

**PRE-SERVICE VOCATIONAL TEACHERS PERCEPTIONS ON THE CHALLENGES OF SIWES IN TERTIARY INSTITUTIONS IN ENUGU STATE OF NIGERIA**

**BY**

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***Abstract***

*The study was designed to identify the Pre-Service Vocational Teachers perceptions on the Challenges of SIWES in Tertiary Institutions in Enugu State of Nigeria. Three research questions guided the study. The population of the study comprised of 317 students with a breakdown as follows: Federal colleges of Education Eha-mufu – 68, Enugu State College of Education (Technical) Enugu – 73, University of Nigeria, Nsukka - 92, and Enugu State University of Science and Technology - 84. No sampling was carried out since the number is manageable. For effective investigation, a four point scaled 51 item questionnaires face validated by three experts from the Department of Vocational Teacher Education with reliability coefficient of 0.84 was used for data collection from the respondents. The mean and standard deviation were used to answer the research questions. The findings of the study revealed the administrative challenges, implementation challenges as well as the possible solutions to these challenges as perceived by pre-service vocational teachers in the area of the study. The study therefore recommends that the Government and allied stakeholders should implement the real objectives of SIWES as provided in the ITF document so that the students of vocational education, engineering and related courses will greatly benefit from the programme, Good incentives should be given to supervisors in doing supervisory work, in order to encourage them, Establishment of industrial developmental centers of small scale industries closer to higher institutions should be encouraged among others.*

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**Introduction**

The level of industrial development in any society is directly linked to the quality of skilled manpower available to drive the production and service delivery processes (Industrial Training Fund, 2011). It is in

realization of the close relationship between human resources' and economic development for effective service delivery (Umar & Cyril, 2012), that the government's decree No. 47 of 8th Oct; 1971 as amended in 1990 was enacted. The

degree 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 (Jemerigbo, 2003). The decree brought about the establishment of Industrial Training Fund (ITF) in 1973/1974 and subsequently led to the formation of Students Industrial Work Experience Scheme (SIWES) to bridge the gap between classroom and work environment.

Students Industrial Work Experience Scheme (SIWES) was established by Industrial Training Fund (ITF) to solve the problem of lack of adequate practical skills in preparation for employment in industries by Nigerian graduates. SIWES according to ITF (2002) is a skill training programme designed to expose and prepare students of Universities, Polytechnics, Colleges of Technology, Colleges of Agriculture, Colleges of Education and Technical Colleges for the Industrial Work situation they are likely to meet after graduation. In addition, Chukwurah (2007) defined SIWES as a training programme that is charged with the responsibility to provide students in technical college and tertiary institutions with an opportunity to gain practical skills, knowledge and competence in addition to what they have learnt in the classroom during their academic pursuit. Consequently, SIWES in the context of this study is a skill training programme designed to prepare students of

vocational and Technical Oriented courses for the actual work situation which would not have been possible for them within the school environment. The Duration of SIWES is four months in Polytechnics at the end of NDI, 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 (Wodi and Dokubo, 2009). Despite the disparity in the duration of SIWES in different institutions, the objective of SIWES is the same and to achieve it cannot be compromised.

The Specific objectives of SIWES according to Eze (1998), as summarized by the federal government in its gazette of April 1978, as highlighted in ITF (2002), and Asikadi, (2003) are to provide an avenue for students in institutions of higher learning to acquire industrial skills and experience in their course of study, which are restricted to Engineering and Technology including Environmental Studies and other courses that may be approved; Prepare students for industrial work situation they are to meet after graduation; also expose students to work methods and techniques in handling equipment and machinery that may not be available in the institutions, in addition, to make the transition from school to the world of work easier and enhance student's contacts for later job placement; in continuation, to provide students with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practice and lastly,

Enlist and strengthen employers, involvement in the entire educational process and prepare students for employment in industry and commerce. Hence, the attachment in the industries should be one compactable with students' area of study so as to achieve the above listed objectives. This is why SIWES is a compulsory exercise for all students studying course that need industrial experience such as Agriculture, Engineering, Technology, Environmental, Science, Medical Science, Applied Science, Vocational and Technical Education in tertiary institutions.

