STRATEGIES FOR ENHANCING TECHNICAL STUDENTS’ SKILLS ACQUISITION THROUGH INDUSTRIAL TRAINING FUND (ITF) IN RIVERS STATE

By

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Abstract

This study focused on strategies for enhancing technical students’ skills acquisition through Industrial Training Fund (ITF) in Rivers State and to ensure that trainees of Industrial Training Fund (ITF) in Vocational Training Centre acquire better knowledge and psycho productive skills that will help them gain useful employment or be self-employed after graduation. A descriptive survey design approach was adopted. Three research questions and three research hypotheses were posed and formulated to guide the study. The population consists of three hundred and eighty (380) training/administrative managers and three hundred and fifty (350) trainees. The simple random sampling techniques were used to select the respondents. Data collections were by a 15-items structured questionnaire and were analyzed with frequency, percentage and mean statistics. The study found among other things, that if instructors adopt good strategies during training periods, trainees will acquire better skills, trainees needed to be posted to their area of study for Industrial Training (I.T), modern tools/equipment are needed to train trainees. Based on the findings appropriate recommendations were put forward by the researchers.
Technical Vocational Education and Training (TVET) is perceived strictly as that aspect of education, whose function is concerned with the preparation of skilled manpower (Agwi, 2015). According to Ogbuanya & Okoli (2014), it is a form of education, training or re-training which is directed towards developing the learner to become productive in a paid employment or to be self-employed. Agwi (2015) echoed that for an individual to achieve the type of training that will help him/her become productive in a paid employment or become self-employed, such person must pass through a formal training programme in any of the technical trade related programmes such as in welding, electrical works, electronics, building, radio and television, mechanical craft practice, pipe fitting and other specialized trades. Part of this training of students involves their posting to industries that are related to their areas of specialization as to gain practical experience which is industrial training or attachment (Akinsainde, 2012). The industrial training according to ITF (2004) was initiated by the Industrial Training Fund (ITF) in 1974 and it constitutes a continuation of the students’ academic programmes aimed at making graduates of Vocational and Technical Education employable contrary to the claim in the Third National Development Plan (1975 – 1980) that universities, polytechnics technical colleges and colleges of education have little or no practical work experience to make their fresh graduates readily employable.

Practical vocational skills acquisition or knowledge relates to doing. According to Ochiagha (2014), practical knowledge is learning without which mastery of an area of knowledge may be too difficult to achieve. Practical knowledge involves developing skills through the use of tools/equipment and machines to perform tasks that are related to a field of study. This can only be achieved when students are posted to industries where modern tools/equipment and machine are found for industrial training. Industrial training attachment, according to Briggs (2015) is the only programme which is designed to prepare students for the industrial work situation they are likely to meet after training in the school. Nwanoruo (2014) stated that industrial training attachment is a programme that uses the work environment to expose students to work method and provide the needed experience in handling equipment and machinery that may not be available in educational institutions in Nigeria. To actualize this objective, the Federal Government by Decree 47 of 8th October, 1971 established the Industrial Training Fund charged with the specific mandate of transforming the Nigerian economy from its predominant dependence on foreign expertise to a state of self-reliance through training and development of Nigerians who will have the competence to perform specialized skills required to manage the essential sectors of the economy (Ememali, 2009). According to Akerejola (2016), this is to guarantee the production of a requisite pool of skilled and efficient indigenous trained manpower.

Training of students in the workshop for the acquisition of knowledge, psycho-productive skills can only be achieved where there are qualified instructors who will adopt different instructional strategies such as demonstration strategy, discussion
strategy, trouble shooting strategy, excursion strategy and stimulation strategy to train the trainees (Okwelle, 2014, Federal Republic of Nigeria, 2013).

Despite the step taken by the Federal Government, Students’ Industrial Work Experience Scheme (SIWES) programme is plagued by persistent lack of interest on the part of students due to attitude of managers of industries and consequently, poor skills are acquired. This poor skills acquisition is evident in poor performance of the students in the industries when they are employed to work.

