

Impact of Students' Industrial Work Experience Scheme (SIWES) in Enhancing Entrepreneurship Skills of Business Education Students in Colleges of Education in Cross River State

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Abstract - This study examines the impact of SIWES in enhancing entrepreneurship skills of Business Education Students in Colleges of Education in Cross River State College Nigeria. It sorts specifically to establish the extent to which SIWES enhanced various entrepreneurship skills of Business Education Students in the research area and to spot the challenges hindering the acquisition of entrepreneurial skills thereon, through SIWES. Various authors' views on the topic of the study were explored to a large extent under dual parts literature review vis-à-vis theoretical and conceptual, covering the variables under consideration. The work adopted survey research design and Multi Stage Sampling Scheme was used in drawing a sample size of 200 students from the population of the study. The sample size was determine using the Taro Yamane formula at 0.05 error level of significance. A well-structured questionnaire based on Five points Likert scale with weights: Strongly Agreed (SA) =5, Agreed (A) =4, Undecided (UD) =3, Disagreed (D) =2 and Strongly Disagreed (SD) =1, was used for data collection. The data collected was analysed using simple percentages, bar graphs, and One-way Analysis of Variance (ANOVA) to test the three formulated hypotheses. The result showed that an average percentage of 66.18% respondents accepted that SIWES is highly instrumental in enhancing the entrepreneurship skills of Business Education students' in the research area, whereas 33.82% were of contrary views. The result of the ANOVA showed that ($F=149.12$, $p < 0.05$) and since $p(0.000)$ is less than $p(0.05)$, it is an indicator of significance. Implying that SIWES significantly enhanced entrepreneurship skills of Business Education students in Colleges of Education in Cross River State. Similar results were obtained for other hypotheses. It was recommended among others that Tertiary Education regulatory bodies such as National University Commission (NUC) and National Commission for Colleges of Education (NCCE) should make SIWES a

condition for granting accreditation to Business Education programme and to set up a school based enterprise classroom resources or academy that will help to host the career development of graduating students from Business Education programme.

Keywords: SIWES, entrepreneurship skills, Business Education, students and ANOVA.

1. Introduction

SIWES is a skills training programmes designed to expose and prepare students' of Tertiary Institutions for the Industrial work situation they are likely to meet upon graduation. It is likewise a work to limit the current gap between theories, practice, and to teach students the necessary abilities for unconstrained development from study hall to the global work market. It permits them to get specialized abilities and experience for vocation improvement in their examinations. Before SIWES existence, there was a longing need among Nigerian industrialists that graduands from the foundations of higher learning lack fitting reasonable experience required for business.

SIWES was presented by the Ministry of Commerce in a joint effort with Industrial Training Fund (ITF) in Nigeria in the year 1973, which is roughly 50years back and at first restricted to students' of Innovation. These days, undergraduates of numerous different fields of human endeavours partake in Industrial Training (IT), including Business Education students. Business Education is a part of Professional Investigations that prepares students for both tutoring and office occupation. The students of Business education also go for Industrial Training (IT) to secure abilities that will prepare them for office occupation (ITF Handbook, 2010).

Appreciable modalities and various types of institutional system to reduce youth joblessness in the nation have been set up by the Federal Government of Nigeria since her autonomy. These among others incorporate formation of Industrial Development Centres (IDCs), the small Scale Industrial Credit Plan, Credit Rules to Financial Institution, Working for Yourself/Entrepreneurship Development Programme (WFY/EDP), National Economic Reconstruction and lot more.

Entrepreneurship is significant as a dissemination instrument to change logical creations into new item and administration developments, [17]. Because of that; tertiary foundations and research foundations have been charged to lay out serious super-development ventures from all scholarly fields in an attempt to establish an environment that will encourages functional work power and ways of coping across associations.

Based on the above, students of Business Education going through SIWES are supposed to secure down to earth abilities in their particular disciplines (options). Indeed, even with that, [21] saw that there is still absence of down to earth abilities among graduands' of Nigerian Institutions of higher learning. This present circumstance has brought about grumblings, among guardians and ventures, that graduands' of Tertiary Organizations are half-baked, need manipulative abilities and not employable. The circumstance additionally brought about the inquiry concerning whether the SIWES is a compelling stage for furnishing Business Education students with the abilities they so much require.

For the reasons stated in the foregoing, it became pertinent to direct an observational review to look at the effect of SIWES in improving entrepreneurship skills of Business Education students in Colleges of Education Cross River State College.

1.1 Statement of the Problem/Justification

SIWES is pointed toward guaranteeing that its practitioners don't just gain the required modern work abilities, but at the same time, to ensure that they are furnished with the valuable chances to upgrade their self-possibilities to confront the cultural future formative and endurance challenges.