Tertiary institutions in Nigeria are post-secondary education institutions that carry out their educational activities at a university, polytechnic or college of education involving study for a degree, diploma or Nigerian Certificate of Education. In tertiary institutions, courses like Agriculture, Engineering, Technology, Environmental, Science, Medical Science, Applied Science, Vocational and Technical Education that require SIWES as a pre requisite for the award of the certificate after graduation are offered. Vocational and Technical Education is the merging between the Technical Education and Vocational Education i.e. the inclusion of basic technical and scientific knowledge with the skill-based vocational programmes. This is the higher level of skills and knowledge required to be taught as advanced learning prior to workplace entry to cope with the emergence of technologies in the workplace.(Moustafa,

2010). The main purpose of VTE according to Federal Government of Nigeria (FGN) (2013) is to provide skilled manpower in applied science, engineering, technology and commerce to operate, maintain and sustain the nation's economic activities for rapid socio economic development. This purpose can only be achieved if the learners are trained in the actual work environment towards which they will find themselves after their training. In support of this view, Goodman as recorded in Okechukwu and Robinson (2011) stated that it is the totality of man's environment especially his interactions with tools, equipment and co-workers, that provide him ample opportunities of acquiring skills. Also, Sanusi (2000) added that skill exchanges permit workers to learn from one another to improve their skills. Therefore, pre-vocational teachers are exposed to actual work experience as well as to materials and machines which would not have been possible for them to use within the school environments during SIWES (Sanusi, 2000 & Ogwo, 2000).

Pre-vocational teacher is a student involved in a vocational and technical education based field experience programme under the supervision of a cooperating vocational and technical teacher; the pre-service vocational teacher gradually takes on more classroom management and instructional responsibilities. In Nigeria, a vocational student assumes a pre-vocational position from the period when he/she start practical teaching to when the programme is finally concluded. It is at this period that the

students go for SIWES. The purpose of pre-service experiences is to allow students to practice the strategies and concepts they have been learning in their education courses. As such by engaging in SIWES activities, meaningful, helpful and relevant development of technological knowledge, attitude and skills for the operation of the ever increasing technical industries both in the private and public sectors of our economy is achieved for the benefit to the students and the Government that instituted the programme. Nevertheless, this effective and sustainable industrial work experience for achieving the desired results is not without some challenges.

Pearson (2009) viewed challenges as difficulties in a job or undertaking that is stimulating for one engaged in it. Something that, by its nature or character, serves as a call to battle, a tasking activity or a special effort is a challenge. Challenges in industrial work experience cannot completely be avoided, but can be managed; and if well handled, for the effective functioning of industrial work experience, there will be qualified workers for industries. Challenges of SIWES in the context of this study was categorized into administrative and implementation. Administration according to Akilaiya (2001) is the process of working with people to accomplish the purposes, goals or objectives of an organization. Administrative challenges of SIWES are

those difficulties created by the personnel working in all the institutions in charge of SIWES activities that can hinder the process of accomplishing its purposes, goals or objectives. Implementation, on the other hand is the process of putting something into effect or equipping somebody with the necessary means to achieve a desired purpose. Therefore, any shortcoming in an effort to equip a SIWES student with the required assistant both before, during and successful completion of the SIWES programme is implementation challenges. These challenges seem for severe in Enugu state in particular and south east in general.

The observation of the researchers in the study environment revealed that industrial work experience students especially the pre-vocational students that have graduated complain of little or no benefit achieved during their SIWES process based on some challenges which may include, distance to places of attachment, combination of SIWES with lectures, unavailability of purposeful establishment, cost of transportation to ITF for form submission, rejection of SIWES students by some organization and many more. Therefore, to get a clearer picture of this challenges and its possible solutions the study therefore seeks to identify the pre-service vocational teacher's perceptions on the Challenges of SIWES in Tertiary Institutions in Enugu State of Nigeria.

## **Purpose of the Study**

The main purpose of the study is to ascertain the Challenges of SIWES as perceived by Pre-Service Vocational Teachers in Tertiary Institutions in Enugu State of Nigeria. Specifically, the study was carried out to determine the

1. Administrative challenges of SIWES as perceived by Pre-service Vocational Teachers in Tertiary Institutions.
2. Implementation challenges of SIWES as perceived by Pre-service Vocational Teachers in Tertiary Institutions.
3. Solutions to the challenges of SIWES as perceived by Pre-service Vocational Teachers in Tertiary Institutions.

