**IMPACT OF INDUSTRIAL TRAINING ON BANKING FINANCE STUDENT**

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**Abstract**

This research was carried out to find out the Impact of Industrial Training on Banking and Finance Students of I.M.T. Enugu. The project was divided into four chapters. Chapter one dealt with Background of the study scope of the study and limitation of the study. Chapter two looked at the methodology used for the research, while chapter three gave a vertical analysis of the Related Literature Review, Historical Background of Industrial Training Fund and Development of SIWES. A summary of findings, recommendation and conclusion were draw in chapter four

**CHAPTER ONE**

**INTRODUCTION**

* 1. **Background of the study**

As a result of Increasing School Leavers Unemployment in the 1970s the Nigerian Government introduced the new National Policy on Education in 1981. A major provision of the policy was the Introduction of the training of Banking and Finance Studies of Junior Secondary School (JSS) Level with emphasis on total acquisition of practical skills valve and knowledge that would enable Individuals live meaningfully in the society.  
One of the reason for the emphasis on Banking and Finance Studies is the fact that it is a skilled course which would equip its graduates with the needed skills for gainful employment even if they terminate that formal education at the Junior Secondary School Level. This is ensure that courses are taught according to the curriculum and using appropriate methodologies for the subject. It is not possible to teach a student to operate a computer machine nor effectively, without the computer machine nor is it possible to teach a student to operate a proportional spacing of typewriter without such a typewriter for teachers to teach Banking and Finance subject. They must have a thorough knowledge of the subject and certificate in the area, so that they can demonstrate their skill properly for the students to understand and emulate. Noah (1971) and Thompson (1964). The writers stressed that the individual will acquire skills and reach the stated goal by watching on expect and by practicing this I believe that the individual in addition to this, should be given enough practice to enable him master the art. In other to enhance the study of Banking and Finance there is the need for student to go on field trip. For there will permit students to study equipment and the layout of office and store procedure and study the relationship between departments. For effective and efficient work experience it is good that the Industrial Work Experience Scheme (SIWES) as a medium created to expose students to the realities of the world of work in the various disciplines. It enables students watch theoretical classroom knowledge with practical work environment through work or practise. Student Industrial Work Experience Scheme is aimed at the knowledge to technology for the advancement of the nation. Since it was recalled that SIWES programme was originally designed for processional courses. Such as Banking and Finance, Environment Studies, Engineering, vocational. From the above facts, it becomes clear that if the lofty dreams of the nation are to be feasible, the Student Industrial Work Experience Scheme (SIWES) should be encouraged all concerned to enhance the technological advancement of the nation.

* 1. **STATEMENT OF THE PROBLEM**

The student’s industrial work experience scheme was established to help students gain practical experience in industry in the course of their studies.  There are problems associated with the scheme.  These include the fact that it has not run on been known type of experience students are exposed to in their industrial training. It has not been known whether the experiences so exposed to are relevant in their prospective career.  It is not certain whether industrial training experience is responsible for some students dropping out to work instead of returning to school for higher studies.

* 1. **OBJECTIVE OF THE STUDY**

The objectives of the study are;

1. To ascertain whether Industrial Training experience help students to secure jobs on graduation
2. To ascertain  whether Industrial Training experience help the Banking and Finance Students in their working career
3. To ascertain whether Industrial Training experience help the Banking and Finance Students to work in different Banking and Finance and industrial officers
4. To find out whether Industrial Training experience assist Banking and Finance Students in their academic work
   1. **RESEARCH HYPOTHESES**

For the successful completion of the study, the following research hypotheses were formulated by the researcher;

**H0:** Industrial Training experience does not help students to secure jobs on graduation

**H1:** Industrial Training experience helps students to secure jobs on graduation

**H02:** Industrial Training experience does not help the Banking and Finance Students in their working career

**H2:** Industrial Training experience helps the Banking and Finance Students in their working career

* 1. **SIGNIFICANCE OF THE STUDY**

It requires little reasoning to discover that this research will be of immense benefits to ITF. It will enable them to see the prospect of their effort towards the programme. It will also serve as a means of rediscovering the problems faced by trainers for possible modification to enable the continuity of the programme. It will also help them (ITF) to know if their aim and objectives are being fulfilled. Furthermore this research will be of immense benefit to Banking and Finance Students. It will enable the school to be able to understand specific problem which may relate to the application of industrial training. Parents and guardians will also discover from the findings of the project the problem facing the students of Banking and Finance as far as Industrial Training is concerned. The secondary School Leavers also will find it necessary when making their choice of career.