Somewhat, SIWES has had the option to furnish members with these employable and short lived skills. [24] in their investigation of SIWES program figured out that, SIWES has not yielded the ideal change in the recipients work propensities, because of deficient management of students' by the two educators and the modern based bosses, disturbance in the school scholarly schedule, and the aberrations between the educational plan contents and the experience the students' are

presented to during SIWES. There are also instances of graduates' absence of employable abilities among various businesses of work in the nation, [21]. Students' on their own part, have seen that what a large portion of the managers are after is the means by which they can shield their SIWES report instead of how to utilize the plan and expand their capacities, information and abilities with respect to their objectives. Not all students' sent on SIWES are paid, some are even approached to pay cash to be acknowledged to do their Modern Preparation program.

In the event that the goals of SIWES are not accomplished, students' will wind up knowing the theoretical part of what they study, with almost no thought regarding its practical or viable part. Subsequently, they can't acquire business or render services to the general public. In this paper, we look at the impact of (SIWES) in enhancing entrepreneurship skills of Business Education students in Colleges of Education in Cross River State. The exploration will additionally look to answer whether there is a relationship between SIWES and entrepreneurship skills such as: leadership skill, innovation skills, typing skills, team work skills, time management skills among others in research areas?, and the issues restricting the accomplishment of SIWES goals as it applies to students of Business Education in the research area?

1.2 Objectives of the study

The objective of this study is to investigate the impact of SIWES in enhancing entrepreneurship skills of Business Education students Colleges of Education in Cross River State. Specifically the study sought to:

- i. Measure the impact of SIWES in enhancing entrepreneurship skills such as; typing skills, time management skills, innovation skills, leadership skills, team work skills among others in the research area.
- ii. Identify the challenges hindering Business education students' acquisition of entrepreneurial skills through SIWES.
- iii. Put in place strategies for promoting acquisition of entrepreneurial skills through SIWES.

1.3 Research question

The following research questions were posed for the study

- i. To what extent does SIWES enhance entrepreneurship skills of Business Education students Colleges of Education in Cross River State?
- ii. Does SIWES enhanced entrepreneurship skills such as; typing skill, filing skill, time management skill, innovation skill, sale/marketing skill, information

technology skill, record keeping skill, team work skill, leadership skill, risk management skill, planning and organizing skill in the research area?

- iii. What are the challenges hindering Business education students' acquisition of entrepreneurial skills through SIWES in the research area?

1.4 Research Hypotheses

- i. SIWES does not significantly influence entrepreneurship skills of Business Education students in Colleges of Education in Cross River State.
- ii. There is no significant relationship between SIWES and entrepreneurship skills such as; typing skill, filing skill, time management skill, innovation skill, sale/marketing skill, information technology skill, record keeping skill, team work skill, leadership skill, risk management skill, planning and organizing skill in the research area.
- iii. There is no significant challenge hindering Business education students' acquisition of entrepreneurial skills through SIWES in the research area.

2. Literature Review

2.1 Theoretical framework

The theory of entrepreneurship education will be considered from teach-ability of entrepreneurial competency and learnability of entrepreneurial competency.

2.1.1 The theory of entrepreneurship education

[4], States that any reflection on the education capacity and learnability of enterprising ability first requests a comprehension of the education and learning subjects. The focal point of educate capacity is on subjects who 'attempt' to bestow the imaginative/innovative information and abilities of business visionaries (which assists with creating added esteem in an economy through change) and on subject who are willing and have the ability to learn. The other angle is those subjects who are willing and are capable to learn and secure the information/abilities which encapsulates the upsides of business people and proceed to become business visionaries. This is subsequently the contrast between the topic of the education capacity and learnability in business venture schooling.

Subsequently, the progress of business venture schooling and coordinating the mentality of the youthful graduands to pioneering practice all the more frequently is both in the possession of the teachers, student and the teaching techniques. On that note, theories have importance that influences the truth of issues whereupon individuals act.

2.1.2 Social cognitive theory

It gives structure to understanding how individuals effectively shape and are molded by their current circumstance. The theory imagines people as specialists and dynamic supporters of the advancement of the conditions that encompass their lives [8]. Specifically, the theory shapes the cycles of observational learning and demonstrating, and the impact of self-visibility on the creation of conduct. Entrepreneurship education enhances discernment, continually change the contemplations and activities of students, and make the entrepreneurship venture practice more directional, rational and significant. Hence, this paper utilizes the theory of social cognizance to look at how business training educational program and the structure for its execution in Tertiary Institutions can improve learner(s) capacity in fostering the enterprising mentality, which thus influences pioneering creative mindfulness, imaginative capacity, and inventive character in Nigeria. Since the curriculum system framework establishes the groundwork for the general improvement of students' understudies' pioneering skill.

2.1.3 Theoretical and Vocational Framework

Taking into account the objective that facilitated the proposition for the mandatory teaching of entrepreneurship education in higher institutions, the entrepreneurship education drives can accomplish its objectives if structure in accordance with hypothetical and professional business venture instruction. Subsequently, the course of business training is recommended to comprise of two points of view: the hypothetical and professional entrepreneurship education. Entrepreneurship teachings depends on showing innovative abilities, aptitudes and values, while professional spotlights on the practicability of enterprising information in light of opportunity for growth. In this manner the implementation strategies utilized in every one of these areas cannot be overemphasized.