### **Research Questions**

1. What are the Administrative challenges of SIWES as perceived by Pre-service Vocational Teachers in Tertiary Institutions?
2. What are the Implementation?
3. Challenges of SIWES as perceived by Pre-service Vocational Teachers in Tertiary Institutions?
4. What are the Solutions to the challenges of SIWES as perceived by Pre-service Vocational Teachers in Tertiary Institutions?

### **Research methodology**

The survey research design was adopted in this study because it is a design in which data are collected from a relatively large number of people or items. The population for this study consisted of all the final year students that have participated in SIWES in the four tertiary institutions that offer

vocational and technical education causes from four government tertiary institutions situated in Enugu State. Record available from the academic records in the four tertiary institutions in Enugu State showed that there are a total number of 317 students with a breakdown as follows: Federal colleges of Education Eha-mufu – 68, Enugu State College of Education (Technical) Enugu – 73, University of Nigeria, Nsukka - 92, and Enugu State.

University of Science and Technology - 84. No sampling was carried out since the number is manageable. A structured questionnaire of 51 items were developed and utilized in the study. The scaling statement used for answering the research question were strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The questionnaire was face validated by three experts and cronbach alpha technique was utilized to determine the internal consistency of the question items and a coefficient of 0.80 was obtained. 317 copies of questionnaires were administered with the help of four research assistance and 310 of the questionnaires were retrieved and analysed. The data collected from the respondents were analyzed using mean for answering the research questions. The cut – off mark or mean ratio was 2.5.

### **Results**

The results are presented in accordance with the research questions formulated in the study.

**Research Question 1:** What are the Administrative challenges of SIWES perceived by Pre-service Vocational Teachers in Tertiary Institutions in Enugu State?

**Table 1:** Mean responses of pre-service vocational teachers on their perceived administrative challenges of SIWES in tertiary institutions.

<b>Administrative challenges of SIWES in tertiary institution</b>	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	$\bar{X}_4$	$\bar{X}_G$	<b>RM</b>
Poor cooperation between vocational education department and the industries	3.43	3.48	3.26	3.35	3.38	Agree
Lateness in preparation of staff list for supervision of students	2.70	2.59	2.83	2.77	2.72	Agree
Lack of interest on the part of institution administrative staff towards supervision of SIWES	2.91	3.48	3.27	3.17	3.21	Agree
Lack of interest on the part of ITF administrative staff towards supervision of SIWES	2.69	2.42	2.43	2.61	2.54	Agree
Lack of interest on the part of industry administrative staff towards supervision of students during IT	2.52	2.95	2.87	2.65	2.76	Agree
Non provision of allowances to all staff that participated in SIWES programme	2.67	2.30	2.30	2.26	2.38	Disagree
Failure by the school coordination unit to prepare the master list on time	3.04	2.65	2.50	2.82	2.76	Agree
Failure by the school coordination unit to prepare the placement list on time	2.13	2.48	2.65	2.61	2.47	Disagree
Late supply of relevant information by students to the coordination	2.04	2.13	2.00	2.26	2.11	Disagree
Late registration of industrial training students	2.30	2.17	2.32	2.22	2.25	Disagree
Inadequate staffing to handle in the SIWES unit	3.14	3.17	3.17	3.24	3.18	Agree
Inadequate infrastructure and working tools for the staff to work effectively	3.00	3.13	2.61	3.09	2.96	Agree
Inadequate orientation programme for SIWES participating students	2.74	3.22	2.91	3.09	2.99	Agree

Delay in payment of students allowance	2.45	2.43	2.87	2.86	2.66	Agree
Inefficiency in handling of complains from students	3.17	2.91	3.00	2.97	3.01	Agree
Bureaucracy on the part of the industry and the supervising agencies	2.95	3.17	3.00	2.96	3.02	Agree
Lack of incentives for both staff and students during work experience	3.13	3.22	3.09	3.00	3.11	Agree
Lack of accurate data about industries that will accept students for placement	2.86	2.64	2.57	2.70	2.69	Agree
Lack of insurance scheme for students and their supervisors	3.17	3.38	3.04	3.09	3.17	Agree
Inability of ITF and industry to provide welfare services during attachment	2.74	3.48	3.13	3.32	3.16	Agree
Supervisors low level of research skills in adaptation to new ideas for training	2.64	2.61	2.61	2.55	2.60	Agree
Other school programmes affects SIWES schedules e.g Teaching Practice.	2.91	2.43	2.78	2.77	2.73	Agree