* 1. **SCOPE AND LIMITATION OF THE STUDY**

The scope of the study is limited to the students of Banking and Finance. It is no way extended to other department in the school of financial studies. It is only based on finding out accurately the significance and impact that Industrial Training has created in this department and making the students that have passed and are about to pass out in this course excel professional in the course. The researcher encounters some constrain which limited the scope of the study;

**a) AVAILABILITY OF RESEARCH MATERIAL:** The research material available to the researcher is insufficient, thereby limiting the study

**b) TIME:** The time frame allocated to the study does not enhance wider coverage as the researcher has to combine other academic activities and examinations with the study.

**c) Organizational privacy**: Limited Access to the selected auditing firm makes it difficult to get all the necessary and required information concerning the activities

**1.7** **DEFINITION OF TERMS**

1. UNEMPLOYMENT: Lack of job for number of people in the society.

2. PRACTICAL SKILL: Skills gained resulting in idea.

3. METHODOLOGIES: The set of methods use for the study of action in a practical subject.

4. Learning: The process of solving problems and process of adjustment through constant practice.

5. Industrial Training: The process of relating acquired theoretical knowledge gained to role life practical situation.

6. ITF Industrial Training Fund.

7. SIWES: Student Industrial Work Experience Scheme.

8. Banking and Finance Students: Those students studying Banking and Finance courses under Banking and Finance Department.

**1.8 ORGANIZATION OF THE STUDY**

This research work is organized in five chapters, for easy understanding, as follows

Chapter one is concern with the introduction, which consist of the (overview, of the study), historical background, statement of problem, objectives of the study, research hypotheses, significance of the study, scope and limitation of the study, definition of terms and historical background of the study. Chapter two highlights the theoretical framework on which the study is based, thus the review of related literature. Chapter three deals on the research design and methodology adopted in the study. Chapter four concentrate on the data collection and analysis and presentation of finding. Chapter five gives summary, conclusion, and recommendations made of the study

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**2.1 INTRODUCTION**

According to Furco (1996) internship entails engaging students in service activities for the purpose of providing them with hands on experience that enhances their understanding of issues relevant to their area of study. Internship is also considered as “supervised work experiences‟ where students are closely supervised (McMahon and Quinn, 1995). A more revealing definition is given by the University of Wisconsin-Stout. (2008): Internships are conducted under the direction (direct or indirect) of an instructor and are designed to provide „real life‟ or „on the job‟ experiences for the students with the opportunity to critique and refine skills through contact with the instructor and with an onsite supervisor. In addition an internship may be paid or unpaid and is usually for specified time periods in instances where credits are given Internships offered to undergraduates provide a smooth transition from the academic world to the working environment (Muhamad et al., 2009). Besides providing this safe landing, internships bridge the gap between academic learning and the practical reality (Lam and Ching, 2006). A number of studies confirm the assertion that internships are the best outside classroom learning activities (Hall et al., 1995; Burnett, 2003; Mihail, 2006). Objectives of internship are many and varied. Some of the common objectives include giving extra knowledge to students in the related areas of their studies; developing and enhancing the requisite skills for effective interpersonal and group work relations; personnel growth, maturity and independence (Mohd Jaffri et al., 2011). The University of Zimbabwe has eight objectives which include: “

