

STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME AND SKILLS ACQUISITION AMONG LIS STUDENTS IN SELECTED UNIVERSITIES IN SOUTH-SOUTH, NIGERIA.

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Abstract

The study investigated the relationship between students industrial work experience scheme and skills acquisition among students in some Universities in South-South, Nigeria. The study was undertaken because every year many graduates from higher institutions roam the city streets searching for employment. Some of these graduates are considered incompetent by their potential employers as they cannot be trusted to handle some equipment or machines. SIWES programme is very relevant to human resources development because it exposes students beyond their usual environment. To accomplish the research purpose, two research questions were formulated to guide the study. Literature was reviewed according to the variables of the study. The correlational survey research design was adopted for this study and the population of the study was 296 (two hundred and ninety six students). This was also used as sample. Students Industrial Work Experience Scheme Skill Acquisition Questionnaire (SIWESSAQ) was the main instrument used for data collection. The reliability index obtained for the instrument was established through Cronbach Alpha Reliability Co-efficient method. The data collected were analyzed using simple regression analysis at 0.05 level of significance. The result of the analysis showed that reprography skills and database management skills significantly related with Students Industrial Work Experience Scheme. It was concluded that, skills acquisition among Library students significantly predict student's industrial work experience. It was recommended among others that Students should take industrial training very seriously and ensure that they undergo the training in establishments where they stand to benefit from practical training.

Keywords: Studends, Skills, Acquisition, reprography and Database management

Introduction

Over the years universities have been producing graduates into the society with only theoretical knowledge without adequate practical skills in order to earn a living. Employers of labour are no longer interested in employing graduates with only theoretical knowledge rather they make a demand for graduates who possess high level of practical knowledge, skills acquisition and hands-on experience that will help build up their organization (Ekeng & Inyang, 2019). As a result,

graduates roam the streets in search of white-collar jobs. Some join armed robbery gangs and kidnapping business; some are internet fraudsters that cause bankruptcy to some individuals while others are nuisance in the society and to their neighborhood as well as their parents (Orija, 2019).

This should have been reduced if all graduates in Library and Information Science (LIS) and other disciplines practice the skills they acquired in school as well as the six months field experience otherwise known as Students Industrial Work Experience Scheme (SIWES). However, library and information science students have been taught several skills both theoretical and practical before completion of their academic pursuit. Library is a social institution charged with the function of imparting knowledge and information to the seeker which acted as a sacred task in the ancient world and could only be done by gifted persons in the society (Umoh & Echu, 2021). Library and Information Science programme is designed to help undergraduates in the development of a wide range of professional skills in library and information services that can lead to self-employment in the library field like reprography skills and database management skills (Ekeng & Agboke, 2021). Reprographic skills are acts of photocopying, laminating, bookbinding and sending documents by scanning. It means facsimile reproduction of graphic matters. Database management skills are the systems that provide a convenient and effective method of defining, storing, and retrieving information that is stored in the clouds.

Students Industrial Work Experience Scheme (SIWES) is planned supervised occupational experienced programme involving practical activities conducted outside the regular classroom and in a real industrial set-up. It is a skill development programme designed to expose and prepare students for real work they are likely to meet in their selected courses after graduation from the University. It is the accepted skills training programme which forms part of the approved minimum academic standards in the various degree programmes in all the Nigerian Universities. It is an effort

to bridge the gap existing between theory and practice of engineering and technology, science, agriculture, medical, management and other professional educational programmes in Nigeria tertiary institutions. The aim of the SIWES is to provide avenue for students to have industrial exposure in their own disciplines during the course of their study. Such exposure will prepare them to fit more readily into industrial work after their academic career. It is a programme that uses the work environment to expose students to work methods and provide needed experience in handling tools, machinery and equipment that may not be available in educational institutions. Karunaratne and Perera (2015) are of the view that SIWES training provides students with significant benefits in career preparation and income making. It also strengthens their self-confidence and self-satisfaction in the lifelong learning process.

It was on this note that the federal government of Nigeria established SIWES otherwise known as internship. It was designed to provide practical experience to students passing through tertiary institutions. SIWES is a medium by which tertiary institutions students have opportunity to be trained in various skills to enhance self employment after their graduations from the University. The SIWES was initiated and designed by the Industrial Training Funds (ITF) in 1973. It is a programme that involves the students, the Universities and employers of labour. The scheme is funded by Federal Government and jointly coordinated by the Industrial Training Fund (ITF) and the National Universities Commission (NUC).