2.1.4 Entrepreneurship Theoretical Education

By and large, entrepreneurship education as a program that plans people to embrace the development as well as activity of limited scope undertaking [7]. Entrepreneurship education training is fundamental to open students to business opportunities that exist in all disciplines of higher learning, since the chance to learn entrepreneurship will depend on creating students who will foster the way of life of independent work and self-satisfaction and leave the drawn out commitment of personal growth for the prompt result of making a pitiful pay. Entrepreneurship education schooling makes the capacity and mindfulness for perceiving and daringly taking advantage of business potential open doors that exist in each discipline. Entrepreneurship is the interaction

through which business people make and develop undertaking - this cycle incorporates four basic components: opportunity acknowledgment, thought creation, adventure creation and activity, and imaginative reasoning [27].

Entrepreneurship theoretical education is the teaching that spotlights on "business opportunity looking for mind-set" or "perspective pioneering". Entrepreneurship theoretical education outfitted students with teaching ability and abilities for conceivable confidence and working in entrepreneurship region. It additionally make the mindfulness for students contribution in enterprising exercises that will empower them to know about their professional inclination and mentalities towards specific business open doors that exist in their discipline as they displays various capacities, interest, requirements, values and perspectives. The goals of entrepreneurship theoretical education is to gain pioneering expertise and teach many youth (students) on the most proficient method to go into business connected with their discipline either right from school or after graduation.

2.1.5 Vocational Entrepreneurship Education

The vocational entrepreneurship education which is the viable part is viewed as a vital part of entrepreneurship education. For this reason entrepreneurship education goes past the simple educating of pioneering abilities and conventional business subjects, to incorporate tasks and experiential learning exercises, with the general target of creating enterprising capabilities.

Technical and Vocational Education (TVE) include general training and the investigation of advancements and related sciences, outfitted towards delivering graduates that are adequately prepared to work in enterprises, business, government and furthermore be independently employed [28]. Technical and Vocational Education (TVE) is a method for planning people for specific occupations for example especially talented exchanges and semi-proficient professions. Specialized exercises is occupations like carpentry, woodwork/furniture work, welding, baking, patching, composing, fitting/sewing and painting and so on; while employment exercises comprises occupations, for example, cultivating, fishing, creature raising, exchange and specialty which winding around, destroying, cowhide working, colouring, cleanser making, Osusu assortment (customary banking), food and wine selling, exchanging a wide range of product (both farming items and fabricated merchandise), homegrown science and so on.

2.2 Conceptual framework

2.2.1 SIWES and entrepreneurship

SIWES is an expertise preparing program intended to uncover and plan understudies in organizations of higher learning for the modern work requirement which they are probably going to look after graduation. [25] defined Industrial Training as that type of instructive cycle given to students of extraordinary ability related subjects, to empower them in obtaining the particular abilities and demeanour in the subject and furthermore empower their capability appropriately in the occupation when officially utilized, and it is necessary in the genuine word related environment. [2], stated that SIWES or Modern Preparation is a development or a more proper type of apprenticeship program which is equipped towards expertise obtaining and improvement. [29], noticed that the program assists the understudies with concretizing information and empowers them to accomplish the function admirably. [17], thought that SIWES program resembles a key component that upgrades productivity and skill of the labour force.

Entrepreneurship is gotten from the French word *entreprendre* which means to embrace. Consequently, business venture is the most common way of undertaking exercises bordering about recognizing and taking advantage of business potential opportunities, while accepting their specialist chances. As indicated by [6], entrepreneurship is the method involved with seeing business open doors, preparing both human and material assets and starting action(s) under an endeavour, which is portrayed by risk taking, advancement and inventiveness, to meet individual, bunch or cultural necessities. Entrepreneurship includes taking risks, in light of the fact that new organizations don't arise unintentionally [12]. Entrepreneurship achieves the abuse of chances and assets that exist or are accessible on the lookout. It is comprised of a wide range of exercises which are:

- Self employment
- Inventive thoughts applied to a business
- Foundation of associations
- Utilization of various assets
- Awareness and exploitation of available opportunities in the market
- Working with all elements of creation under risk.

One significant issue of examination in entrepreneurship is the means by which business visionary and business venture is characterized. [14], remarked that entrepreneurship misses the mark on clear definition since there are various convictions concerning entrepreneurship. He further noticed that for somebody to be called an entrepreneurship visionary, the way

of behaving, qualities and character of the individual priority the attributes of an entrepreneur.

2.2.2 Challenges facing the SIWES programme

Certain difficulties are militating against the advancement of these pioneering aims and abilities in the business. [5], opined that the SIWES program which was intended to acquaint and prepare faculty with the work experience is quick declining into a simple custom. The program has missed the mark regarding assumptions, because of friend co-appointment among businesses and the preparation foundations. Consequently, the requirement for the establishment of business connection to be repositioned, melded, and completely dedicated to the expertise advancement programs. The difficulties hindering the SIWES program include:

- Inadequate training of technicians, technologists due to inadequate training facilities in higher institutions;
- Inadequate openness to reasonable work, series of strikes and conclusion of schools, absence of practical libraries, research facility and studios;
- Insufficient data among schools and enterprises. Industry-based managers are much of the time not engaged with planning the preparation programs;
- Superfluous strategy surveys and discontinuities between progressive organizations, and general administrative bottlenecks;
- Deficient work force inspiration, obligation to obligation, and positive energy. Management are not truly dedicated and accordingly students are not relegated to testing position.