**Key:** Total number of respondents (N) = 317,  $\bar{X}_1$  = Mean response of federal College of Education Ehamufu pre service teachers,  $\bar{X}_2$  = mean response of enugu state college of education technical pre service teachers,  $\bar{X}_3$  = Mean response of Enugu State University Of Science And Technology pre service teachers,  $\bar{X}_4$  = Mean response of University of Nigeria Nsukka pre service

teachers,  $\bar{X}_G$  = Grand Mean for the 4 groups of respondents, **RM** = Remark

Table 1 above shows that items (1-5,7, 11-22) each had a grand mean score of above 2.50 which is the cut off mean for agreement level for any given item while 4 items (6,8,9 and 10) had a mean score below 2.50. Consequently, Pre-service Vocational Teachers in Tertiary Institutions in Enugu State did not perceive these items as administrative challenges of SIWES.

**Research Question 2:** What are the Implementation challenges of SIWES perceived by Pre-service Vocational Teachers in Tertiary Institutions in Enugu State?

**Table 2:** Mean responses of pre-service vocational teachers on their perceived implementation challenges of SIWES in tertiary institutions.

Implementation challenges of SIWES in tertiary institution	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	$\bar{X}_4$	$\bar{X}_G$	RM
Students poor attitude to work during the SIWES programme	2.61	2.30	2.78	2.77	2.62	Agree
Students lack of interest towards industrial attachment.	2.83	2.87	2.91	3.05	2.91	Agree

Limited number of well-equipped industries for industrial attachment	2.59	2.79	2.58	2.36	2.58	Agree
Inadequate facilities for industrial attachment	3.18	3.22	3.13	3.23	3.19	Agree
students inexperience to handle certain delicate machines and tools without damaging them	2.74	2.87	2.96	2.72	2.82	Agree
Students inability to scout for places of attachment	3.43	3.14	3.36	3.22	3.28	Agree
Student's ignorance of the objective of industrial attachment before embarking on industrial attachment.	2.91	3.23	2.64	3.00	2.94	Agree
Poor infrastructures for learning in industries	3.26	3.27	3.33	3.18	3.26	Agree
Over population of IT students	3.05	2.90	2.86	3.00	2.95	Agree
Lack of workshop/space for students training	3.26	2.90	3.33	3.14	3.16	Agree
Time for attachment are inadequate for to acquire necessary skills	2.82	2.95	2.76	2.91	2.86	Agree
Feeling of insecurity by students	2.82	3.00	3.00	3.09	2.98	Agree
Available equipment, tools and materials are not relevant to students need	3.17	2.95	2.95	2.47	2.89	Agree
Low level and quality of training students receive in places of attachment	2.78	2.90	2.81	3.18	2.91	Agree
Unavailability of modern tools and equipment	3.05	3.23	3.33	2.91	3.13	Agree

**Key:** Total number of respondents (N) = 317,  $\bar{X}_1$  = Mean response of federal College of Education Ehamufu pre service teachers,  $\bar{X}_2$  = mean response of enugu state college of education technical pre service teachers,  $\bar{X}_3$  = Mean response of Enugu State University Of Science And Technology pre service teachers,  $\bar{X}_4$  = Mean response of University of Nigeria Nsukka pre service teachers,  $\bar{X}_G$  = Grand

Mean for the 4 groups of respondents, **RM** = Remark

Table 2 above shows that the grand mean score of all the items were above 2.50 which is the cut off mean for agreement level for any given item. Therefore, all the items are the Implementation challenges of SIWES perceived by Pre-service Vocational Teachers in Tertiary Institutions in Enugu State.

**Research Question Three:** What are the Solutions to the challenges of SIWES perceived by Pre-service Vocational Teachers in Tertiary Institutions in Enugu State tertiary institutions?

