Business Education Students' Perception of the Influence of Students Industrial Work Experience Scheme (SIWES) On Development of Occupational Skills in Universities in Edo and Delta State

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Abstract

The study investigated business education student's perception of the influence students industrial work experience scheme on development of occupational skills in edo and delta state in universities. Four research questions were raised to guide the study. The study adopted a descriptive survey-research design was used for the study. A population of 441 business education students was used for the study, and a proportionate sampling technique of 150 business education students was used for the study. The instrument for data collection was a 40-item questionnaire titled business education students' perception of the influence of SIWES on development of occupational skills questionnaire (BESPESWESDOSUED). The instrument was validated by three experts. A split half method was employed by using Cronbach alpha to determine the reliability of the instrument and this yielded 0.85 was obtained. The mean and standard deviation was used to answer the data collected for the research questions, while two sample independent t-test was used to test the hypotheses at 0.05 level of significance. The questionnaires were administered on the respondents by the researcher and the researcher engaged the services of two (2) research assistants. The study revealed that

business education students need ICT, leadership, entrepreneur, and interpersonal relationship skills for the development of their occupational skills. Conclusions and recommendations proves that Schools should be ready to explore cutting-edge pedagogical approaches, to acquire strategic occupational skills, and network with industry experts. There is great need for students to build their perception on the development of occupational skills acquired through SIWES programme which will motivate their interest to engage and value the industrial training exercise in their course of study at the Nigerian universities.

Introduction

Business education is a branch of education that involves teaching the skills and operations ofthe business industry. This field of education occurs at multiple levels, including secondary and higher education, a course that prepares students for entry into advancement in jobs within business, and it is equally important because it prepares students for their own business affairs and to function intelligently as a citizen and consumers in a business economy. Business education help to transfer of pedagogical and business competencies necessary for teaching business attitudes, concepts, skills and knowledge. As a result, the success and development of business education constantly depends on its ability to adapt and keep pace with the needs of its recipients. Okoye (2018), defined business education as that aspect of educational training which an individual receives with the primary motive of enabling him to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage in careers as an administrator, manager, or teacher, wherever he may find himself in the business world. This means that business education is not static, but dynamic, because any worthwhile programme has to move with time.

Perception is the process by which individual organize, identify, and interpret and give meaning to the sensory information they help them understand the environment. It involves the brain's interpretation of signals sent by the senses (such as sight, hearing, touch, taste, and smell) to create a coherent picture of the world around us.

Okoye and Chris-Abey (2015) asserted that perception is the concept that has to do with our disposition to issues or ideas. Perception is the ability to understand the true nature of the situation/ activities, especially with the sense of reasoning. The perception process has four stages: attention, retention, behavior and satisfaction, to meet the purpose for its designed, to attain and sustain their future occupational skills.

Occupational skill is a life-long process of managing, learning, work, leisure and transition in order to move towards a personally determined and evolving preferred future. Weng (2009) propose that educators of occupational skill development could be captured by four factors. Occupational goals progress, professional ability growth, promotion spread and remuneration growth. This multidimensional conceptualization implies that occupational skill is both a function of the educator's own efforts to integrate industrial training scheme into teaching and learning process, making progress toward learner's personal career goals and acquiring new skills for the organization's efforts in rewarding such efforts.

Ajisafe and Koyode (2015), asserted that a well-trained business educator can guarantee national transformation as opportunities are available to be engaged in any of the following areas:

1. Teaching profession from secondary to university level depending on qualification.
2. Business enterprise – as a promoter, manager, marketer, entrepreneurs, account clerk, secretary, word processor, sales representative, broker and majorly as a owner of a firm.
3. Proprietorship of private business and commercial schools and institutes.

Business education is a component designed to expose business education students for general education as well as specialized areas which includes: Accounting, Office Technology and Management, entrepreneurship, Marketing cooperative education, office administration and management among others.