This observed poor performance of students in the industries is the core problem of the study. Recent report from researchers revealed that due to poor performance of the students, most industries still complained that the graduates do not have the required skills needed to work in the industries. The falling standard of graduates produced by the Industrial Training Fund programme in Nigeria and Rivers State in particular has necessitated this investigation in order to proffer useful suggestions for a better way forward.

Statement of the Problem

There seems to be a falling standard of graduates produced by the Industrial Training Fund (ITF) Vocational Training Centres (VTC). Most industries complained that the graduates do not have the requisite skills needed to work in the industry when they are employed. Most of these graduates are found in the streets roaming about without employment, and when they are employed, the industry has to spend additional money in re-training them before they can become useful to the industry. Thus, this defeats the very fundamental objective of setting up ITF vocational training centres. Giving to Olaintan (1996) and Makinkan (2001) observation in Nigeria where resources abound, many vocational institutions graduates are in the streets of towns and cities without jobs because their training is inadequate or irrelevant to societal needs.

Vocational education is an expensive programme. Expensive vocational education programme such as ITF which prepares students to acquire skills that are unable to help them obtain employment in the industries or effectively go into self-employment is wasteful and should be discontinued. It becomes necessary, therefore, to identify strategies for enhancing the vocational skills acquisition through the Industrial Training Fund (ITF). There is also the need for empirical evidence on those strategies that trainers should adopt for effective training of the trainees through the Industrial Training Fund (ITF) in Rivers State.

Purpose of the Study

The main purpose of the study was to investigate the strategies for enhancing vocational skills acquisition through the Industrial Training Fund in Rivers State. Specifically, the study sought to:

1. Find out if the demonstration methods in the workshop operation is employed by the ITF in training the programme trainees
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2. Ascertain if discussion methods are employed by the ITF in training the programme trainees
3. Find out if problem solving or trouble shooting methods are employed in the training of the programme trainees

Research Questions

The following research questions were formulated to guide the study.
1. To what extent are demonstration methods employed in the workshop operations by the ITF in training the programme trainees?
2. To what extent is discussion method employed by the ITF in training the programme trainees?
3. To what extent are the problem solving or trouble-shooting techniques employed by the ITF in training the programme trainees?

Hypotheses

The following hypotheses were generated and tested at 0.05 level of significance.

\( H_0 \) There is no significant difference between the mean responses of Training/Administrative managers and trainees on the extent to which demonstration methods are employed by the ITF in training the programme trainees.

\( H_1 \) There is no significant difference between the mean responses of Training/Administrative managers and trainees on the extent to which discussion method are employed by the ITF in training the programme trainees.

\( H_2 \) There is no significant difference between the mean responses of Training/Administrative managers and trainees on the extent to which problem solving techniques are employed by the ITF in training the programme trainees.

Significance of the Study

The findings of this study will be significant in providing useful information on the appropriate strategies for enhancing vocational skills acquisition and the production of quality and functional graduates by the ITF Vocational Training Centres. These strategies when used will assist the ITF in the production of graduates who will possess the requisite skills needed to work in the industries. It will also help trainees to benefit in terms of acquiring better knowledge and psycho-productive skills that will enable them gain useful employment after graduation. The industries would benefit from the findings of this study when these strategies are used by the ITF in training of graduates. The society will also benefit from the result of this study, since men and women will be effectively trained for manpower development. Finally, the findings of this study will
provide information which can serve as necessary inputs for possible re-engineering or repositioning of the ITF programme in Nigeria and Rivers State in particular.

**Methodology**

Descriptive survey research design was adopted in this study aimed at finding out the responses of Training/Administrative managers and trainees about the strategies for enhancing vocational skills acquisition through the Industrial Training Fund (ITF). Strategies for effective training of the trainees through Industrial Training Fund in Rivers State were determined through a researcher-structured questionnaire. The questionnaire was classified into three sections namely: demonstration techniques in workshop operation, discussion techniques in workshop operation and problem solving techniques in workshop operation. Each of the three areas was made up of five items respectively. The instrument was based on the Likert type of scale. The five scales are five response categories as Very High Extent (5), High Extent (4), Moderate Extent (3), Low Extent (2), and Very Low Extent (1). The total scores on the strategies for enhancing vocational skills acquisition through Industrial Training Fund was obtained by adding the index of the scale.

