

FACTORS AFFECTING EFFECTIVE IMPLEMENTATION OF SUPERVISED INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES) IN RIVERS STATE

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Abstract

This paper investigates factors affecting effective implementation of Supervised Industrial Work Experiences Scheme (SIWES) in Rivers state. The study covered five higher institutions in Rivers state using survey design. The population was 8754, which comprises of 8488 students and 266 staff/supervisors. A simple random sampling technique of size 2073 was used. The sample comprises of 2032 students and 41 staff/supervisors. A structured questionnaire was used to collect data for the study. The mean statistics was used to answer the research questions while the Z- test statistic was used to test the hypotheses. The finding revealed that poor motivation and inadequate funding are the factors affecting SIWES effective implementation. Some recommendations were made to enhance SIWES effective implementation.

SIWES, an acronym of Supervised Industrial Work Experience Scheme is a program designed to expose students of higher institutions in Nigeria to acquire practical skill training in the industries. The industrial training Fund (ITF) was the first Nigerian Federal Government parastatals established for human resource training and development. Decree No. 47 of 8th October 1971 in line with post-independence drive for accelerated economic growth and development established it during the second National development of 1970-1974. on inception, ITF identified a wide gap between practical skills required and theoretical training of students which was the same view shared by the employers of labor indicating that there was a great need for adequate preparatory training for employment in industry (ITF, 2002). A nation's human resources can be improved through purposeful and result oriented education and training. Work based program, which basically prepares individuals for work seen as innovations phenomenon is the process of human resource development and training in Nigeria, hence the introduction of SIWES into the formal educational system. The Students Industrial Work Experience Scheme (SIWES) was introduced by the Federal Government of Nigeria and funded through the Industrial Training Fund (ITF).

SIWES is a skill training program, which forms part of the approved minimum academic standards in the various degree and diploma programs for all tertiary institutions in Nigeria (ITF, 2003). It seeks to bridge the gap existing between theory and practice in science and technology programs in Nigerian tertiary institutions (Industrial Training Division, 1998). It is aimed at exposing students to the work environment, machines and equipment, professional methods and techniques required for a successful working life. The earliest and most widely accepted objectives of vocational education were to provide a mechanism for meeting the needs of the society for skilled manpower. It should be recognized that the needs of the nation and that of the school and indeed, all institutions of the society require trained people, if they are to survive. Specially trained personnel are needed for the

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survival of each of these institutions of the society, including the field of medicine. All the trainings need the perspective of the SIWES program.

However, SIWES has an interesting challenge confronting it: the implementation of the program (Eyibe, 1990). This challenge has created a pit fall to the founding objectives of the program which is the essence of this study. Nevertheless, a headlong tackling of the challenges around the SIWES program will go a long way to re-align it to its objectives.

Statement of the Problem

According to Uwameije (1999), most graduates find it difficult to secure direct employment in good industrial organizations and usually have tough times succeeding in self employment because of the work experience they failed to gain during their student days through the SIWES program. This is contrary to the implementation pattern envisaged for the program. Besides, this has created gross negative impact on the quality and skill of students produced from our various institutions of higher learning. With this pressing problem, this study intends to find out the factors affecting the effective implementation of the SIWES program. However, a possible introduction of good motivation and funding into the scheme will go a long way to improve it (Uwameije 1999).

Purpose of the Study

The purpose of the study was to investigate the factors affecting effective implementation of the SIWES program. Specifically the study intends to;

1. As certain the level to which poor motivation of staff and students affect the implementation of SIWES program in Rivers State.
2. As certain the level to which inadequate funding affects the implementation of the SIWES program in Rivers State.

Research Questions

The following research questions were posed for the study.

1. What level of effect does poor motivation of staff and students have on the effectiveness of SIWES implementation?
2. What level of effect does inadequate funding have on the effectiveness of SIWES implementation?

Hypotheses

The following null hypotheses were postulated.

1. There is no significant difference between the mean response of staff and students regarding the level to which poor motivation affect the effectiveness of the SIWES.
2. There is no significant difference between the mean response of staff and students over the level to which inadequate funding affect the effectiveness of SIWES.

Methodology

The study employed a survey research design. A survey research design according to Maduabum (1999), seeks to establish prevailing conditions at a point in time. The population of this

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study consisted of 8754 students and staff/supervisors from five higher institutions located in Rivers State. These higher institutions are; Federal College of Education Omoku; University of Education; Port Harcourt; Rivers Polytechnics, Bori; University of Science and Technology, Port Harcourt and University of Port Harcourt.

