrial Work Experience scheme (SIWES) to the Business Education students specifically.

The specific purpose includes the following:

* To ascertained the responsibilities of the employer to the students.
* To determine the hindrances to effective participation of the students in industrial training programme.

**Significance of the study**

The study will be beneficial to a number of groups and individuals. The study will provide business education students, employer of labour, administration, policy maker and researchers with relevant baseline data. The study will provide vocational students an avenue to appreciate the integration of theoretical and practical component that will prepare these students for the real world and provide them basic job skills to functions in the labour market.

In addition the study will create awareness to administrator on how to improve the quality of the programme and build a current facilities and services offer to students such as business education laboratory, library resource and other facilities.

Moreover, the study will provide encouragement for government to give adequate support to the business education programme in Tertiary Institutions in term of finance and monitoring for effective realization of Business Education programme objectives.

Parents and guardians will also discover from the findings or the research, the problems facing the students.

Finally, future researchers on similar and other related fields will find it handy as a reference material to assist them in their research endeavors

**Scope of the study**

The study covered the final year business education students of Ikwo College of Education, Ebonyi State (NCE) students who just completed their SIWES programme, skill and attitude development and improvement on the students however been exposed to the SIWES programme.

**Research question**

The following research question has been drafted out to guide the researcher carry out a fruitful research thus:

1. What are the relevance of Industrial Training programme?

2 What are the responsibilities of employer to students during the industrial training programme?

1. What are the problems faced by students during the Industrial Training programme?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

This chapter reviewed the literature related to the study under the following headings.

-Conceptual framework of the study

-Importance of the Students Industrial Work Experience.

-Responsibilities of the employer to the students on industrial training programme.

-Problem encounter by students on industrial training programme.

-Review of related empirical studies on the students’ industrial training programme**.**

**-**Summary of the Related Literature

**Conceptual Framework of the Study**

The student Industrial Work Experience Scheme is a skill training programme designed to expose and prepare students in institutions of higher learning for the industrial work situation in which they are likely to face after graduation Olugbenga (2009) defined Industrial Training as that form of educational process provided to students of special skill oriented subjects to enable them acquire the specific skills and attitude in the subject and also enable them function properly in the occupation when formally employed and it is done in the real occupational environment. Adams (2007) stressed that the SIWES or Industrial Training is an advance or a more formal form of apprenticeship programme which is geared towards skill acquisition and development. Oyedele(2000) noted that the programme helps the students to concretize knowledge and enable them to do the work well.

Akerejoia (2008) stated that the work experience is an educational programme where students participate in work activities while still attending school.

Mafe (2009) stated that there are two basic forms of learning ; education and training both which are essential to the productive world of work and the function of the society.

Chijioke and Ezema (2010) opined that training is like a key factor that enhances efficiency and expertise of the workforce

Furthermore Derrick (2012) stated that most of Nigeria tertiary institutions do not have the necessary equipment and facilities to equip the students with the necessary skills and competencies. It is then necessary for school to be liaising with industries where those modern facilities can be found for students to expose to real practical activities.

**Importance of the Students Industrial Works Experience Scheme**

As opined by Reimi (2001) the Industrial work Experience Scheme in Business Education programme is designed to acquaint students Business Education with work experiences which they are likely to meet to expose students in handling equipment and machinery that may not be available in their education institutions noting further that the scheme helps the students to match theory with practical operations.

Effah (2002) stated that, it is at the economy or organizational level that decisions are made which enable the individuals to give off his/her best. he also

explained that it is at the industrial training programme that students are allowed to take decisions and involved in doing the jobs through participation.

Industrial Training Fund (2004) observed that the scheme has helped business education students to practice the theoretical idea they learnt in the classroom.

Dele (2000) that experience begets experience. The students’ industrial work experience scheme if planned and done in relevant organization and will be of immense benefits to the students, as they will apply it in their daily life. and he

observed the following to be importance of SIWES provision of avenue for students to acquire industrial skills and experience during their course of study.

Badejo (2001) explained that SIWES provide students with an opportunity to apply their theoretical knowledge in real work situations, thereby bridging the gap between theory and practice.

**Responsibilities of the employers to the students on industrial training**

- Introducing students to the programme of the industry

- Assigning duties

- Supervising students

- Keeping records of student’s attendance.