In order to achieve business education programmes, the National Universities Commission (NUC, 2022) played a vital role in curriculum development in Nigeria. The functions of the NUC are: granting approval for all academic programmes run in Nigerian Universities; granting approval for the establishment of all higher educational institutions offering degree programmes in Nigerian universities; ensuring quality assurance of all academic programmes offered in Nigerian universities and channel for all external support to the Nigerian universities. Their mission is to coordinate the setting/review of minimum standards and benchmarks for academic programmes and to develop policies and programme towards ensuring the orderly development and quality of university education in Nigeria. The Commission has many Directorates: Directorates of Academic Planning, Directorate of Inspection and Monitoring, Directorate of Human Resources, and so on.

In line with Industrial Training Fund (ITF) Association (2016), the Student Industrial Work Experience Scheme (SIWES) is a skills training programme designed to expose and prepare students of universities and tertiary institutions for the industrial work situation they are likely to meet after graduation. The students industrial work experience scheme (SIWES), is the accepted training progrmme, which is part of the approved minimum academic standard in the various degree programmes for all Nigerian universities. The scheme is aimed at bridging the existing gap between theory and practice of sciences, agriculture, engineering and technology, management, information and communication technology, and other professional educational programmes.

Today's employer seems mainly interested in employing graduates equipped with not only complementary life skills, but the ability to translate ideas into actions. In supporting this view, experience proved that employers are looking for people who have well developed skills in, Information Communication Technology (ICT), and leadership skills. These skills are discussed in the following ways: Information communication technology is the ability to understand and operate a wide range of technology software. According to Ezenwafor (2016), defined ICT as any equipment or interconnected system or sub-system of equipment that is used in the management, display, transmission or reception of data. The ICT skills comprise of

word processing, corel draw, internet/websites, Microsoft excel, power point, hardware and software. Through SIWES participation accounting and OTM students learn how to present their research report, utilize machines and computers to type, format, edit and print documents and letters, operate modern equipment, navigate the internet, which help them to tailor their activities to the need and aspirations of a particular audience. The ICT skill acquired through SIWES is also very important considering the rate which ICT is being utilized or applied in all the sectors of the economy. It is therefore necessary that students should possess the relevant ICT skills for achieving success in business leadership ventures.

Scott (2002) describes ICT as encompassing a range of applications, communications and technologies which aid information retrieval, research, communication and administration, included among these devices and applications are online data bases, library services, and online service and fax machines. It therefore became imperative that, (SIWES) was integrated into business education programme as a mechanism through which Accounting and (OTM) students can acquire the necessary skills experience, and new technologies for the development of occupational skills.

The National Policy on Education (2013) emphasized the need to empower youths with ICT, to prepare them for competitiveness in the global environment, integrating ICT into the mainstream of education, and training, it became imperative to adopt these new technologies in order to expand access to the education (by use of synchronous learning, access to the internet and (World Wide Web).

Leadership skills are the ability of an individual, group, or organization to lead, influence, or guide other individuals, teams, toward achieving set goals. Hassan, (2015) postulated that leadership skills can be defined as the kind of relationship that is used by an individual so as to make people work together for a common goal. Therefore, the concept of leadership skills includes: planning, organizing, controlling, supervising, and coordination. The leadership skill acquired through SIWES will enhance business education students to plan ahead to organize and

manage the human resources affairs to carry employees along in the work place, to resolve problem. Azka (2011) opined that graduates with leadership skills in an organization basically help employers to achieve their goals as they work in the organizational setting. Cansoy (2017) stated that leadership skills expected in the young people at universities are problem-solving skills, goal setting skills, decision-making skills, group skills, communication skills, motivation skills, planning skills, social and moral responsibility