With simple random sampling technique, a sample size of 2073 was used. It comprises of 2032 students and 41 staff/supervisors. The instrument used for data collection is a structured questionnaire developed by the researchers. It was made up of 12 items and 8 items for students and staff/supervisors respectively. The instrument was subjected to content validity. It was validated by some experts in higher institutions and their observations, comments and suggestions were used to improve the quality of the instrument. The instrument was based on five (5) point likert scale type of Strongly Agree (SA), Agree (A), No Option (NO), Disagree (D) and Strongly Disagree (SD).

The decision for answering the research questions was the mean statistics while the Z- test statistics was used to test the hypotheses at 0.05 level of significance.

Data Presentation and Analysis

The results obtained were presented and analyzed in the tables below.

Research Question 1:What level of effect does poor motivation of staff and students have on the effectiveness of SIWES implementation?

Table 1Students’ response on poor motivation of staff and students on SIWES program

Students Response

S/N	ITEMS	SA	A	NO	D	SD	N	X	SD	DEC
1	Students are encouraged to participate in SIWES program	650	600	400	250	132	2032	3.68	0.179	A
2	Government motivates students by giving them allowances before going to SIWES	400	600	200	400	432	2032	3.06	0.154	A
3	Students perform better when they are motivated to learn.	600	500	430	420	82	2032	3.54	0.172	A
4	Students are highly motivated in every ramification to learn skill in the industry?	32	200	500	600	700	2032	2.2	0.98	D
5	Industrial sectors also motivate students by accepting their application for SIWES program	132	300	450	500	650	2032	2.4	0.112	D
6	Poor staff salary account for poor student’s allowance.	42	280	520	560	640	2032	2.3	0.101	D
	Average Mean & SD							2.86	0.136	

Table 2: Staff response on poor motivation of staff and students on SIWES program Staff Response

S/N	ITEMS	SA	A	NO	D	SD	N	X	SD	DEC
1	Adequate incentives were provided for staff/supervisors	1	3	12	10	15	41	2.14	0.66	D
2	Staff/supervisor perform better when they are motivated	14	13	10	3	1	41	3.88	0.62	A
3	Lack of recognition of the staff/supervisor accounts for poor staff output.	16	10	8	6	1	41	3.8	0.62	A
4	Government motivated staff by giving allowance before going for SIWES supervision	1	7	8	10	15	41	2.2	0.396	D
Average Mean & SD								3.0	0.574	

Data in tables 1 & 2 above is the mean response of students and staff on the level of effect of poor motivation on the effective implementation of SIWES program. From table 1, students' response shows Agree (A) in items 1, 2 and 3, while their response shows Disagree (D) in items 4, 5 and 6. However, the average mean response of students shows No Option (NO). The indication is that, half of the students are of the opinion that there is poor motivation of staff and students in the SIWES programme, while half of them are of the opinion that there is no poor motivation in the SIWES programme.

From table 2, staff response shows Agree (A) in items 1 and 4, while their response shows Disagree (D) in items 2 and 3. However, the average mean response of staff shows Agree (A). The indication is that, staffs are of the opinion that there is poor motivation of staff and students in the SIWES programme.

Research Question 2: What level of effect does inadequate funding have on the effectiveness of SIWES implementation?

Table 3: Students response on inadequate funding of SIWES program Student Response

S/N	ITEMS	SA	A	NO	D	SD	N	X	SD	DEC
7	SIWES program has been established by the government very well and greatly	110	272	400	590	660	2032	2.3	0.107	D
8	Students receive the IT allowance on time and as at when done	132	210	450	550	690	2032	2.28	0.106	D
9	Infrastructural requirement are inadequate for technological education	650	590	460	280	52	2032	3.74	0.179	A
10	Government/society highly regard SIWES program as inferior to academic.	590	490	400	300	252	2032	3.43	0.169	A
11	Inadequate funding highly affects staffing in the industry/organization?	580	520	490	430	12	2032	3.6	0.17	A
12	Inadequate provision of finance and other logistic have negative effect on implementation of SIWES program?	560	590	450	400	82	2032	3.54	0.19	A
Average Mean & SD								3.14	0.151	

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Table 4: Staff response on inadequate funding of SIWES program
Staff Response

S/N	ITEMS	SA	A	NO	D	SD	N	X	SD	DEC
5	Staff/supervisor receive their salary on time and as when due	12	9	8	7	5	41	3.39	0.95	A
6	Does inadequate findings affect staff/supervisor of industry/organization	16	10	8	5	2	41	3.83	0.62	A
7	Infrastructure requirement are inadequate for technological education.	15	11	8	5	2	41	3.78	0.62	A
8	Does the government/society regard SIWES program as inferior to academic.	12	10	8	7	43	41	3.46	0.58	A
Average Mean & SD								3.6	0.6	

Data in table 3 & 4 above is the mean response of students and staff on inadequate funding of SIWES programme. From table 3, students' response shows Agree (A) in items 9, 10, 11 and 12, while their response shows Disagree (D) in items 7, and 8. However, the average mean response of students shows Agree (A). The indication is that, students are of the opinion that there is inadequate funding in the SIWES programme.