* To afford students the opportunity to test their theoretical tools and constructs learnt during their first two years of the degree programme with realities of running business organisations in Zimbabwe and worldwide.”
* To afford students an opportunity to develop hands on experience in the world of business and its intricacies.
* To create partnerships between the University of Zimbabwe and both the private and public sector enterprises.”
* To seek industry‟s evaluation of our degree programmes in terms of relevance to industry and commerce.” (Faculty of Commerce, Industrial Attachment and Professional Experience, Information Booklet : 2)

Thus the overarching objective is to ensure that students are exposed to the real world of work and in the process providing feedback to institutions on the relevance or otherwise of the curriculum. Internships as it were link academic programmes to the business world (Herget, 2009). A number of benefits accrue to students from internship. First and foremost students get relevant practical experience (Mounce et al., 2004). The learning experience complements and supports the theoretical studies learnt in classrooms (Mihail, 2006). Students learn specific job skills not taught in traditional business programmes (Garavan and Murphy, 2001). The work environment helps the student to understand the concept of professionalism hence the “transitioning from student to professional” (Tovey, 2001). The practical experience leads to permanently gained knowledge (Celik, 2005). In the training of accounting students IFAC advocates the integration of formal education and practical experience during or after general education ( IFAC, 2008: IES#5). Internships are thus an important aspect in the training of accounting students, as they learn about work in a guided and mentored environment (Divine et al., 2007). Another often cited benefit is the understanding of the business applications of classroom learning (Cook et al., 2004). From the student‟s perspective internship is seen as a bridge between the theory of the classroom and the world of practice (Nevett, 1985; Divine et al., 2007). Students are afforded the opportunity to apply the theoretical knowledge gained through formal learning in a structured environment (Swindle and Bailey, 1984) which cannot be replicated in a normal classroom setting (Beard, 1998; Beard, 2007). Internship is considered active and learning by doing whereas classroom learning is relatively passive (Tinto, 1997). So students on internship will be “learning how to learn in the workplace” (Cord et al., 2010). Perhaps more than anything else internships help students in preparing for their careers. In a study by Gerken et al. (2012) career preparation topped the list in terms of frequency on the perceived functions of internship. Career awareness of students is enhanced, more so since they work in a career related or professional environment. The experience gained during internship affords students the chance to evaluate, reflect upon and try a career field (Scott, 1992; Mohd Jaffri et al., 2011). Schmutte (1986) argues that internships assist students to clarify career objectives before graduating as well as additional input to allow informed career decisions before graduation. This view is shared by other researchers (see for example (Brooks et al., 1995; Taylor, 1998). Hursch and Borzak (1979) study suggests that internships result in students having a greater sense of responsibility and career development. An apt summary of the importance of practical experience gained by students is given by Sides and Mrvica (2007) as follows: “Not until would be professionals begin to live the occupational life they have chosen do they really start to understand how their formal knowledge is applied.” Another factor closely related to careers is the enhancement of resumes (Divine et al., 2006) thus increasing the chances of early employment of former interns. Some interns often get permanent employment with organisations they were attached to during internship (Cannon and Arnold, 1998). The mere fact that students have to apply and be interviewed provides them with job search skills, which are useful after graduation. Internships expose students to new technology and their skills in that area are enhanced (Mihail, 2006; Mohd Jaffri et al., 2011). Cognitive psychology has established that prior experiences are able to enhance the performance in fairly complex learning and problem solving tasks (Britton and Tesser, 1982). It is also argued that when individuals apply their work experience to a subsequent learning environment they can better analyse and question the theory (Ricks et al., 1989). Internships thus serve as a learning condition that fosters and sustains the work and school environments. Students take a deeper understanding of the discipline back to the classroom. Studies by (English and Koeppen, 1993) and Knechel and Snowball (1987) found that internships enhanced students‟ performance in accounting and auditing courses. Internships thus create relevance for past and future classroom learning (Beard, 1998; Perry, 1999). Interpersonal and communication skills are improved by the internship experience. These skills are part of the five skills that are required of professional accountants (IFAC, 2008: IES#3). Several studies have shown that after internship students demonstrate enhanced communication skills (Beard, 1998; Burnett, 2003; Wesley and Bickle, 2005; Mihail, 2006). Divine et al. (2006) in their 5 year study found that of the five factors they probed communication was the first in key areas of improvement resulting from internship among participating students. Other studies have shown that internship socialises students through teamwork, assignments and meetings with clients and fellow employees and various events hosted by the organisation during the period of internship (Lubbers et al., 2007/08). In addition students believed that internships helped them to learn to work with a variety of people in different work environments (Cook et al., 2004). The same experience helped students become more mature (Cook et al., 2004). Other skills honed through internships are problem solving (Burnett, 2003); self confidence (Mohd Jaffri et al., 2011); networking (Mohd Jaffri et al., 2011; Gerken et al., 2012). Increased job satisfaction and motivation were also noted (Bernstein, 1976; Gerken et al., 2012) among student that underwent internship. Institutions of learning, that is universities and colleges also benefit from internships. Internships strengthen ties between the institution and the corporate world (Mohd Jaffri et al., 2011; Gerken et al., 2012). Institutions get feedback which enables them to ensure that their programmes remain relevant to the ever changing needs of the workplace (Mohd Jaffri et al., 2011; Walker II, 2011). Another rarely mentioned benefit is that business schools generate tuition income with minimal commitment from staff” (Campell, 2003). Often mutually beneficial relations are nurtured between the university and the organisation employing the interns which relations can lead to financial support in the form of scholarships equipment and grants (Divine et al., 2007). Employers often use students on internship as inexpensive labour during peak periods (Divine et al., 2007). However more than anything else they use this opportunity as a talent identification exercise for future employees. Employers evaluate potential long term employees without long term commitments (Divine et al., 2007). Strong ties with the institutions of learning are created and in the process also increasing a positive image in the community (Beard, 1998; Beard, 2007). Gault et al. (2010) argue that organisations that eventually hire former interns into full time employees save between US$6,200 to US$15,000 per person in recruitment and training costs. Internships therefore offer organisations substantial cost savings as well as relatively stable workforce arising from greater job stability of former interns (Richards, 1984). Internships offer win-win opportunities for all parties involved (Divine et al., 2007). Each of the parties has expectations, but this paper sought to examine the expectations and perceptions of undergraduate accounting students at the University of Zimbabwe, with regard to career; functional and technical skills; soft skills and incentives