The research instrument was validated by two experts in Science and Technical Education Department and three experts in measurement and evaluation department, Rivers State University of Science and Technology, Nkpolu-Oroworukwo, Port Harcourt. Pilot test was done to test the reliability of the research instrument. The reliability yielded 0.85 using the Cromach’s Alpha Method which was considered adequate for the study.

The target population of this study consisted of three hundred and eighty Training/Administrative managers and five hundred and six trainees in all the industries that registered with ITF in Rivers State. A purposive sampling technique was adopted to get the sample size that was used in the study. The size is made up of one hundred and fifteen (115) Training/Administrative Managers and one hundred and fifty (15) Trainees who participated as respondents in the study. 270 questionnaires were duly filled and returned after three weeks. The instrument was administered on the respondents by the researchers and two research assistants. Data collected were analyzed using the Statistical Package for Social Science (SPSS). Mean scores were extracted and used to answer research questions and Z-test analysis were used to test the hypotheses at 0.05 level of significance. Items with mean value of 3.50 and above were considered positive, while items with mean value of less than 3.50 were considered negative.

**Results**

The following table shows the summary of the analysis of data in relation to each of the research questions.
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Research Question 1

To what extent are demonstration methods employed in the workshop operation by the ITF in training the programme trainees?

To provide answer to this research question, data were collected in relation to items 1-5.

Table 1: Training/Administrative Managers and Trainees Mean Scores on the Use of Demonstration Methods.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Use of demonstration method</th>
<th>Training/Administrative Managers</th>
<th>Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>ITF ensures that employers use appropriate machine in the workshop to demonstrate operation in training the programme trainees</td>
<td></td>
<td>4.62</td>
<td>0.39</td>
</tr>
<tr>
<td>2.</td>
<td>ITF ensures that employers use equipment to demonstrate workshop operation in training the programme trainees</td>
<td></td>
<td>4.72</td>
<td>0.70</td>
</tr>
<tr>
<td>3.</td>
<td>ITF ensure that employers use tools best suited for operation in instruction to demonstrate workshop operation in training the programme trainees</td>
<td></td>
<td>4.65</td>
<td>0.39</td>
</tr>
<tr>
<td>4.</td>
<td>ITF ensures that employers use laboratory facilities to demonstrate workshop operation in training the programme trainees</td>
<td></td>
<td>4.26</td>
<td>0.34</td>
</tr>
<tr>
<td>5.</td>
<td>ITF ensures that employers use consumables to demonstrate workshop operation in training the programme trainees</td>
<td></td>
<td>4.32</td>
<td>0.36</td>
</tr>
<tr>
<td></td>
<td>Grand Mean</td>
<td></td>
<td><strong>4.50</strong></td>
<td><strong>0.45</strong></td>
</tr>
</tbody>
</table>

(Source: Field survey, 2016).

Cut-off = 3.50
Strategies for Enhancing…

Table 1 shows the rating of the respondents on the extent to which demonstration methods are employed by the ITF in training the programme trainees. Based on the decision levels the Training/Administrative manager scored Very High Extent on items 1, 2 and 3, and High Extent on items 4 and 5. The trainees also scored High Extent on items 1, 2 and 3 and High Extent on items 1, 2 and 3 consequently, it was deduced that the training/administrative managers and trainees perceived the extent to which demonstration methods are employed in workshop operation by the ITF in training the programme trainees as Very High Extent.

Research Question 2

To what extent are discussion method employed by the ITF in training the programme trainees?

To provide answer to this research question, data were collected in relation to items 6-10.