Baba, (2013) mentioned that, the act of beginning a company, arranging business deals and taking risks in order to make profit through the skills acquired in education is an important aspect of student's life. Library and information science students have been taught this handiwork which could help them become self-employed as well as professional in the discipline. However, it has

been observed that, there is low utilization of these skills. Therefore, some students do not attend the training, some students show nonchalant attitude toward SIWESS training.

Statement of the Problem

Every year many graduate from higher institutions roam the city streets searching for employment. Some of these graduates are considered incompetent by their potential employers as they cannot be trusted to handle some equipment or machines. SIWES programme is very relevant to human resources development because it exposes them beyond their usual environment. It exposes students to practical experiences and gets them to fit in well into their chosen careers. There is no doubt that the SIWES or industrial training conceived as an avenue for bridging the gap between theory and practice, is important for LIS undergraduate training in tertiary institutions in Nigeria. LIS departments in tertiary institutions in Nigeria have been involved in the scheme. However, in spite of the many years of existence of the SIWES and the continuing participation of LIS students in the scheme, doubts are still being expressed over the competencies and skill levels of graduates of LIS from tertiary institutions in Nigeria.

SIWES was meant to bridge the gap between theoretical learning in class and practical knowledge of students in higher institutions, and also expose them to new techniques and technology available in the industry for efficiency as well as self development of undergraduates. This was meant to add more skills to what is taught in library and information science departments in order to equip them with more practical knowledge and skills such as publishing/book trade skills, information consultancy skills, information repackaging skills, reprography skills, abstracting skills, database management and indexing skills, are not utilized effectively. This study was motivated by the fact that over the years the researcher has observed that LIS students do not utilize the SIWES available to them. There is no empirical evidence on the level of utilizations of SIWES

and LIS skills acquired in South-South federal universities. As such this research work on SIWES and skills acquisition among library and information science students is intended to ascertain if the participation in industrial work experience schemes is imparting adequate and relevant knowledge and skills to students of library and information science in the south- south universities in Nigeria.

Purpose of the Study

The purpose of this study was to find out the relationship between participation in student's Industrial Work Experience scheme and skills acquisition among Library and information science students in the Universities in south-south Zone Nigeria. Specifically, the study seeks to:

1. Ascertain the relationship between participation in student's Industrial work experience Scheme and reprography skills among LIS students
2. Determine the relationship between participation in student's industrial work experience Scheme and database management skills acquisition among LIS students.

Research questions

The following research questions were provided as guide to the research.

1. What is the relationship between participation in student's Industrial work experience Scheme and reprography skill acquisition among LIS students?
2. How does participation in students Industrial work experience Scheme relate with database management skill acquisition among LIS students?

Literature Review

Reprography skills

Reprography is one of the courses taught in library and information science department. It is simple business and it generates daily income for the library. Library and information science

student have acquired this hand work which could help them become self-reliant as well as employers of labour. Joseph, Gangkwi, Asukwo, and Nwibani (2017) carried out a study on industrial attachment and technical college student's skills acquisition for sustainable development in Akwa Ibom state. Three research questions and three hypotheses were formulated to guide the study, their population comprised of 176 students. They used proportionate sampling techniques in the study. Questionnaire was the instrument for data collection and was analyzed using means, standard deviation and independent t-test to test the null hypotheses at 0.05 significant level. The findings revealed that students acquire reprographic skills during industrial attachment training; as such students should be encouraged to attend the training.

Hunjra (2015) conducted a study on Factors influencing intention to create new venture among young graduates. The sample size for the study is made up of 307 graduates. These graduates were selected from the population of 1,320 graduates of Nigerian higher institutions who were in Benue State in July, 2012 for the one year National Youth Service. Purposive sampling technique was employed to ensure that the sample obtained was made up of graduates of different age groups, gender, courses studied and ethnic groups and who had gone through an SIWES programme. The age groups (in years) used for the study are; 20-22, 23-25, 26-28 and 29-31. Ethnic affiliation was measured in terms of the six geo-political zones; South-South (SS), South-East (SE), North-Central (NC), North-East (NE), North-West (NW) and South-West (SW), while course studied was library and information science in education (Reprography skill).

Data for the study was collected using a questionnaire. The questionnaire is made up of three sections – the demographics of the graduates, entrepreneurial intentions and factor influencing entrepreneurial intentions, entrepreneurial intentions and the factors influencing it (other than age, courses studied and ethnic groups) were measured using a 5-points Likert scale. The reliability test

of the present study's questionnaire yielded a Cronbach alpha of 0.855. Thirteen out of the 307 questionnaire that were sent out were discarded on account of missing data, leaving 294 useable questionnaires for a response rate of 96%. The data was analysed using univariate analysis (frequency, mean and standard deviation) and Analysis of Variance (ANOVA) with the help of SPSS. The result proved that the university produces marketable and appropriately trained graduates but the majority of them not working in course related jobs. Graduates are still low in initiating their own business, failure in exploring the potential growth in information industry.