**2.2 HISTORICAL PERSPECTIVES ON SIWES**

The student industrial work experience scheme (SIWES) started in 1974 with 748 students from 11 institutions of higher learning. By 1978, the scope of participation in the scheme had increased to about 5,000 students from 32 institutions. The industrial training fund, however, withdraw from the management of the scheme in 1979 owing to problems of organizational logistics and the increased financial burden associated with rapid expansion of SIWES (ITF, 2003). Consequently, the Federal Government funded the scheme through the National University Commission (NUC) and the National Board for Technical Education (NBTE) and managed (SIWES) for five years (1979 – 1984). The supervising agencies (NUC and NBTE) operated the scheme in conjunction with their respective institutions during the period. The scheme was subsequently reviewed by the federal government resulting in Decree No. 16 of August, 1985 which required that “all student enrolled in specialized engineering, technical, business, applied sciences and applied art should have supervised industrial attachment as part of their studies. In the same vain, the ITF was directed by the Federal Government to take charge and resume responsibility for the management of SIWES in collaboration with the supervising agencies, i.e. National Universities Commission (NUC), the National Board of Technical Education (NBTE) and the National Commission for College of Education (NCCE). Following the resumption of management of SIWES by the ITF in 1984, the scheme has witnessed rapid expansion. Between 1985 and 1995, the numbers of institutions and the students participating in SIWES rose from 141 to 57,433 respectively. Between 1995 and 2003, a total of 176 institutions and 210, 390 students participated in SIWES. This rose to 204 while the number of students from these institutes who participated in the scheme was 535,210, from 2003 – 2011 the institutions participated in the scheme improved up to 215 while the number of student increased to 610,122 (ITF 2011) industrial work experience in Human resource Development in Nigeria. Presently, participation in the scheme is limited to science, engineering, technology, public administration, business administration, accountancy programmers in universities and polytechnics while in the colleges of education NCE programmes in technical education, agriculture, business, creative arts and design, computer studies and home economics are eligible.