**Table 2:** Mean responses of pre-service vocational teachers on the solutions to challenges of SIWES in tertiary institutions.

<b>Solutions to the challenges of SIWES in tertiary institution</b>	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	$\bar{X}_4$	$\bar{X}_G$	<b>RM</b>
Good orientation exercise should be done for both staff and students	3.39	3.45	3.27	3.17	3.32	Agree
Timely submission of ITF documents should be encouraged	3.13	3.19	3.00	3.30	3.16	Agree
Establishment of industrial development centres of small service industries closer to higher institutions should be encouraged	2.95	3.05	2.86	3.26	3.03	Agree
All institution involved in SIWES programme should endeavor to create a forum for feedback demonstration annually	3.00	2.90	2.95	3.04	2.98	Agree
employers or organisations should be encouraged to increase their quota system for IT students	3.09	2.85	3.04	3.35	3.09	Agree
Adequate monitoring of students in industrial attachment should be encouraged	3.04	2.95	2.80	3.22	3.01	Agree
Good co-operation and support from companies/organizations should be sought for	3.04	3.00	3.23	2.95	3.06	Agree
Students should be paid their IT allowance on time so as to be motivated	3.21	3.26	3.23	3.09	3.20	Agree
Selection of place for placement should not be left for students alone, the institution should device a means of allocating students to related companies	3.17	3.33	3.29	3.17	3.24	Agree
Fund should be made available by the government in order to facilitate proper monitoring of students IT	2.87	2.77	2.67	2.90	2.80	Agree
Students should be encouraged to undergo SIWES in small and medium scale industries where they can contribute to	3.26	2.95	3.14	2.85	3.06	Agree

improving the production processes and also gain insight into entrepreneurship						
Tertiary institutions should work out tailor made training programmes to guide students while in SIWES	2.54	2.82	2.71	2.95	2.76	Agree
Employers should be encouraged to provide meaningful training to students by allowing them to handle equipment and machines while on training	3.04	3.18	3.05	3.00	3.07	Agree
School should avoid programmes that will conflict with SIWES schedule and time	3.13	3.18	3.24	3.23	3.19	Agree

**Key:** Total number of respondents (N) = 317,  $\bar{X}_1$  = Mean response of Federal College of Education Ehamufu pre service teachers,  $\bar{X}_2$  = mean response of Enugu State college of education technical pre service teachers,  $\bar{X}_3$  = Mean response of Enugu State

University Of Science And Technology pre service teachers,  $\bar{X}_4$  = Mean response of University of Nigeria Nsukka pre service teachers,  $\bar{X}_G$  = Grand Mean for the 4 groups of respondents, **RM** = Remark.

Table 3 above shows that the grand mean score of all the items were above 2.50 i.e the minimum acceptable mean score an item would score in order to be accepted.

Therefore, all the items are the Solutions to the challenges of SIWES as perceived by Pre-service Vocational Teachers in tertiary institutions in Enugu State.

### Discussions of Finding

The result from research question one, revealed 18 Administrative challenges of SIWES perceived by Pre-service Vocational Teachers in Tertiary Institutions. They include Poor cooperation between vocational education department and the industries, Failure by the school coordination unit to prepare the master list on time, Lack of interest on the part of institution administrative staff towards supervision of SIWES, Lack of interest on the part of ITF administrative staff towards supervision of SIWES, Lack of interest on

the part of industry administrative staff towards supervision of students during IT, Lateness in preparation of staff list for supervision of students, also included are Inadequate staffing to handle in the SIWES unit, Inadequate infrastructure and working tools for the staff to work effectively, Inadequate orientation programme for SIWES participating students, Delay in payment of students allowance, Inefficiency in handling of complains from students, Bureaucracy on the part of the industry and the supervising agencies, Lack of incentives for both staff and students during work experience among others.