**Procedures for participation in the students’ industrial works experience scheme**

Akerejolas (2001) stated that the following are the skill shapes of business education in the educational system.

* Those with business skills and pedagogy but with little or no industrial experience.

-Those with the pedagogy, the industrial experience and questionable business skills.

Mafe (2004) suggested that teachers of Business Education need many distinctive skills and abilities in addition to those required by regular classroom teachers of Business Education.

**Hindrances to Effective Industrial Work Experience Programme**

Certain difficult experience are been faced by the SIWES students. Among the problems include:

* Distance walked to places of work
* Inadequate transportation facilities
* Inadequate accommodation
* Insufficient relevant places for SIWES
* Short period of the programme
* Inadequate supervision
* Sexual harassment
* Financial problem

**Theoretical framework**

The theory of skill acquisition was illustrated by sedeai (2003) using a theory propounded by Hubert and stuart Dreyfus in (1973) who assumed that skill development is “knowing how” the authors argued that many skills, such as riding of a bicycle could not simply be reduced to “knowing that”

According to Sedaei (2003), the authors explained that a person goes through at least five stages of different knowledge specific task and ways of decision making as he acquires and improves on his skills. These five stages are novice, advance beginner competence, proficiency and expertise. The authors believed that as human beings acquires skill through instruction and experience, they do not appear to leap suddenly from rule guided “knowing that” to experience based “knowing how”. The authors affirmed that there is a gradual process involved for an individual to go through the five stages in order to reach the stage of expertise or knowing how.

In the novice stage according to the authors, the individual has some general ideas and is in the process of learning the rules. The second stage which is the advanced beginner, the individual’s performance improves to a relatively acceptable level only after the novice has had enough experience and practice in copying the real situation, the theory explained that during the third stage which is competence, the learner starts becoming personally involved with the task.

He starts to perceive more than one option from which he has to choose the best one. In fourth stage or proficiency state the learner while intensively understanding his task, still thinks analytically about his actions. The last stage which is the expertise, the pro-ponders maintained that they know what to do based on mature understanding his task.

**Review of related Empirical Studies**

Some related empirical studies have been identified in the area of this study.; Onwuji (2004) conducted a study on evaluation of SIWES Supervision The objective of the study were to determine whether students one industrial work experience were effectively supervised by the training supervisor and training sponsors and again finding out what factors that militate against the effective supervision of SIWES. The study adopted descriptive survey design.

A total population of 50 students was used in the study. The study used mean to answer research questions. It was found that the choice of placement of SIWES student was not based on interest for future entrepreneurship development. The place of students SIWES attachment lacked adequate modern facilities and there were restrictions on the use of facilities to students. It was also found that the duration of SIWES programme was not enough for students to acquire skill that would enable them set up their own business ventures. The study recommended that the choice of industrial training should be based on the interest and future plans for entrepreneurial development the SIWES unit in various Institutions should be adequately equipped and that the ITF should ensure that SIWES allowance for students were paid during the period of attachments. However, study is related to The current study because both focused on SIWES, they applied the same design for their studies.

However, the studies have different specific purpose area of the population and different tools for data analysis. Yemisi Ojokuku(2015) conducted on influence of Students Industrial Work Experience Scheme in Osun State. The aim of study was to examine the influence of Students Industrial Work Experience Scheme. Research design was adopted for the study and total enumeration sampling technique was used to select 277 respondents.

This implied that business Education students need to undergo proper training to back up their classroom knowledge with practical experience so as to be effective and relevant in their profession and be well developed professionally. This assertion was supported by Raimi (2005) who also find out in her study that students were able to learn about development in their course of study through their participation in SIWES that it added a good deal to their knowledge and they were able to apply the knowledge gained at school to the real life situation.

Naidu (2005) conducted a study on the role of Industrial Training Work Experience, in collecting the data for the research; the instrument used was questionnaire and oral interviews. The purpose of the study was to ascertain whether industrial training fund meets the training need, to identify the kinds of training programme students will undergo. The findings observed that the training programme of ITF is very qualitative.

**Summary of review of related literature**

There was a consensus among the authors that SIWES is a good avenue for graduates to acquire business experience and skills required, they believed that SIWES is the key factor in enhancing the efficiency and expertise of the workforce. Generally, the authors agreed that SIWES helps in the preparation of business education student for working in offices after graduation when students undergo start training in Industries. It would acquaint them with the process procedures inherent in business enterprise.