2.2.3 Challenges of Entrepreneurship Development in Nigeria

Progressive states in Nigeria have accentuated the requirement for the advancement of undertakings to decrease the pace of joblessness and neediness level. The requirement for empowering expanded efficiency and independent work has been joined by the formulation of Small Scale Enterprise Promotion Policy. As a general rule, government declarations are not upheld by powerful execution. Fundamental infrastructural offices, for example, great streets, steady power supply, and admittance to data and correspondence, among others, help being developed of brain and body as well as help efficiency in any environment.

In Nigeria, these fundamental necessities are missing thus have disappointed a ton of youngsters with brilliant thoughts and a relating soul, to impact an adjustment of certain parts of their life. For example, power supply which is the bedrock of creation has shown to be the best test to any hopeful business

person in Nigeria. Most times organizations must be managed using generators. The expense of maintaining a business with a generator diminishes the benefit which a business visionary might procure. During shortage of gas or petroleum, organizations are grounded. This element adds monstrously to add up to above costs, prompting significant expense of items/administrations. This is demoralization to innovative turn of events.

One more troubling test is the issue of transportation. Air transport is highly expensive and past the financial strength of youthful business people; the railroad is as of now not practical, while the road which is the most reasonable method for transport is in deplorable condition and isn't helpful. The roads are run down, prompting inappropriate road accidents, traffic congestion and unexpected delays. Correspondence framework accompanies huge help cost by the different media transmission organizations, and this affects web access. Security of property and residents has been made most awful by the inability of the security staff to deal with security challenges and relentless assaults. Entrepreneurs who don't generally joke around about carrying on with work need to organize private security forces to guard their offices. This course of action doesn't come inexpensively; it reduces or disintegrates the overall revenue of the business visionary, whose essential goal is to make profit.

[3], while attempting to make idea out of the challenges of entrepreneurship, expressed that the hardships standing up to confident financial specialists consolidate non-receptiveness to neighbouring and worldwide business areas, nonattendance of a possible credit system that watches out for the specific prerequisites of the undertakings, inconvenience in getting business support, assortment of expense assortment, high development and other macroeconomic mutilations. All of these set up have made ambitious activities cost-heightened, unfruitful, and dismal, and subsequently deterring the youngsters from expecting to spearhead authoritative jobs [23].

2.2.4 The Role of SIWES in Entrepreneurship Development in Nigeria

SIWES is viewed as an essential instrument for industrialization and financial improvement due to instigating logical and mechanical change inside the economy potential. All around, pioneering abilities advancement possibilities of SIWES program can't be misjudged, being intended to prepare students of Polytechnics, Colleges, Universities, and Schools of Training for the modern work experience they are probably going to meet after graduation.

A more prominent extent of issues standing up to specialized/professional training in Nigeria today is

established in the disappointment of specialized and designing foundations to affect fitting abilities, information and mentalities promptly for productive or independent work of their graduands. The job of SIWES in such manner is appeared with regards to the training strategy, educational program plan and improvement, as well as in fashioning the school-business linkage fundamental for work market-driven abilities advancement. For the plan to accomplish its full possibilities, the educational program configuration must be repositioned towards preparing for entrepreneurship as a component of its needs. The improvement of pioneering perspectives ought to be viewed as a fundamental element for its prosperity. This will require a prize framework to help creative business ideas or thoughts, over students' instructive interests. The job of enterprising abilities securing in job/employment creation can't be overemphasized. [13], expressed that if underdeveloped nations, particularly Nigeria, should be monetarily confident, they should essentially broaden their economies, and their adolescents also, should embrace independent work, empowered through a fitting good arrangement environment that would work with abilities obtaining, entrepreneurship and confidence, through SIWES preparing.

In any case, because of the manner in which entrepreneurial programs have assumed a worldwide multiplication and aspect, it was recommended by [13], that entrepreneurship will turn into "the significant scholastic discipline for Business Education in the 21st century". SIWES is a vital program which the students are supposed to profit from, in the event that it is very much carried out. Sadly, numerous analysts, including [24] have noticed a few misfortunes to the accomplishment of the objectives of SIWES. Notwithstanding these difficulties, the job of Students' Industrial Work Experience Scheme (SIWES) on business venture advancement in Nigeria is empowering. SIWES assumes a critical part in Human Resources (HR). It assists students with growing new reasonable abilities, as connection with numerous students on modern connection affirms this reality. Students ought to nonetheless, know about what the current society holds for themselves and adjust likewise by using their preparation chances to become business people.