The findings agree with Ogbonna (2001) who stated that in some cases, basic requirement for processing students allowance such as duration of attachment are not specified and as a result, even while funds are available students cannot be paid during industrial attachment due to late submission of relevant document for payment (i.e. students' master and placement list). The findings are also in line with the opinion of Osinem (1999) that not all the staff that participated in one way or the other are paid. This therefore, affects the effectiveness of supervision exercise as each lecturer is supposed to visit the

The result from research question two, revealed 15 implementation challenges of SIWES perceived by Pre-service Vocational Teachers in Tertiary Institutions. They include Students poor attitude to work during the SIWES programme, Students lack of interest towards industrial attachment, Limited number of well-equipped industries for industrial attachment, Inadequate facilities for industrial attachment, students inexperience to handle certain delicate machines and tools without damaging them, Poor infrastructures for learning in industries, Student's ignorance of the objective of industrial attachment before embarking on industrial attachment, Students inability to scout for places of attachment among others.

The results are in consonant with view of this finding supports the view of ITF

attachment about three times Also the findings are in agreement with the view of Osuiyi and Owenvbiugie (2015) who pointed out that challenges hindering the effective implement of SIWES include: Insufficient SIWES orientation programme for students, Delay in pay students allowance, Ineffective handling of complains from institutions and students, Poor collaboration between the institutions and industries, Bureaucracy on the part of the industries and the supervising agencies, Poor infrastructures for learning in some industries.

(1990), Okoye (2002) and Olabiyi and Ologban (1999) who from their studies found out the following challenges such as; lack of insurance scheme for students and their supervisors; low level and quality of training students received in school and industries; level of professional training of supervisors and inability of ITF and industries to provide welfare services. Also the findings are in line with Oladiran, Benjamin, and Aiyelabowo (2012) who stated that Poor infrastructures for learning in industries, Inadequate facilities for industrial attachment, Students lack of interest towards industrial attachment, low level of appropriate training facilities, unavailability of modern tools and equipment, industries rejecting students for IT are some of the challenges that may affect the proper implementation of SIWES programme.

The result from research question two, revealed 14 solutions to the challenges of SIWES perceived by Pre-service Vocational Teachers in Tertiary Institutions. They include good orientation exercise should be done for both staff and students, Timely submission of ITF documents should be encouraged, Establishment of industrial development centers of small service industries closer to higher institutions should be encouraged, Selection of place for placement should not be left for students alone, the institution should device a means of allocating students to related companies, employers or organisations should be encouraged to increase their quota system for IT students, Adequate monitoring of students in industrial attachment should be encouraged, Also Good co-operation and support from companies/organizations should be sought for , Students should be paid their IT allowance on time so as to be motivated, All institution involved in SIWES programme should endeavor to create a forum for feedback demonstration annually. The findings of this study are in

### **Recommendations**

The following recommendations are made based on the findings:

1. Good incentives should be given to supervisors in doing supervisory work, in order to encourage them.
2. Establishment of industrial developmental centers of small scale industries closer to higher institutions should be encouraged.
3. All institutions involved in SIWES program should endeavor to create a

agreement with those of Umar & Cyril (2012) who highlighted the following solutions to challenges of SIWES; provision of adequate industries, good orientation, establishment of industrial centres, better funding, timely submission of ITF documents.

### **Conclusion**

It has been observed in the study area that pre-service vocational teachers face some challenges during the course of undergoing their industrial training which impinges on the aim and objectives of the programme. These challenges made the students not to benefit from the development of technological knowledge, attitude and skills for the operation of the ever increasing technical industries thereby making the SIWES programme a waste of time, energy and resources in that particular area. If the stakeholder in-charge of SIWES are therefore charged to look into the suggested solutions to ameliorate these challenges so as to enable the pre-service vocational teachers to benefit from the programme.

forum for feedback demonstration after each SIWES program.

4. Employers/organization should be encouraged to increase their quota system for IT students.
5. Visiting of students during the SIWES program should be ensured by the Industrial Training Fund officials and college coordinators in order to ensure that students get necessary exposure and to boost their morale.

6. Companies/Organizations should be sensitized through organization of workshops/seminars in order to acquaint them with their expected roles towards students on industrial training.
7. Federal government should endeavor to make fund available to the institutions as at when due in order to facilitate proper monitoring of students on IT.
8. Students should be paid their IT allowance to time so that they can be motivated.
9. Also the federal government should make it mandatory for companies/organizations to supplement funding of the scheme by paying students stipends and providing enabling condition for them.
10. Students should be taught how to write reports and their reports should be read through and corrected.
11. Selection of placement should not be left completely to students. The college should device a means of allocating students to related companies/organizations.

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