From table 4 staff response shows Agree (A) in items 5, 6, 7 and 8. However, the average mean response of staff also shows Agree (A). The indication is that, staffs are also of the opinion that there is inadequate funding in the SIWES programme.

Hypothesis 1: There is no significant difference between the mean response of staff and students regarding the level to which poor motivation affect the effectiveness of the SIWES.

Table 5: Z-Test Analysis of Poor Motivation of Staff and Students on SIWES Program

Respondents	N	X	SD	IF	Z- cal	Z- crit	P	Decision
Staff	41	3.005	0.574	2071	1.62	1.96	0.05	Accepted
Students	2032	2.86	0.136					

From table 5 above, the calculated value (1.62) Z-test is less than the critical value (1.96) at $P < 0.05$ level df. It shows that the null hypothesis is therefore accepted. Meaning, there is no significant difference between the mean response of staff and students regarding the level to which poor motivation affect the effectiveness of the SIWES.

Hypothesis 2: There is no significant difference between the mean response of staff and students over the level to which inadequate funding affect the effectiveness of SIWES.

Table 6: Z-test Analysis of Inadequate Funding on SIWES Program

Respondents	N	X	SD	DF	Z-cal	Z-crit	P	Decision
Staff	41	3.6	0.596	2071	4.90	1.96	0.05	Rejected
Students	2032	3.14	0.151					

From the above table, the calculated value (4.90) of the Z-Test is greater than the critical value (1.96) at $P < 0.05$ level df. It shows that the null hypothesis is therefore rejected. Meaning, there is significant difference between the mean response of staff and students over the level to which inadequate funding affects the effectiveness of the SIWES.

Discussion of Findings

From table 1 & 2, the finding revealed that the students' response showed No Option (NO). This implies that the students don't have specific opinion over the level of effect of poor motivation on SIWES programme. However, the staff response showed Agree (A). This means that the staffs are of the opinion that the level of effect of poor motivation on SIWES programme is high and hence, is a factor affecting the effective implementation of SIWES programme in Rivers State.

From table 3 & 4, the finding revealed that the students' response showed Agree (A). This implies that the students are of the opinion that the level of effect of inadequate funding on SIWES programme is high. Similarly, the staff response also showed Agree (A). This implies that the staffs are also of the opinion that the level of effect of inadequate funding on SIWES programme is high. In that respect, since both students and staff are of the same opinion of Agree (A), then they are also in agreement that inadequate funding affects the effective implementation of SIWES programme hence, it is a factor.

From table 5, the finding revealed that, there is no significant difference between the mean response of staff and students regarding the level to which poor motivation affects the effectiveness of the SIWES. The indication is that both students and staff were in agreement that poor motivation affects effective SIWES implementation. Meaning, poor motivation is a factor that affects the effective implementation of SIWES programme in Rivers State.

From table 6, the finding revealed that, there is significant difference between the mean response of staff and students over the level to which inadequate funding affects the effectiveness of the SIWES. The indication is that the students and staff were not in agreement that inadequate funding affects SIWES implementation. Meaning, inadequate funding is not a major factor that affects the effective implementation of SIWES in Rivers State. From the other findings, their variance is not an opposition to opinions; rather it is a difference of levels since they had already agreed that poor motivation and inadequate funding are factors affecting effective implementation of SIWES programme in Rivers State.

Conclusion

The impact created so far by SIWES for some years now had not been quite impressive (Eyibe, 1990). A good number of out gone students who went through the scheme could not display the expected acquired skill. However, the present falling standard due to poor implementation is now obvious. From this study, it was found out that indeed there are factors responsible for the poor implementation. It was found that poor motivation of staff and students and inadequate funding were responsible factors for the ineffective implementation of the SIWES program. Therefore, good motivation and adequate funding are inevitable for the effective implementation of SIWES program in Rivers State.

Recommendations

- Staff and students who perform very well in each year SIWES program should be appreciated and rewarded.
- Incentive should be given to staff /supervisors for better coordination of SIWES centers.
- There should be adequate funding of SIWES by Federal, State and Industrial/organization.
- ITF should establish a data bank or directory containing the list of employers that would accept students on SIWES while student's placement should be centralized under ITF management.

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