**2.3 STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)**

Olawuyi (1996) defined student’s industrial work experience scheme as a programme of upholding standards and efficiency of human resources provided by the country’s list of tertiary institutions. It is a way of harmonizing school learning with practical industrial requirements of skilled labour. The harmonization is necessary because a greater proportion of problems confronting the nation can be traced to the failure of our educational institutions to impart appropriate skills, knowledge and attitudes to her graduates to make them ready for gainful or self-employment. Ekpenyong (1995), opined that students industrial work experience scheme is an attempt to integrate classroom theory and workshop/laboratory practice in school setting with planned and supervised practical experiences in the world of work. Kolawole (1999) asserted that Students Industrial Work Experience Scheme is an attempt to bridge the perceived gap between theory and practice of science, technical and vocational education programmes in Nigeria’s tertiary institutions. The programme also affords vocational/technical education students the opportunity of acquiring competence in manipulative skilled jobs to enable them work effectively in industrial /private establishment or go into private employment. According to Dennison (1996) students industrial work experience scheme make it possible for students to have a successful and easy interaction with certain machines that are not available within the system. This does not only prepare students for what they are to meet in future, but make them familiar with the practical aspect of work incase they are called upon. He also stated that students industrial work experience scheme broadens the students knowledge theoretically and practically and thus enable them acquire skills and experiences which will be relevant to them after graduation. Eneh (1998) remarked that the exposure of students during industrial work experience scheme make them to understand what goes on in the industry, the condition of work, understand the relationship between employers and employees, the regulations of the industry and the congenial environment under which they work so that any student who had gone through the scheme will not find it difficult to cope when he is employed in the industry. Kalu (1996) argued that employers are indirectly regarded as educational incubators as well as employers of students during industrial training. As students are being guided on what to do by their employers which is similar to classroom situation between lecturers and students though it is practical oriented while classroom teaching is mainly theoretical. He further remarked that SIWES is a youth action programme which is very important in terms of providing relevant practical skills and experiences to students in their chosen field in commerce and industry even before graduation. Thus, students are being exposed to real practical experience, which is not available in the school system. According to Hassan (1997), students who have gone through industrial training while in higher institutions could be easily absorbed in the industry immediately after graduation, since they are already accustomed to the method of work in the industry while in school. Isaac (1993) stated that the method of learning in the classroom situation does not correlate with method of work in the industry. If the industries fail to participate in the students industrial work experience scheme, their modus operandi, will not be made known to students and consequently will consume time and money for the employers to give students in-service training when they are employed after graduation. In order to minimize this waste of resources students in tertiary institutions have to undergo industrial training. The writer opined that students industrial work experience scheme is a programme that helps students to develop manipulative skill for full-time employment as a worker or an apprentice in the discipline.

**2.4 STRATEGIES FOR EFFECTIVE STUDENTS INDUSTRIAL WORK EXPERIENCE (SIWES) PROGRAMME**

1. Curriculum Revision Fagbemi (1988) assessed the technical business curriculum of Colleges, Polytechnics and Universities of Technology in Nigeria and came up with the suggestion that workshops should be frequently organized in collaboration with industries to review the training content area with the aim of designing an effective curricular that is related to industrial human resources need and national development from time to time.

2. Supervision There should be proper supervision and assessment of students undergoing industrial training. Both the institution based supervisors and the industry based supervisors should co-ordinate the programme effectively to ensure that students are properly supervised according to the industrial training fund (ITF) guideline on SIWES.

3. Job Specification Training would be a waste of time and resources if the areas of emphasis in training were not properly planned. The industrial training fund should emphasize that institutions should endeavour to post students to organized establishment with job specification which will serve as a guide to students’ on industrial attachment and the employers or industry-based supervisors during the training period.