Entrepreneurial skills are the ability to discover vital opportunities to promote innovation, business growth and competitiveness. Adeyanju, (2021) explained that entrepreneurial skills are those skillful activities that will enable an entrepreneur to manage his or her own enterprise. Entrepreneurial and business skill acquisition for self-reliance towards effective and sustainable business enterprise operation is often the focus of business education programme. According to Jacob, Tyowuah and Akor (2020), entrepreneurship skill is significate as a dissemination instrument to change logical creations into new item and administrative development. The engagement of (SIWES) programme assist accounting education and (OTM) education students to develop and acquire the interest, skill, knowledge to relate with clients, employees, and employers, which helps to generate interpersonal relationship skills. Gurpreet (2022), states: creativity is the ability to see the world in new ways, find hidden patterns, make connections between seemingly disparate things and generate new ideas. Simplilearn (2023) state that employers in every industry are looking for interpersonal relationship skills in potential employees

Interpersonal relationship skills are the ability to interact between two or more individuals in the workplace environment. It focuses on getting with the people personally and maintaining emotion professionally. George (2019) outlined the components of interpersonal skills to include speaking, articulating ideas clearly, the ability to persuade people and the ability to use interactive technologies/presentation software. Through student's participation of SIWES, interpersonal relationship skills aid them to interact task activities and outcomes to others in the work place, seminars, workshops, discussion groups, meetings, symposia, and other occasions, to solve the problem that may arise in their future occupational development.

Considering all these problems, it may be necessary to determine whether SIWES is meeting up with the task of helping students to develop their desired skills for the job market.

Statement of the Problem

It is asserted that, students encounter many problems during the (SIWES) programme. Ubale (2014), identified some of the problems to include; short duration of the programme which makes it impossible to acquire the needed practical skills; students were sometimes given other assignments other than their primary objectives, students reporting late at their places of assignment due to inability to secure the right places of attachment when they were posted, as well as rejection of students by some organization; conflict sometimes arise between what is taught to students and what obtains in the industries, inadequate/poor supervision of students; some students do not receive training throughout the period due to inadequacy of facilities for training of the attached; unwillingness or lack of commitment by companies/establishment staff to expose the students to the required skills and training needed, some of the industry based supervisors may be hostile to the students and may not be ready to help the students to learn; students arrange for their own accommodation which is a constraint due to the financial implications of getting a convenient place for them. Considering all these problems, it may be necessary to determine whether SIWES is meeting up with the task of helping students to develop their desired skills for the job market.

Research Questions

The following research questions were raised to guide the study**.**

1. To what extent does participation in SIWES influence the acquisition of occupational ICT skills among business education students in universities in Edo and Delta State
2. To what extent does participation in SIWES influence the acquisition of occupational leadership skills among business education students in universities in Edo and Delta State
3. To what extent does participation in SIWES influence the acquisition of occupational entrepreneur skills among business education students in universities in Edo and Delta State

4. To what extent does participation in SIWES influence the acquisition of occupational interpersonal relationship skills among business education students in universities in Edo and Delta State.

Hypotheses

The following hypotheses have been formulated to be tested at 0.05 level of significance.

1. There is no significant difference between the mean response of Male and Female business education students in their perception on development of occupational ICT skill through SIWES.
2. There is no significant difference between the mean rating of federal and private universities of business education students, in their perception on development of occupational leadership skill through SIWES.

Methodology

The study employed the descriptive survey research. The population of the study consisted of four hundred and forty-one (441) male and female business education 400 level students from universities in Edo and Delta states who have participated in SIWES scheme for 2022/2023 academic session. The sample size of the study comprised one hundred and fifty (150) male and female business education students. A proportionate sampling technique was used to determine the sample size of the study. The instrument for data collection was a structured questionnaire

The instrument for the study was validated by experts. to establish the reliability of the instrument that was used for the study, split half method was employed and the data collected were analyzed using the Cronbach alpha statistics and it yielded a reliability coefficient of 0.85.. The data collected was analyzed using mean ($\bar{x}$), standard deviation (SD) and two sample independent t-test. The mean ($\bar{x}$) and standard deviation (SD) were used to answer the research questions while two sample independent t-test was used to test the hypotheses. Decision rule for the research questions was based on any calculated mean equal or greater than 2.5 and was regarded as high extent while any calculated mean less than 2.5 was regarded as low extent. For the hypothesis, the probability value (p) was used. If the p-value

was less than or equal to 0.05, the null hypothesis would not be retained, but if the p-value is greater than 0.05, the null hypothesis would be retained.