Table 2: Training/Administrative Managers and Trainees means scores on the use of discussion methods in training programme trainees.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Use of demonstration method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Training/Administrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managers</td>
</tr>
<tr>
<td></td>
<td>USE OF DISCUSSION METHODS</td>
<td>X</td>
</tr>
<tr>
<td>6.</td>
<td>ITF ensures that employers discuss the work to be accomplished in training the programme trainees</td>
<td>4.70</td>
</tr>
<tr>
<td>7.</td>
<td>The trainers allow the trainees to discuss technical subject matter appropriately</td>
<td>4.19</td>
</tr>
<tr>
<td>8.</td>
<td>ITF ensure that employer’s discuss attitudes towards co-workers in the training programme</td>
<td>4.67</td>
</tr>
<tr>
<td>9.</td>
<td>The trainers allow the trainees to discuss the procedures in application and workshop safety</td>
<td>4.90</td>
</tr>
<tr>
<td>10.</td>
<td>The trainers ensure that trainees discuss the processes in engineering equipment maintenance</td>
<td>4.13</td>
</tr>
<tr>
<td></td>
<td>Grand Mean</td>
<td>4.52</td>
</tr>
</tbody>
</table>

(Source: Field Survey, 2016)

Cut off = 3.50

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Table 2 shows the rating of the respondents on the extent to which discussion methods is employed by ITF in training the programme trainees. It reveals that training/administrative managers’ mean scores on items 6, 8, 9 fall within 4.50 – 5.00 range of Very High Extent, while 7, 10 were High Extent. The trainees also scored Very High Extent on items 6 and 8 and High Extent on items 7, 9 and 10. It was deduced that the training/administrative managers and trainees perceived the extent to which discussion methods are employed by the ITF in training programme trainees as High.

**Research Question 3**

To what extent are the problem solving or trouble shooting techniques employed by the ITF in training the programme trainees?

To provide answer to this research question, data were collected in relation to items 11-15.

**Table 3: Training/Administrative Managers and Trainees Means Scores on the Extent to which ITF Uses Problem-Solving Techniques in Training the Programme Trainees during Industrial Attachment**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Use of demonstration method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Training/Administrative Managers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>ITF ensures that employers develop problem-solving abilities related to materials in training the trainees</td>
<td>4.34</td>
</tr>
<tr>
<td>12</td>
<td>ITF ensures that employers’ allows the trainees to use problem-solving approach to carry out operation during their training.</td>
<td>4.45</td>
</tr>
<tr>
<td>13</td>
<td>The trainers use the problem-solving approach and construction techniques in training the trainees</td>
<td>4.53</td>
</tr>
<tr>
<td>14</td>
<td>The trainers use the problem-solving approach in discovering the trainees production abilities</td>
<td>4.36</td>
</tr>
<tr>
<td>15</td>
<td>The ITF ensure that employers use problem-solving approach to enable trainees acquire industrial technical skill during training</td>
<td>4.37</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>4.42</strong></td>
</tr>
</tbody>
</table>

(Source: Field Survey, 2016).
Cut-off = 3.50
Strategies for Enhancing…

From table 3, it reveals that the training/administrative managers who reacted to item 12 fall within 4.53 range of Very High Extent while items 11, 12, 14 and 15 were High Extent, giving the grade mean score as 4.42, since 4.42 means value is less than 4.50 – 5.00 range of Very High Extent to which Problem-solving techniques are employed by ITF in training their programme trainees as High. The trainees also scored Very High Extent on item 13 and High Extent on items 11, 12, 14 and 15. It was deduced that trainees perceived the Extent to which problem-solving techniques are employed by ITF in training programme trainee as High.

Hypotheses 1

There is no significant difference between the mean responses of training/administrative managers and trainees on the extent to which demonstration methods are employed by the ITF in training the programme trainers.

The result is presented in Table 4 below.