4. School Industry Linkage The federal government should promulgate a decree compelling co-operation between institutions of higher learning and industries to work out programmes for the total education and development of young Nigerians. According to Clark (1991) the school-industry linkage will produce the right caliber of engineers, scientists, technologists and business managers. In addition industries should be made to sponsor programme(s) of institutions in their areas of operation.

5. Extension of Training Period Ogwumezie (2000) suggested that the period of industrial training should be extended to a reasonable period to enable students acquire sufficient skills in the practical training while industries are given some time to benefit from the service of student undergoing training.

6. Co-ordinating Units The co-ordinating units should be adequately staffed and funded to ensure effective operation of the scheme. In addition the co-ordinating units can be used for career survey on skills needed by industries located round their institutions, and advice appropriate arms of these institutions on the area where skill-up grading courses should be run

**2.5** **THE CONTENT OF INDUSTRIAL TRAINING**

The existing interest in industrial training derived from the concern of tertiary institution to improve the standard and quality of their students. Therefore, the content of industrial training scheme tends to be wide and comprehensive. Practical knowledge relates to doing. According to Ochagha (1995) practical knowledge is learning without which mastering of an area of knowledge may be too difficult to achieve. Practical knowledge involves developing skills, through the use of tools or equipment to perform tasks that are related to a field of study. No society can achieve meaningful progress without encouraging its youth to acquire necessary practical skills. Such skills enable them to harness available resources to meet the needs of society. It was against this background that SIWES otherwise referred to as Industrial Training (IT), was introduced in Nigerian tertiary institutions. SIWES is a skill development programme designed to prepare student of universities, polytechnic/monotechnics and Colleges of Education for transition from the College Environment to work (Akerejola 2008) Oyedele (1990) state that work experience is an educational programme in which students participate in work activities while attending school. This work experience programme gives students the opportunity to be part of an actual work situation outside the classroom. SIWES is a cooperative industrial internship programme that involves institution of higher learning, industries, the federal government of Nigeria, Industrial Training Fund (ITF) Nigerian Universities Commission (NUC) and NBTE/NCCE in Nigeria. Students that participate in this work experience programme include those studying library science, engineering vocational, technological, and related courses in institute of higher learning. SIWES forms part of the approved minimum academic standard in these institutions, SIWES is a core academic requirement carrying four credit units. This requirement must be met by all students before graduation. It is also compulsory at National Diploma (ND) level and is scheduled in the NBTE curriculum. The training programme is undertaken in the 3rd year of a four year degree programme respectively and in the 1st year of National Diploma programme. Eze (1998) points out that government has recognized the importance of SIWES through the establishment of Industrial Training Fund (ITF) wheresas ITG was established in 1971 and was charged with human resource development and training. Following the establishment of ITF, SIWES commenced in 1974 with the aim of making education more relevant and to bridge the yawning gap between the theory and related disciplines in tertiary institutions in Nigeria. The specific objectives of SIWES were summarized by the federal government in its Gazette of April, 1978 as follows: All students who are registered for a Bachelor of Engineering, Diploma in Engineering, Public Administration, NCE Agric Science etc are required to undergo industrial training for a period of 12 weeks before their graduation Industrial training is meant:

1. To expose student of any discipline of study to learn and experience the knowledge, which they required in industry where these are not taught in the lecture room.
2. To apply the knowledge taught in the lecture rooms in real industrial situation To use the experience gained from the industrial training in discussion held in the lecture rooms.
3. To get a feel of the work environment.
4. To gain experience in writing report in any discipline of study works/project.
5. To expose students to any field of study of its responsibilities and ethics.
6. To expose students to employers as well as to introduce the Industrial Training programme available within Nigerian institutions.