Therefore, in depth understanding about the reprogaphy education need to be address so that graduates aware of the potential in this field and can aggressively initiating their own business in future thus reducing the employability issues that are faced by the university. It is equally important to find out how adequate is the education provided by the university in the overall performance of their career life, the extent by which the knowledge, communication and skills have been developed. This tracer study also can provide valuable information for evaluating the results of education and training in the university and thereby serve as a basis for future planning activities.

Database Management Skills

Database managers are those that organize, manage store and retrieve data from a computer. Database managers can also describe the data storage operations and security practices of a data administrator throughout the life cycle of the data. Ojokuku, Emeahara, Aboyede, and Chris-Isreal (2015) Studied on influence of student's industrial work experience scheme on professional development of library and information science students in South-West Nigeria. They adopted descriptive research design and total enumeration sampling techniques to select 277 respondents that covered three institutions, Adeleke University, Ede Osun state, university of Ibadan, and Tai Solarin university of Education. The respondents were students who have gone through SIWES

training; instrument for data collection was questionnaire. Data collected was analyzed using descriptive statistics and simple percentages. The findings revealed that majority of students understudied had their trainings in libraries. They also noted that SIWES is an effort to bridge the existing gap between theory and practice and expose students to necessary skills for smooth transitions from the classroom to the world work. They found out that SIWES enables students to acquire technical skills experience to help in developing the skills acquired in their study.

Obot, Asuquo, and Effiong (2018) studied on Student's industrial work experience scheme (SIWES) and skills acquisition of library and information science (LIS) students in University of Uyo. They investigated SIWES and skill acquisition of library and information science students in University of Uyo. They adopted descriptive survey design, the population of the study was 117 respondents, which comprises of part-time students 48 and full-time 69 in 2018/2019 academic sessions that make up 117. Questionnaires were the instruments used for data collections. Data collected was analyzed using the reliability index of 0.86 and frequencies, simple percentages and bar charts were applied. Their finding shows that all library and information science students in University of Uyo are attached to academic library, subjects heading and reference tools. And that, students are not exposed to adequate skills in the library. This finding show that there is low utilization of library skills acquisitions as such there is need for this research to fill the existing gap.

Methodology

The research design adopted for this study is correlational survey design and the population of the study was 296 (two hundred and ninety six students). The sampling techniques adopted for this study is purposive sampling technique and census. The instrument used for data collection was questionnaire. The instrument was developed by taking into consideration all the variables selected for the study. Each response in the questionnaire was given a degree of scores which ranges from 1

- 2 points as: Agreed and Disagreed. This instrument was validated by experts and the reliability was measured using reliability index obtained for the instrument was established through Cronbach Alpha Reliability Co-efficient method. The data collected were analyzed using simple regression analysis split-half reliability coefficient.

Results

Research question one

What is the relationship between participation in student's Industrial work experience Scheme and reprography skills acquisition among LIS students?

The independent variable in this research question is reprographic skills acquisition; while the dependent variable is student's industrial work experience. Simple regression analysis was employed to test this research question. The result of the analysis is presented in Table 1.

The simple regression analysis of the relationship between reprographic skills acquisition on the student's industrial work experience produced an adjusted R^2 of .478. This indicated that the reprographic skills acquisition accounted for 47.8% of the determinant student's industrial work experience in the study area. This finding is a critical indication that reprographic skills acquisition is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 860.812$ and the sig. value of .066 (or $p < .05$) at the degree of freedom (df) 1 and 98. The implication of this result is that reprographic skills acquisition is significant predictor of student's industrial work experience.

Table 1: Simple regression result of the relationship between participation in student's industrial work experience scheme reprographic skills acquisition among LIS

Model	R	R. square	Adjusted R. square	Std error of the estimate	
1	.865(a)	.749	.748	1.56740	
Model	Sum of square	df	Mean square	F	p-value
Regression	2114.792	1	2114.792	860.812*	.066(a)
Residual	709.998	289	2.457		
Total	2824.790	290			
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	6.677	1.008		6.626	.000
reprographic skills acquisition	1.666	.057	.865	29.340	.000

* Significant at .05 level.

Research question two

How does participation in students Industrial work experience Scheme relate with database management skills acquisition among LIS students?