Table 4: Summary of Z-test Analysis of Training/Administrative Managers and Trainees on the Extent to which ITF Employ Discussion Methods in Training Programme Trainees

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Std</th>
<th>z-cal</th>
<th>z-crit</th>
<th>P</th>
<th>df</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training/Administrative Manager</td>
<td>115</td>
<td>4.51</td>
<td>0.43</td>
<td>0.1128</td>
<td>0.09</td>
<td>1.91</td>
<td>0.05</td>
<td>263</td>
<td>Ho_1</td>
</tr>
<tr>
<td>Trainees</td>
<td>150</td>
<td>4.53</td>
<td>0.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accepted</td>
</tr>
</tbody>
</table>

(Source: Field Survey, 2016).

Note: P<0.05, there is significant difference

Table 5 shows that the z-calculated is 3.12 while the z-critical value is 1.96. Since the z-calculated value is greater than the z-critical value at 0.05 level of significance, the null hypotheses that stated that there is no significant difference between the mean responses of training/administrative manager and trainees on the extent to which discussion method are employed by the ITF in training programme trainees is accepted.

Hypotheses 2

There is no significant difference between the mean responses of training/administrative managers and trainees on the extent to which discussion methods are employed by the ITF in training the programme trainees.

The result is presented in Table 5 below.
Table 5: Summary of z-test Analysis of Training/Administrative Managers and Trainees on the Extent to which ITF Employ Discussion Methods in Training Programme Trainees

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Std</th>
<th>z-cal</th>
<th>z-crit</th>
<th>P</th>
<th>df</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training/Administrative Manager</td>
<td>115</td>
<td>4.52</td>
<td>0.37</td>
<td></td>
<td></td>
<td>0.0449</td>
<td>3.12</td>
<td>1.96</td>
<td>0.05</td>
</tr>
<tr>
<td>Trainees</td>
<td>150</td>
<td>4.38</td>
<td>0.39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: Field Survey, 2016).

Note: P<0.05, there is significant difference.

Table 5 shows that the z-calculate is 3.12 while the z-critical value is 1.96. Since the z-calculated value is greater than the z-critical value at 0.05 level of significance, the null hypotheses that stated that there is no significant difference between the mean response of training/administrative manager and trainees on the extent to which Discussion method are employed by the ITF in training programme trainees is rejected.

Hypotheses 3

There is no significant difference between the mean responses of training/administrative managers and trainees on the extent to which problem-solving techniques are employed by the ITF in training the programme trainees.

The result is presented in Table 6 below.

Table 6: Summary of z-test Analysis of Training/Administrative Managers and Trainees on the Extent to which Problem-solving Techniques are Employed by the ITF in Training Programme Trainees

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Std</th>
<th>z-cal</th>
<th>z-crit</th>
<th>P</th>
<th>df</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training/Administrative Manager</td>
<td>115</td>
<td>3.87</td>
<td>0.36</td>
<td></td>
<td></td>
<td>0.0430</td>
<td>4.65</td>
<td>1.95</td>
<td>0.05</td>
</tr>
<tr>
<td>Trainees</td>
<td>150</td>
<td>1.34</td>
<td>4.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: Field Survey, 2016)

Note: P<0.05, there is a significant difference.

Table 6 shows that the z-calculated value is -4.65 while the z-critical value is 1.96. Since the Z-critical value is greater than the z-calculated value at 0.05 level of significance, the null hypotheses that stated that there is no significant difference between the mean responses of training/administrative manager and trainees on the
Summary of Major Findings

The following were the findings of the study:
1. The use of appropriate strategies by instructors to train trainees will help the trainees to acquire better skills in the industries.
2. Trainees if posted to their areas of specialization during industrial training will help them to acquire useful knowledge and psycho-productive skills.
3. If training managers of industries allow their trainees to carry out operations in the workshop with modern tools/equipment it will help them to acquire useful skills during industrial training.
4. Demonstration, field trip and problem-solving techniques are good strategies that will help trainees to acquire better knowledge, competence and psycho-productive skills that will help them become self-employed and useful to the society on graduation.