3. Methodology

3.1 Study Design, Population and Sample

The study adopted the survey design; the population comprises Business Education (NCE and Degree) students who have participated in the SIWES scheme from all the Four (4) Colleges of Education in Cross River State. i.e Federal College of Education Obudu, Cross River State College of

Education Akamkpa, Steady Flow College of Education, Ikom, Elder Oyama Memorial College of Education, Ofat. Multi Stage Sampling Scheme was used in drawing a sample size of 200 students. The sample size was determine using the Taro Yamane formula at error level of significance of 0.05.

3.2 Area of study

The area of the study is Cross River State, Nigeria. Cross River State is one of the 36 States that makes up the Federal Republic of Nigeria, bounded by latitude $4^{\circ}34''$ to $59^{\circ}99''$ N and longitude $8^{\circ}24''$ to $59^{\circ}99''$ E. The State is one of the States that makes up the South-South geopolitical zone of Nigeria. The State has two broad ecological biomass, the forest biometo the South and the grassland/savannahs biome to the north. The State is blessed with several Tertiary Institutions and the aforementioned Federal, State, Private owned Colleges of Education in the area.

The people of Cross River State are predominantly Christians, hospitable and like other patriarchal society, enjoy a rich cultural heritage known as Efik culture which is elaborately manifested in their attires, traditional dance, festivals, marriages, customs, Carnival, Chieftaincy and age grade system, etcetera whose performances attract a large number of tourists to the State.

3.3 Instrument for data collection

The main instrument to be used for data collection was a well-structured questionnaire titled: "Impact of Students Industrial Work Experience Scheme in Enhancing Entrepreneurship Skills of Business Education Students Questionnaire (SIWESSEDSQ)" which consisted of Twenty One (21) items with a 5-Point Rating Scale showing Strongly Agree (SA) =5, Agree (A) =4, Undecided (UD) =3, Disagree (D) =2 and Strongly Disagree (SD) =1.

3.4 Validity of the instrument

The instrument was face validity by three experts in the field and the questionnaire was preceded by an interview session with the Business Education Students in the research area.

3.5 Reliability of the instrument

The research questionnaire was subjected to pilot survey using 20 participants which represents 10% of the sample, from where Cronbach's Alpha reliability Coefficient was computed by the use of Statistical Package for Social Sciences (SPSS version 22) Software to determine how items correlated with one another. Reliability was at 0.871 Cronbach's Alpha, which is an indicator that the instruments were highly reliable.

4. Results

4.1 Results presentation/Interpretation

In this section, research questions are considered first by applying simple percentages and bar graphs techniques followed with analysis of variance (ANOVA) to test the hypothesis.

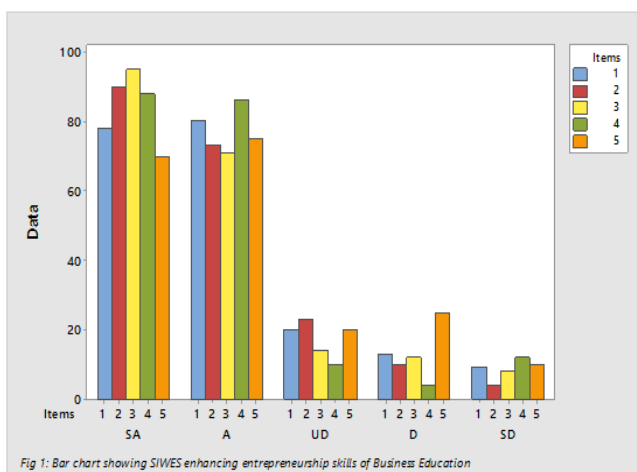
Research question one

To what extent does SIWES enhanced entrepreneurship skills of Business Education students Colleges of Education in Cross River State? This question was answered using simple percentages and a bar chart. The result is shown in Table 1 showed that 66.18% of the responses of the respondent when imploded into strongly agreed and agreed, indicated that SIWES enhanced entrepreneurship skills of Business Education students Colleges of Education in Cross River State, while 33.82% noted that SIWES enhancement on entrepreneurship skills of Business Education students Colleges of Education in Cross River State is low. The result is further presented in Fig 1.

Table 1: Simple percentage analysis of response of SIWES enhancement on entrepreneurship skills of business education students of education in Cross river state?

S/N	Items	SA	A	UD	D	SD
1	SIWES enable students to be more creative and resourceful citizens as well as great assets to the society?	78 39%	80 40%	20 10%	13 6.5%	9 4.5%
2	SIWES instrumental in developing students with the necessary work ethnics and habits needed in any occupation?	90 45%	73 36.5%	23 11.5%	10 5%	4 2%
3	The SIWES programme helps students develop abilities and skills necessary for proficiency in their profession?	95 47.5%	71 35.5%	14 7%	12 6%	8 4%
4	The experience of SIWES exposes students to the nitty-gritty in office automations and management?	88 44%	86 43%	10 5%	4 2%	12 6%
5	The student industrial work experience (SIWES) Helps students to reconcile what they studied in class?	70 35%	75 37.5%	20 10%	25 12.5%	10 5%