The independent variable in this research question is database management skill acquisition; while the dependent variable is student's industrial work experience. Simple regression analysis was employed to test this research question. The result of the analysis is presented in Table 2.

The simple regression analysis of the relationship between database management skills acquisition on the student's industrial work experience produced an adjusted R^2 of .438. This indicated that the database management skill acquisition accounted for 43.8% of the determinant student's industrial work experience in the study area. This finding is a critical indication that

database management skills acquisition is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 227.179$ and the sig. value of .000 (or $p < .05$) at the degree of freedom (df) 1 and 98. The implication of this result is that database management skills acquisition are a significant predictor of student's industrial work experience.

Table 2: Simple regression result of the relationship between participation in student's industrial work experience scheme and database management skills acquisition among LIS

Model	R	R. square	Adjusted R. square	Std error of the estimate	
1	.663(a)	.440	.438	2.33934	
Model	Sum of square	df	Mean square	F	p-value
Regression	1243.236	1	1243.236	227.179*	.000(a)
Residual	1581.554	289	5.473		
Total	2824.790	290			
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	18.188	1.198		15.187	.000
database management skills acquisition	1.030	.068	.663	15.072	.000

* Significant at .05 level.

Discussion of findings

This section is devoted to the discussion of findings of the research questions formulated to guide the study. This discussion is done research question by research question.

Research question one

The result of the forth research question revealed that book reprographic skills acquisition has a significant relationship with student's industrial work experience. The finding of this research

question is in line with the view of Joseph, Gangkwi, Asukwo, and Nwibani (2017) who revealed that students acquire various skills during industrial attachment training, as such students should be encouraged to attend the training. Ukwueze (2011) also showed that greater level of employability skills is achievable through fruitful participation in SIWES training. Chidiadi (2020) also shows that, there is low awareness among LIS students on the use of modern skills acquisition in the Southeast universities.

Nwaka and Amaechule (2015) also opined that, there are three stages in skills acquisition. These are theoretical, practical and exposure to challenges. They also noted that an important factor in skills acquisition process is exposure to practical situations where these skills are displayed and utilized. Thus, library and information science students are exposed to theoretical and practical skills acquisitions after three years coursework they embark on six months practical acquisition just to boost their skills. It is the trending practice available in library and information science department that assists undergraduates as well as post graduate students to be self-reliant after graduation in academic environments. The skills will enhance an individual to own and manage a business. Acquisition of these skills could help individuals to be able to perceive an opportunity for a business and create an organization to develop and manage that business successfully. It could facilitate individuals in organizing, managing, and assuming the risk of a business enterprise to earn a living without much stress.

Research question two

The result of the sixth research question indicated that there is a significant relationship between database management skill acquisition and student's industrial work experience. The finding of this research question is in agreement with the view of Ojokuku, Emeahara, Aboyade,

and Chris-Isreal (2015) who revealed that majority of students understudied had their trainings in libraries. They also noted that SIWES is an effort to bridge the existing gap between theory and practice and expose students to necessary skills for smooth transitions from the classroom to the world work. They found out that SIWES enables students to acquire technical skills experience to help in developing the skills acquired in their study. Bureau of Labour Statistics (BLS) projected that database manager jobs will grow by 9% from 2018-2028. This is because the professionals organize sensitive datasets such as financial records, purchase histories, and customer detail in banking sectors as well as higher institution where students and staff financial record is stored and maintain information by creating and collecting organizational dataset. It is a business that provides information for decision making.

Obot, Asuquo, and Effiong (2018) also showed that all library and information science students in University of Uyo are attached to academic library, subjects heading and reference tools. and that, students are not exposed to adequate skills in the library. This finding shows that there is low utilization of library skills acquisitions as such there is need for this research to fill the existing gap. Database users come to one system to access the data, database management system is a software package design to define, manipulate retrieve and manage data in a database. A database management generally manifests the data itself, the data format, field names, and record structure and analyze it, defines rules to validate and manipulate data.

Conclusion

Based on the results of the study, the following conclusions were reached. Reprographic skills acquisition and database management skills acquisition significantly predict student's industrial work experience.

Recommendations

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

1. Students should take industrial training very seriously and ensure that they undergo the training in establishments where they stand to benefit.
2. Government and well meaning individuals should establish more companies and lucrative businesses, so that students can go for attachment, and acquire relevant skills in their areas of specialization.
3. An effective and efficient communication system should be established between the institutions and industries which would facilitate meaningful coordination of the SIWES programme.
4. The LIS departments and SIWES should also be more involved in the supervision of facilities and students in training.
5. Industries should willingly accept students for industrial attachment without demanding for money.

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