This part deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study.

Results

Research Question one

To what extent does participation in SIWES influence the acquisition of occupational ICT skills among business education students in universities in Edo and Delta State

Table 1: Mean and standard deviation showing the extent of participation in SIWES influence the acquisition of occupational ICT skills among business education students

S/N	Item	N	Mean	SD	Remarks
1	I have acquired the ability to do computer word processing through SIWES.	150	3.15	.789	High Extent
2	I have acquired the ability to do Corel draw graphic design through SIWES.	150	3.30	.792	High Extent
3	I have acquired the ability to do internet and data processing through SIWES.	150	3.33	.719	High Extent
4	I have acquired the ability to do Power point processing through SIWES.	150	3.31	.750	High Extent
5	I have acquired the ability to do Photo editing skills through SIWES	150	3.31	.743	High Extent
6	I have acquired the ability to do micro soft excel skills through SIWES	150	3.36	.707	High Extent
7	I have acquired the skill to do desktop publishing processing through SIWES.	150	3.40	.705	High Extent
8	I have acquired the skill to do installing application packages through SIWES.	150	3.38	.692	High Extent

9	I have acquired the ability to do online communication processing through SIWES.	150	3.41	.646	High Extent
	Cluster Mean		**3.33**	**0.05**	**High Extent**

The data in table one research question one, Table 2 showed that the respondents rated item one to nine as high extent with a mean rating ranging from 3.15 to 3.41 while the standard deviation also ranges from .646 to .792. The cluster mean indicates a mean of 3.33. With these results, the above mean score shows that participation in SIWES influence the acquisition of occupational ICT skills among business education students in universities in Edo and Delta State to a high extent.

Research Question two

To what extent does participation in SIWES influence the acquisition of occupational leadership skills among business education students in universities in Edo and Delta State.

Table 3: Mean and standard deviation showing the extent participation in SIWES influence the acquisition of occupational leadership skills among business education students

S/N	Item	N	Mean	SD	Remarks
10	I have acquired the ability to do planning skill to deliver a project through SIWES.	150	3.41	.677	High Extent
11	I have acquired the ability to do creative skill to generate new ideas, through SIWES.	150	3.40	.645	High Extent
12	I have acquired the ability to do decision making to accomplish business objectives through SIWES.	150	3.41	.657	High Extent
13	I have acquired the ability to do motivation to improve work quality through SIWES.	150	3.44	.640	High Extent
14	I have acquired the ability to handle conflict arises with clients and colleagues through SIWES	150	3.43	.679	High Extent

15	I have acquired the ability to do negotiation of wages through SIWES.	150	3.42	.637	High Extent
16	I have acquired the ability to do the organizing of financial and human resources through SIWES.	150	3.42	.637	High Extent
17	I have acquired the ability to supervise employee's activities in the office through SIWES.	150	3.41	.637	High Extent
18	I have acquired the ability to do communication skill effectively to satisfy clients' needs through SIWES	150	3.37	.639	High Extent
19	I have acquired the ability to delegate work to subordinates through SIWES.	150	3.37	.660	High Extent
	Cluster Mean		**3.41**	**0.02**	**High Extent**

In response to research question two, Table 3 showed that the respondents rated item ten to nineteen as high extent with a mean rating ranging from 3.37 to 3.44 while the standard deviation also ranges from .637 to .679. The cluster mean indicates a mean of 3.41. With these results, the above mean score shows that participation in SIWES influence the acquisition of occupational leadership skills among business education students in universities in Edo and Delta State to a high extent.