However, some authors noted some industries refused to allow student on attachment to use some of their equipment and machines for the fear of damage.

Theoretical framework was also presented. Five theories related to the study found to be relevant were theory of skill acquisition, experience, learning theory of work adjustment, two-factor theory of Job satisfaction and the theory of multiple intelligence, For models of evaluation were reviewed. The review also covered some related empirical students. Focused on the problem faced by student’s industrial work experience scheme, the problem of SIWES Supervision while others were on placement of students and facilities for training by industries, However there is no identified study that assessed the extent of realization of the objective for which SIWES in industrial training was established. Hence the present investigation is geared towards filling the gap.

**CHAPTER THREE**

**METHOD**

This chapter described the design of study , area of the study ,population of the study , sample and sampling techniques, the instrument for data collection ,the method of data analysis and decision rule .

**Design of the study**

Descriptive survey design was used to carry out the study .this is because a survey research focuses on people , the vital facts of people and their beliefs , options attitudes motivation and behavior [ osudu 2005]

**Area of the study**

The study coved Ikwo, Metropolis, Ikwo North Local Government Area of Ebonyi State .

**Population for the study**

This study comprised 50 final year business education student of Ikwo college of education.

**Sample and Sampling Technique**

The sample size for this study was fifty respondents, sample random sampling techniques was used to draw the sample from the population.

**Instrument for data collection**

A structured questionnaire was used for data collection; it was developed after a thorough review of literature and other relevant document. The instrument carries a four point rating scale to measure the degree of acceptance of the questionnaire items. The rating scale ranged from 4 strongly agree to 1 strongly disagree

Strongly agree 4

Agree 3

Disagree 2

Strongly disagree 1

**Validation** **of the instrument**

This was subjected to face validation by three experts two from Business Education, and one from Measurement and Evaluation. The instrument was reviewed based on three experts comment and recommendations

**Reliability of the Instrument**

The reliability test was conducted using the test-retest method and the reliability co-efficient of 0.75 was established.

**Method of data collection**

The questionnaire for data collection was administered on the 50 respondents. The questioner ire was administered and retrieved personally with the assistance of some friends. 46 copies were correctly completed and returned. Reflecting 96% returned 4 copies of the questionnaire were not retrieved.

**Method of data analysis**

The data collected were analyzed using mean scores in calculating mean for various items, the response categories in the questionnaire were scored using a four point rating scale as shown in the instrument for data collection above. The frequency of each categories of response was multiplied by score value of the response alternative.

The formula is X = f4E + Ef3 + Ef2+ Ef1

n

**Decision rule**

Any item with mean score less than 2.5 will be rejected while any item with mean score at 2.5 and above will be accepted.

**CHAPTER FOUR**

**RESULT**

In this chapter, data collected through the questionnaire used was made up of 18 items to cover three research questions. Analysis was made using mean score.

Research question 1

What are the importance of industrial training programme

Table (1) : show the response on the importance of industrial training programme.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA  4 | A  3 | D  2 | SD  1 | £ˉx | ˉx | SD | DECISION |
| 1 | Gain knowledge | 25  100 | 10  30 | 7  14 | 3  3 | 50  147 | 2.9 | 2.32 | Accepted |
| 2 | Develop key skills | 20  80 | 18  54 | 8  10 | 4  4 | 50  154 | 3.0 | 2.38 | Accepted |
| 3 | Explore different career option | 4  16 | 5  15 | 7  14 | 33  33 | 50  78 | 1.5 | 1.69 | Rejected |
| 4 | Secure a graduate job | 9  26 | 30  90 | 1  2 | 10  10 | 50  138 | 2.7 | 2.26 | Accepted |
| 5 | Get paid while you study | 5  20 | 3  9 | 2  4 | 40  40 | 50  73 | 1.4 | 1.64 | Rejected |
| 6 | Increase students communication | 11  44 | 5  15 | 3  6 | 31  31 | 50  96 | 1.9 | 1.88 | Rejected |
| 7 | Boosts students confidence | 41  164 | 4  12 | 3  6 | 2  2 | 50  184 | 3.6 | 2.60 | Accepted |
| 8 | Implementing theory into realistic | 39  15 | 1  3 | 7  14 | 3  3 | 50  176 | 3.5 | 2.56 | Accepted |
|  | Grand mean |  |  |  |  |  | 17.4 |  | DECISION |