Strongly Agree (SA)=5, Agree (A)=4, Undecided (UD)=3, Disagree (D)=2 and Strongly Disagree (SD)=1



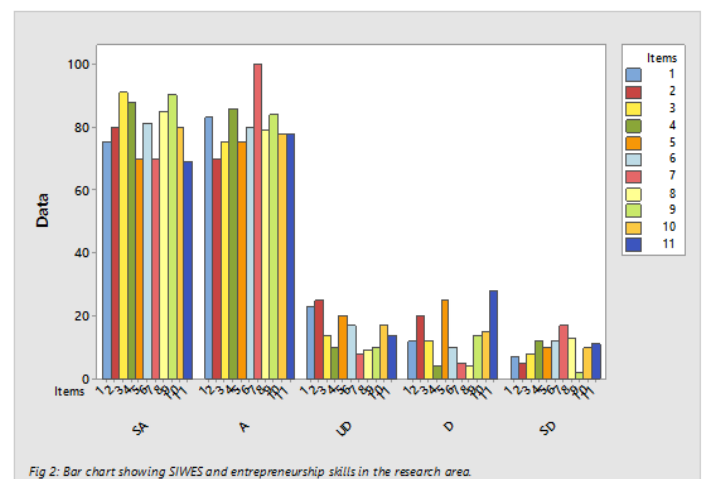
Research question two

Does SIWES enhances entrepreneurship skills such as; typing skill, filing skill, time management skill, innovation skill, sale/marketing skill, information technology skill, record keeping skill, team work skill, leadership skill, risk management skill, planning and organizing skill in the research area? This question was answered using simple percentages and a bar chart. The result is shown in Table 2 showed that 68.31% of the responses of the respondent when collapsed into strongly agreed and agreed, shows that SIWES enhances entrepreneurship skills such as; typing skill, filing skill, time management skill, innovation skill, sale/marketing skill, information technology skill, record keeping skill, team work skill, leadership skill, risk management skill, planning and organizing skill in the research area, while 31.69% observed that SIWES enhances entrepreneurship skills such as; typing skill, filing skill, time management skill, innovation skill, sale/marketing skill, information technology skill, record keeping skill, team work skill, leadership skill, risk management skill, planning and organizing skill in the research area is low. The result is further presented in Fig 2.

Table 2: Simple percentage analysis of response of SIWES enhances entrepreneurship skills

S/No	Items	SA	A	UD	D	SD
6	Typing skill?	75(37.5%)	83(41.5%)	23(11.5%)	12(6%)	7(3.5%)
7	Filing skill?	80(40%)	70(35%)	25(12.5%)	20(10%)	5(2.5%)
8	Time management skill?	91(45.5%)	75(37.5%)	14(7%)	12(6%)	8(4%)
9	Innovation skill?	88(44%)	86(43%)	10(5%)	4(2%)	12(6%)
10	Sale/marketing skill?	70(35%)	75(37.5%)	20(10%)	25(12.5%)	10(5%)
11	Information Technology skill?	81(40.5%)	80(40%)	17(8.5%)	10(5%)	12(6%)
12	Record keeping skill?	70(35%)	100(50%)	8(4%)	5(2.5%)	17(8.5%)
13	Team work skill?	85(42.5%)	79(39.5%)	9(4.5%)	4(2%)	13(6.5%)
14	Leadership skill?	90(45%)	84(42%)	10(5%)	14(7%)	2(1%)
15	Risk management skill?	80(40%)	78(39%)	14(7%)	28(14%)	10(5%)
16	Planning and organizing skill?	69(34.5%)	78(39%)	14(7%)	28(14%)	11(5.5%)

Strongly Agree (SA)=5, Agree (A)=4, Undecided (UD)=3, Disagree (D)=2 and Strongly Disagree (SD)=1



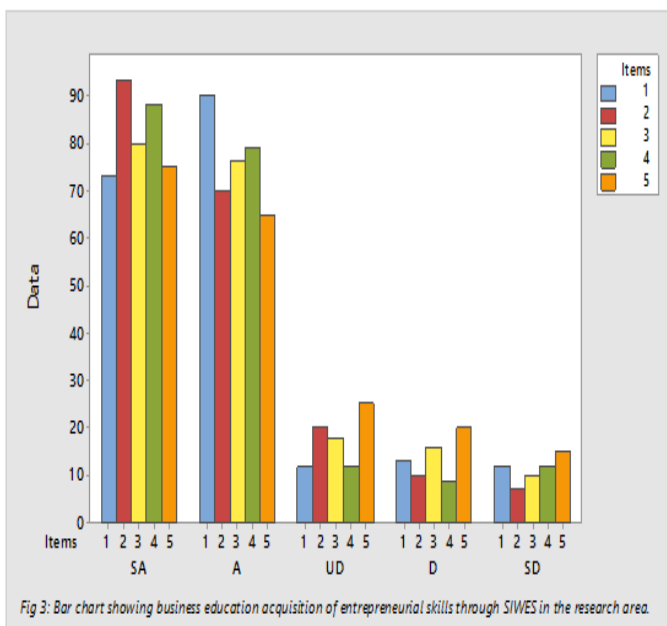
Research question three

What are the challenges militating against Business education students’ acquisition of entrepreneurial skills through SIWES in the research area? This question was answered using simple percentages and a bar chart. The result is shown in Table 3 showed that 59.23% of the responses of the respondent when imploded into strongly agreed and agreed, revealed that challenges militating against Business education students’ acquisition of entrepreneurial skills through SIWES in the research area, while 40.77% noted that challenges militating against Business education students’ acquisition of entrepreneurial skills through SIWES in the research area is low. The result is further presented in Fig 3.