Research Question Three

To what extent does participation in SIWES influence the acquisition of occupational entrepreneur skills among business education students in universities in Edo and Delta State.

Table 4: Mean and standard deviation showing extent participation in SIWES influence the acquisition of occupational entrepreneur skills among business education students

S/N	Item	N	Mean	SD	Remarks
20	I have acquired the ability to do financial transactions with clients to maximize profit through SIWES	150	3.35	.677	High Extent
21	I have acquired the ability to do time management of a business effectively through SIWES.	150	3.35	.657	High Extent
22	I have acquired the ability to do networking opportunities to connect with different clients through SIWES.	150	3.37	.639	High Extent
23	I have acquired the ability to do operation of technical machines to improve performance through SIWES.	150	3.34	.674	High Extent
24	I have acquired the ability to do team work to assist a business company to achieve success through SIWES.	150	3.39	.673	High Extent
25	I have acquired the ability to solve problem to settle disputes among colleagues through SIWES.	150	3.40	.625	High Extent
26	I have acquired the ability to have awareness to identify business opportunity to become self-employed through SIWES	150	3.45	.640	High Extent
27	I have acquired the ability to do planning for better result of a business activities in the future through SIWES.	150	3.46	.587	High Extent
28	I have acquired the ability to do communication skill to deliver information to clients through SIWES	150	3.43	.628	High Extent

29	I have acquired the ability to do active listening to understand and carry out a project work through SIWES.	150	3.41	.626	High Extent
30	I have acquired the ability to do leadership skill to carry people along to accomplish tasks through SIWES.	150	3.49	.621	High Extent
	Cluster Mean		**3.40**	**0.03**	**High Extent**

In response to research question three, Table 4 showed that the respondents rated item twenty to thirty as high extent with a mean rating ranging from 3.34 to 3.49 while the standard deviation also ranges from .587 to .674. The cluster mean indicates a mean of 3.40. With these results, the above mean score shows that participation in SIWES influence the acquisition of occupational entrepreneur skills among business education students in universities in Edo and Delta State to a high extent.

Table 5: Mean and standard deviation showing extent participation in SIWES influence the acquisition of occupational interpersonal relationship skills among business education students

S/N	Item	N	Mean	SD	Remarks
31	I have acquired the ability to do effective listening to a speaker through SIWES.	150	3.45	.597	High Extent
32	I have acquired the ability to do positive attitude between one another in the workplace through SIWES.	150	3.49	.599	High Extent
33	I have the ability to ability improve my understanding, to respect other people view point through SIWES.	150	3.45	.597	High Extent
34	I have acquired the ability to do supportive engagement with colleagues thorough SIWES.	150	3.50	.565	High Extent

35	I have acquired the ability to do written internal Memo for business communication through SIWES.	150	3.41	.569	High Extent
36	I have the ability to do interaction of ideas to clients and subordinate through SIWES	150	3.40	.568	High Extent
37	I have the ability to do verbal and non-verbal communications with others through SIWES	150	3.36	.559	High Extent
38	I have the ability to adapt to changes in work demand in the environment through SIWES.	150	3.37	.549	High Extent
39	I have the ability to do social control of clients' emotions and concerns in any occupational role through SIWES.	150	3.37	.562	High Extent
40	I have the confidence to build strong and positive relationship with colleagues through SIWES.	150	3.61	.541	High Extent
	Cluster Mean		**3.44**	**0.02**	**High Extent**

In response to research question four, Table 5 showed that the respondents rated item thirty-one to forty as high extent with a mean rating ranging from 3.36 to 3.61 while the standard deviation also ranges from .541 to .599. The cluster mean indicates a mean of 3.44. With these results, the above mean score shows that participation in SIWES influence the acquisition of occupational interpersonal relationship skills among business education students in universities in Edo and Delta State to a high extent.

Hypothesis One

There is no significant difference between male and female business education students' perception of influence SIWES on development of occupation skills.