In table 1 item 1 with mean response of 2.9 accepted that students gain knowledge during industrial training programme .item 2 with mean score of 3.0 accepted that students develop key skill during the industrial training programme . item 4 with mean score of 2.7 accepted that students secure graduate job during the industrial training programme . Item 7 mean score of 3.6 accepted that students industrial training boost students confidence . Item 8 with mean score of 3.7 accepted that industrial training implement theory into realistic. Item 1,2,4,7and 8 have the mean score of 17.4 this indicates that respondents accepted that industrial training programme is important to students

Research question 2: the responsibilities of employers to students during the industrial training programme.

Table 2: shows the response on the responsibilities of employers to students.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA  4 | A  3 | D  2 | SD  1 | £ˉx | ˉx | SD | DECISION |
| 9 | Assigning duties | 20  80 | 15  45 | 2  4 | 13  13 | 50  142 | 2.8 | 2.28 | Accepted |
| 10 | Training students | 5  20 | 5  15 | 8  16 | 32  32 | 50  83 | 1.6 | 1.75 | Rejected |
| 11 | Supervising students | 36  144 | 2  6 | 7  14 | 5  5 | 50  169 | 3.3 | 2.49 | Accepted |
| 12 | Keeping records of student attendance | 30  12 | 2  6 | 8  16 | 10  10 | 50  15 | 3.0 | 2.36 | Accepted |
|  | Grand mean |  |  |  |  |  | 8.4 |  |  |

In table 2 item 9 with mean score of 2.8 accepted that employers assign duties to students during the industrial training porgramme. Item 11 with mean score of 3.3 accepted employers supervise students during industrial training. Item 12 with mean score of 3.0 accepted that employers keep records of student’s attendance during the industrial training programme.

Research question (3)

The problem faced by student during the industrial training programme.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA  4 | A  3 | D  2 | SD  1 | £ˉx | ˉx | SD | DECISION |
| 13 | Problem of distance | 9  30 | 3  9 | 13  32 | 22  22 | 50  99 | 1,9 | 1.91 | Rejected |
| 14 | Problem of accommodation | 28  112 | 5  15 | 13  26 | 4  4 | 50  157 | 3.1 | 2.40 | Accepted |
| 15 | Lack of motivation | 22  88 | 17  51 | 6  12 | 5  5 | 50  156 | 3.1 | 2.39 | Accepted |
| 16 | Lack of trainers | 8  32 | 30  90 | 10  20 | 2  2 | 50  144 | 2.8 | 2.30 | Accepted |
| 17 | Financial problem | 21  84 | 18  54 | 6  12 | 5  5 | 50  155 | 3.1 | 2.38 | Accepted |
| 18 | Sexual harassment | 3  12 | 4  12 | 15  30 | 28  28 | 50  82 | 1.6 | 1.73s | Rejected |
|  | Grand mean |  |  |  |  |  | 14.3 |  |  |

In table 3 item 13 with the mean score of 1.9 accepted that students faced the problem of distance during the industrial training .item 14 with mean score of 3.9 accepted that students faced the problem of accommodation .item 15 with the mean score of 3.1 accepted that students lack motivation during the industrial training .item 16 with the mean score of 2,8 accepted that students lack trainers during the industrial training .item 17 with the mean score of 3.1 accepted that students faced financial problem during the industrial training .item 18 with the mean score of 1.6 accepted that students faced sexual harassment during the industrial training programme

**CHAPTER FIVE**

Discussions, implications, recommendations, conclusions and summary of the study.

**DISCUSSION OF THE RESULTS**

From the data collected and analyzed the following findings were made. That most students agree that SIWES could help student to gain employment. Students sometimes do not learn very much what is relevant during the SIWES programme.

Most students suffer set back during in the area of poor remuneration housing transportation, intimidation among other. The students could comfortably run or operate business based on the experience they gained during the SIWES programme. Most of the students are not supervised.

Most working environment is conducive and student have cordial relationship among the workers.