Table 3: Simple percentage analysis of response on challenges militating against business education students’ acquisition of entrepreneurial skills through SIWES in the research area?

S/N	Items	SA	A	UD	D	SD
17	Lack of determination and seriousness on the part of some students who take the SIWES period as a holiday?	73 36.5%	90 45%	12 6%	13 6.5%	12 6%
18	Luke warm attitude by Institution and its SIWES supervision /monitoring agents?	93 46.5%	70 35%	20 10%	10 5%	7 3.5%
19	Corruption and wrong SIWES placement of students?	80 40%	76 38%	18 9%	16 8%	10 5%
20	Financial constraints on the part of the students?	88 44%	79 39.5%	12 6%	9 4.5%	12 6%
21	Lack of co-operation and collaboration between Institutions and some Industries/establishments?	75 37.5%	65 32.5%	25 12.5%	20 10%	15 7.5%

Strongly Agree (SA)=5, Agree (A)=4, Undecided (UD)=3, Disagree (D)=2 and Strongly Disagree (SD)=1



Research Hypothesis one

SIWES does not significantly influence entrepreneurship skills of Business Education students in Colleges of Education

in Cross River State. The independent variable is SIWES with the dependent variable as entrepreneurship skills of business education. One-way analysis of variance (ANOVA) method was adopted in testing the hypothesis and the result is presented in Table 4 showed that (F= 149.12, p < 0.05). Since p(0.000) is less than p(0.05) ,which is significant. This means that SIWES significantly influence entrepreneurship skills of Business Education students in Colleges of Education in Cross River State.

Table 4: Analysis of variance (ANOVA) result for SIWES enhancing entrepreneurship skills of business education

S/V	D.F	SS	MS	F -ratio	P - value
Factor	4	27796.0	6949.00	149.12	0.000
Error	20	932.0	46.60		
Total	24	28728.0			

Research Hypothesis two

There is no significant influence on SIWES and entrepreneurship skills such as; typing skill, filing skill, time management skill, innovation skill, sale/marketing skill, information technology skill, record keeping skill, team work skill, leadership skill, risk management skill, planning and organizing skill in the research area. The independent variable is SIWES with the dependent variable as entrepreneurship skills. One-way analysis of variance (ANOVA) technique was employed in testing the hypothesis and the result is presented in Table 5 showed that (F= 130.33, p < 0.05). Since p (0.000) is less than p(0.05),which is significant. This mean that SIWES significantly influence entrepreneurship skills such as; typing skill, filing skill, time management skill, innovation skill, sale/marketing skill, information technology skill, record keeping skill, team work skill, leadership skill, risk management skill, planning and organizing skill in the research area.

Table 5: Analysis of variance (ANOVA) result for SIWES and entrepreneurship skills in the research area

S/V	D.F	SS	MS	F -ratio	P - value
Factor	4	60319	15079.6	310.33	0.000
Error	50	2430	48.6		
Total	54	62748			

Research Hypothesis three

There is no significant challenge effecting business education acquisition of entrepreneurial skills through SIWES in the research area. The independent variable is SIWES with

the dependent variable as business education acquisition of entrepreneurial skills. One-way analysis of variance (ANOVA) method was adopted in testing the hypothesis and the result is presented in Table 6 showed that ($F= 142.39, p < 0.05$). Since $p(0.000)$ is less than $p(0.05)$, which is significant. This means that there is a significant challenge effecting business education students' from acquisition of entrepreneurial skills through SIWES in the research area.

management skill, planning and organizing skill in the research area?" it was found that 68.31% of the responses of the respondent when collapsed into strongly agreed and agreed, accepted that SIWES greatly enhanced entrepreneurship skills such as; typing skill, filing skill, time management skill, innovation skill, sale/marketing skill, information technology skill, record keeping skill, team work skill, leadership skill, risk management skill, planning and organizing skill in the research area, while 31.69% were of contrary opinions as can be envisaged in table 2, figure 2, this inferences were from research questionnaire items 6, 7, 8, 9,10, 11, 12, 13, 14, 15 and 16. Again, the data of research question two was analysed using One-way ANOVA, from where it was observed on Table 5 that ($F= 130.33, p < 0.05$). Since $p(0.000)$ is less than $p(0.05)$, it means that SIWES enhances the various entrepreneurship skills under consideration in this research and in the research area.