Discussion of Findings

The sampled training/administrative managers and trainees were able to identify three major strategies that if adopted by instructors of students during industrial attachment will help the students acquire better skills that will enable them become self-reliant and employable after their training period. These good strategies are demonstration strategy, discussion strategy and problem-solving techniques or trouble shooting techniques. This revelation agreed with the view of Okwelle (2016) who stated that training of students in the workshop for the acquisition of knowledge and psycho-productive skills of students can only be achieved where there are qualified instructors who will adopt different instructional strategies such as demonstration, discussion, excursion, trouble-shooting and stimulation to train the learners during their training period in the workshop.

The findings of this study also revealed that students’ skill acquisition through Industrial Training Fund in Rivers State will be enhanced if students will be posted to their areas of specialization in the industries during industrial attachment period. These revelation agreed with the opinion of Agwi (2015) who stated that for an individual to achieve the type of training that will help him/her become productive in a paid employment or self-employed, that such person must pass through a formal training programme in any of the technical related programme, and that the part of this training of student involves their posting to industries that are related to their area of specialization. A situation where students are posted to industries that are related to their area of specialization in their training institutions will help them blend theories taught by their instructors in the school with practical. The implication of these findings should as a matter of urgency be taken serious so that students will not go and spend their time for nothing in the...
industries during their industrial attachment period in areas that are not related to their field of study for this will amount to waste of time.

The findings of the study also revealed that students on industrial attachment will perform better if the institution Students Industrial Work Experience Scheme supervisors and the industry based supervisors that the students are posted for their industrial attachment will effectively supervise the students. This finding should be taken serious, because it is through supervision that the supervisors can find out if the students are actually participating during Industrial Training, problems encountered by students and areas in which the students needed assistance for effective skill acquisition during Industrial Training. It is worrisome to note that students sometimes abandon their place of posting when they patiently waited to see their supervisor to come and supervise them, but will not see any coming to supervise them when they are posted outside the school for Industrial Training.

An aspect of the result of this study revealed no significant difference between the responses of the training/administrative managers and trainees on the extent to which problem-solving techniques are employed by the ITF in training programme trainees. Again, the result of this study shows no significant difference between the responses of training manager and administrative managers and students on the extent to which discussion methods are employed by ITF in training programme participants.

Conclusion

This study has identified some of the good strategies that can be followed to enhance effective skills acquisition of students through Industrial Training Fund (ITF) that will make them become employed easily or self-employed after graduation. In order to guarantee this objective, stakeholders in Industrial Training Programme should ensure that proper supervision programme is put in place as to ensure that the objective of industrial training programme is being realized in Nigeria. Training institutions must ensure that they stand to their responsibility of posting their students to their areas of specialization for industrial attachment for this is the only way in which trainees will acquire better knowledge and psycho-productive skills that will help them become useful to society after their graduation.

Recommendations

The following recommendations were based on the findings of the study and as a solution to the identified problems:

1. To enhance performance of the programme, government should fund the ITF adequately in order to enhance full implementation of the ITF mandate.
2. To enhance performance of the programme, ITF administrators should embark on dissemination of developed learning materials to trainees and the public using seminars, conferences and workshop.
Strategies for Enhancing…

3. To advance those techniques identified in the study, ITF should embark on massive retraining of their instructors involved in the training of trainees

4. In order to enhance performance of the programme, ITF should intermittently subject developed materials to curriculum experts for evaluation

5. In order to ascertain the need of the industries, ITF curriculum planners should use questionnaire administered to industries as necessary input data in designing the programme.

6. For trainees to acquire better knowledge and psycho-productive skills that will help them to become self-employed or employed by industries, institutions should ensure that their students are posted to industries that are related to their areas of specialization.

7. Adequate supervision of the students by both their institution instructors and training managers during Industrial Attachment should be ensured.

8. Managers of industries should give the trainees free hand under serious supervision to use their tools/equipment for training in the workshop.

9. Finally, demonstration and discussion methods/strategies should be adopted by training manager to train the trainees in the workshop. For this is the only way that mastery of skills will be enhanced.

References