Table 5: t-test analysis showing the mean difference between the mean ratings of business education students of male and female business education student' perception on development of occupational skills through SIWES.

Universities	N	Mean	SD	Df	t-value	p-value	Decision
Male	81	3.35	0.57				
				148	-1.461	.146	**Not Significant**
Female	69	3.47	0.46				

Testing hypothesis as presented in Table, revealed mean responses on the difference between the mean ratings of male and female business education students in their perception of development of occupational skill through SIWES. The Table revealed a mean of 3.35 for male and 3.47 for female. The corresponding standard deviations are 0.57 and 0.46 for male and female business education students respectively. The t-value of -1.461, at degree of freedom of 148, showed not significant at p-value of .146. Testing at an alpha value of .05, the null hypothesis was retained since the p-value is higher than alpha value. Thus, there is no significant difference between the mean ratings of business education students of federal and State universities, in their perception on development of occupational entrepreneur skill through SIWES.

Discussion of finding

The findings of research question one revealed that participation in SIWES influence the acquisition of occupational ICT skills among business education students in universities in Edo and Delta State to a high extent. This is not unconnected with the great exposure to real work situations where facilities and equipment for skill acquisition are available. Through good supervision and mentoring students acquire saleable skills need to be gainfully employed in the labour market. This finding corroborates with twho also agreed with the assertion that information and communication technologies (ICT) have positive effect on students' performance and communication in terms of productivity, profitability, market value and market share to develop their occupational skills. It was found that ICT has serious roles to play in the effective leadership delivery of occupational activities.

Research question two findings indicated that participation in SIWES influence the acquisition of occupational leadership skills among business education students in universities in Edo and Delta State to a high extent, because it will enable student to become self-independent regarding the changes the environment. This finding is in line with that of Azka (2011) opined that graduates with leadership skills in an organization basically help employers to achieve their goals as they work in the organizational setting: It encourages employers to be expressive and adaptive to new improved practice and changes in the environment.

The data output of research question three showed that participation in SIWES influence the acquisition of occupational entrepreneur skills among business education students in universities in Edo and Delta State to a high extent, because it creates awareness for students to discover and perceive their internal control desire to use their talent in developing entrepreneurial attitude for their occupational career. This finding support that of European Commission program (2008), the aim of entrepreneurship education and training should be to 'develop entrepreneurial capacities and mindsets' that benefit economies by fostering creativity, innovation, and self- employment skill.

The findings of research questions four depicted that participation in SIWES influence the acquisition of occupational interpersonal relationship skills among business education students in universities in Edo and Delta State to a high extent, because it motivates students' ability and skill to interact with people of different background in their occupational growth. This finding is in agreement with that of Simplilearn et, al. (2023) who also quotes that: Interpersonal skills encompass a wide range of skills, which will allow business education students to developed and fulfill occupational skills and some of these skills are: active listening, team work, communication, positivity, and emotional intelligence.

The result of hypothesis one revealed that, there is no significant difference between the mean response of male and female business education students in their perception on development of occupational ICT skill through SIWES. It was found that ICT has serious roles to play in the effective leadership delivery of occupational activities.

The data output of hypothesis two showed that there is no significant difference between the mean rating of federal and private universities of business education students, in their perception on development of occupational leadership skill through SIWES. This finding corroborates with that of Azka (2011) who opined that graduates with leadership skills in an organization basically help employers to achieve their goals as they work in the organizational setting: It encourages employers to be expressive and adaptive to new improved practice and changes in the environment.

Conclusion

Based on the findings of the study, it was concluded that business education students perceived that, SIWES significantly influenced the development of occupational skills in universities in Edo and Delta states.

Recommendation

Based on the findings of the following recommendations are put forth.

1. Since SIWES develop the occupational skills of business education students, stakeholders in education should ensure business education students are placed in organizations, where these skills can be acquired.
2. Schools should make sure students are deployed to organizations where they will be given access to use the facilities to learn.

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