Table 6: Analysis of variance (ANOVA) result for the challenge effecting business education acquisition of entrepreneurial skills through SIWES

S/V	DF	SS	MS	F-ratio	P-value
Factor	4	25402.0	6350.50	142.39	0.000
Error	20	892.0	44.60		
Total	24	26294.0			

4.2 Discussion of result

We have examined the impact of (SIWES) in enhancing entrepreneurship skills of Business Education students in Colleges of Education in Cross River State. Three research questions were posed and three hypotheses formulated to guide the study in achieving its objectives.

Research question one which stated that “to what extent does SIWES enhanced entrepreneurship skills of Business Education students Colleges of Education in Cross River State?”, simple percentages and bar graph were used in analysing this research questions. The result showed that an average percentage of 66.18% respondents strongly agreed and agreed that SIWES is positively and highly instrumental in enhancing the entrepreneurship skills of Business Education students' in the area, whereas 33.82% were of the view that the Impact of SIWES in enhancing the entrepreneurship skills of Business Education students' in the area is low. This inferences were drawn from research questionnaire items 1,2,3,4,5 and the results is as presented in table 1 and figure 1. The responses of the respondents on the research question one was then subjected to One-way Analysis of Variance (ANOVA) to test the research hypotheses one. The result as presented in Table 4 showed that ($F= 149.12, p < 0.05$) and since $p(0.000)$ is less than $p(0.05)$, it is an indicator of significance. Implying that SIWES significantly influence entrepreneurship skills of Business Education students in Colleges of Education in Cross River State.

Furthermore, research question three concerning “what are the challenges militating against Business education students' acquisition of entrepreneurial skills through SIWES in the research area?” the result revealed that 59.23% of the responses of the respondent agreed and strongly agreed to the existence of key challenges militating against Business education students' acquisition of entrepreneurial skills through SIWES in the research area. Whereas, 40.77% were of contrary views, this generalization was made from research questionnaire items 17,18,19,20, 21 and is presented in table 3, figure 3. Similarly, the responses of the respondents was subjected to One-way ANOVA. The result as shown in table 6 revealed that ($F= 142.39, p < 0.05$), which is significant, since $p(0.000)$ is less than $p(0.05)$. Meaning that there is a significant challenge effecting Business Education students' from acquiring entrepreneurial skills through SIWES in the research area.

The results of the research is in tandem with that of the studies of [26]who opined that SIWES is instrumental to achieving the effectiveness sustainable development of the Nigeria economy. [9], who revealed that the undergraduate work experience and SIWES programmes in particular has a positive a positive influence on students' early career success and that SIWES is a model of school industry relationship that exposes and prepares the students for industrial working situations.[17], who found out that SIWES gives the recipients an insight into functionality of micro or small business and builds in them the general understanding of business and approaches.

5. Conclusion

In light of the discoveries of the review, we conclude that SIWES is instrumental in providing students with the essential

In like manner, research question two which stated that “does SIWES enhances entrepreneurship skills such as; typing skill, filing skill, time management skill, innovation skill, sale/marketing skill, information technology skill, record keeping skill, team work skill, leadership skill, risk

work ethics and propensities required in any occupation, enables students to be more valuable and useful citizens as well as resourceful to the general public, assists students with providing abilities that are of fundamental capability in their discipline and opens students to the office computerizations and lot more.

SIWES enhances entrepreneurship skills such as; typing skill, filing skill, time management skill, innovation skill, sale/marketing skill, information technology skill, record keeping skill, team work skill, leadership skill, risk management skill, planning and organizing skill of Business Education students in Colleges of education Cross River State.

The difficulties hindering Business Education students' from acquisition of entrepreneurship skills through SIWES in the research area include but however not restricted to Absence of assurance and reality with respect to certain students who accept the SIWES time frame as a vacation, Luke warm disposition by Foundation and its SIWES oversight/checking specialists, Corruption, Defilement and wrong SIWES placement of students, Financial Inadequacy or monetary requirements with respect to the students, Absence of co-activity and joint effort among Organizations and a few Enterprises'/foundations.

5.1 Recommendations

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

- i. Government and well-meaning individuals should establish more companies and lucrative businesses for placement of students' for industrial attachment programmes to acquire relevant skills in their area of specialization.
- ii. Tertiary Education regulatory body bodies such as National University Commission(NUC) and National Commission for Colleges of Education (NCCE) should make SIWES a condition for granting accreditation to Business Education and to set up a school based enterprise classroom resources or academy that will help to host the career development of graduating students from Business Education programmes.
- iii. For the SIWES programmes to make significant progress, all corrupt practices at all levels of the programme should be stopped, otherwise every sector will be in disarray and no nation can strive amidst corruption.
- iv. The Tertiary Education Trust Fund should provide funding to enhance the SIWES programme and to salvage the problem relating to various financial constraints faced by supervisors and students'.

- v. Companies, Industries and other establishments' should not reject students posted to their work place but should rather accept and motivate students' by providing them with accommodation, transportation and feeding allowances.

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