**EDUCATIONAL IMPLIMENTATION**

The finding of the research show that SIWES is a good tool for entrepreneurial development and occupational skill development I business education as there are a host of identified relevance of the scheme on professional development despite the relevance of the scheme lot is not been done by the government and employers of labour to improve the status of the scheme thereby creating setbacks suffered by the students and society in general.

Although, most of the students advise the continuity of the scheme but certain measures should be put in place for the sustenance.

**CONCLUSIONS**

SIWES contributes to better academic achievement irrespective of gender. SI|WES plays a significant role in human resources. It helps students to develop new skills. Students should be aware of what the present society holds for them and adapt accordingly.

**RECOMMENDATIONS**

Based on the findings of the study, the researcher hereby make the following recommendation .

Students should be deployed in area that relate to their area of study.

Proper supervision by industry based and lectures in the department is very important.

**LIMITATIONS**

Based on the fact that the research has to do with the students most of the respondents could not provide objective responses due to fear of victimization.

The researcher aced financial difficulties which hindered the researcher from travelling far and wider as suppose to collect data.

**SUGGESTION FOR FUTHER RESEARCH**

1. Lack of adequate industries in Nigeria and the restriction to be attached within.
2. Students poor attitude to working during the skills programme,
3. Inadequate supervision of the students during the SIWES.

**Summary of the study**

Summary of the study :industrial training progamme is relevant to effective technical and vocational education of which business education is an important part .the programme helps the students in getting jobs on graduation . the students with SIWES experience are more equipped and preferentially considered when there is job vacancy situation . The problems hindering the programme of the scheme should be keenly addressed by the government and other relevant stakeholders.

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Sedeai 2003 Med Educ online 0210 .15 ; 1034021meo V1510 4846 published online 2003 Jun 14 doi 1o 3402/meo. V15io 4846

**QUESTIONNAIRE SECTION A**

Business Education,

Godfrey Okoye University,

Thinkers Corner,

Enugu.

Dear Respondent,

The researcher, a final year student of the above mentioned Institution is conducting i am research on the Relevance of Industrial Training Programme to Business Education students.

The study is strictly for academic purpose and is aimed at finding the relevance of Industrial Training Scheme to business education students. It is in no way concerned with anything that will jeopardize your interest.

Yours faithfully

**Eze Eucharia A**

**SECTION B**

**PERSONAL DATA (Background Information)**

Please kindly tick in the box provided.

1. Gender

(a) Male [ ]

(b) Female [ ]

2. Age

(a) below 20 year [ ]

(b) 21-30 year and above [ ]

3. Marital status

(a) married [ ]

(b) single [ ]

4. Educational qualification

(a) NCE [ ]

(b) B.Sc / BED [ ]

**SECTION C**

Instruction: Please kindly tick Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM DESCRIPTIONS** | **SA** | **A** | **D** | **SD** |
|  | **Section A: the following are the importance of industrial training programme** |  |  |  |  |
| 1 | Gain knowledge |  |  |  |  |
| 2 | Develop key skills |  |  |  |  |
| 3 | Explore different career options |  |  |  |  |
| 4  5  6  7 | Secure a graduate job  Increase students communication  Boosts student confidence  Implementing theory into practical |  |  |  |  |
| 8 | Get paid while you study |  |  |  |  |
|  | **Section B : the following are the responsibilities of employer to students during the industrial training programme** | SA | A | AD | SD |
| 9 | Assigning duties |  |  |  |  |
| 10 | Training of students |  |  |  |  |
| 11  12 | Keeping records of students attendance  Supervising students |  |  |  |  |
|  |  |  |  |  |  |
|  | **Section C the following are the problem faced by students during the Industrial Training programme** | SA | A | D | SD |
| 13 | Problem of distance |  |  |  |  |
| 14 | Problem of accommodation |  |  |  |  |
| 15 | Financial Problem |  |  |  |  |
| 16 | Lack of motivation |  |  |  |  |
| 17 | Lack of training |  |  |  |  |
| 18 | Sexual harassment |  |  |  |  |

APPENDIX C

VALIDATION REPORT

TOPIC

Relevance of industrial training in preparing business education students for office occupation.

This is to certify that ------------------------------- validated the following instrument and made the following observations;

1. ---------------------------------------------------------------
2. ---------------------------------------------------------------
3. ----------------------------------------------------------------

After the amendment(s) I consider the instrument fit for the study for which it was designed.

Signed ------------------------

Date ---------------------------