With all the experience and knowledge acquired it is hoped that student will be able to choose appropriate work after graduation

**2.6 PURPOSE OF INDUSTRIAL TRAINING**

Industrial Training can make a significant solution to the development of students. This is not only by increase in the economic well being of a nation but also by the increasing capacity of their own lines. If the concept of development has been so defined to include the capacity of individual student to guide and determine the direction of their own lives. Industrial training is the yardstick for achieving this objective for the student of tertiary institutions. The benefits accruing to students who participated conscientiously in industrial training are the skills and competencies they acquire. These relevant production skills remain a part of the recipient of industrial training as lifelong assets which cannot be taken away from them. This is because the knowledge and skills acquired through training are internalized and become relevant when required to perform job. (Olusegun, 2009). Industrial training can contribute to the solution of training problems no matter how defined at both the national and individual levels by increasing awareness and understanding of the factors that contribute to industrial training changes and the consequences. In Nigeria, industrial training developed as a response to concern for rapid student trainee growth. It is often assumed that the relevance is limited to countries where rapid industrial training is not a problem. Industrial training is also relevant to countries wishing to increase their student trainee, change their rates of growth in other directions to stabilize or to change their present pattern of industrial training programme exercise in the tertiary institute

**2.7 PROBLEMS OF INDUSTRIAL TRAINING**

As a result of importance of the Industrial Training in nations tertiary institution curriculum, industrial training is faced by many problems which include the following:

* **Student Trainee Problem**

There would be the problem of getting student with the right knowledge, training and orientation in industrial training. There is no doubt that this would be a problem judging from the fact that most of the present students did not receive the appropriate training in the field of industrial training scheme. They would be expected to be conversant with the rules and regulation, process, method, creative and procedures in the training for effective learning atmosphere. Many student never had it as part of their preparation for a course work. This is more disturbing especially with the fall in standard of students’ quality in Nigeria universities, polytechnics and College of education.

* **Problem of Misconception**

Lack of interest in the training on the part of students because of the fact that industrial training is not examinable at the school certificate level. It is at the place of attachment or after the attachment that interview would be conducted for employing students.

* **Scarcity of Place of Attachment**

The problem of scarcity and qualitative place of attachment for some courses is a great challenge of industrial training in Nigeria. For example, chemical engineering and petroleum Gas engineering can be partly surmounted through the establishment of virile and functional network of alumni of various chemical engineering departments in the country. The placement of students in industry has been a major problem militating against effective implementation of SIWES for sometimes across all participating institution. This is attributed to the environment of student.

* **Tertiary Institution Problems**

Many institutions have not complied with several aspects in terms of establishing of fully staff SIWES coordinating units, appointment of full time SIWES coordinators, assessment of student performance at the end of training, allocation of credit loads to SIWES and operation of separate SIWES banks Account. Several others are not complying with the standard set under the SIWES guidelines. Such institution benefit maximally from participating in SIWES.

* **Problem of Irregular Supervisory Agencies**

The problem of irregular monitoring and supervision visits to pilot student in their place of attachment. However, many institution particularly the new ones, have not fully complied with the directives from the supervisory/regulatory agencies. Therefore, there is need for better and close monitoring of the SIWES function and activities by the NUC, NBTE and NCCE in order to ensure that the scheme is properly implemented in the institution. More attention needs to be paid to SIWES during the accreditation of SIWES approved programmes in institutions to enable the scheme attains its potential in enhancing the pool of technical skills available to the economy.

* **Resource Problem or Funding**

There is the problem of inadequate funding. Under-funding of SIWES has led to a backlog in the payment of student allowances, extending as far back as 2005-2009 in some cases. This has resulted in lukewarm attitudes on the part of student towards participation in SIWES. Sometimes violence by students for non-payment of their allowance create problem and has a bad image which is being created to the extreme among other undesirable impact (Olusegun, 2006).

* **Ineffective Organization Of Industrial Attachment**

It should be noted that the Student Industrial Work Experience Scheme (SIWES) programme was designed to familiarize trainee. This according to Mbafa (2000) is that the programme has taken short of expectation as a result of poor coordination between industries and training institution (Ekunke, 2008)

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

* 1. **Research design**

The researcher used descriptive research survey design in building up this project work the choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought the impact of industrial training (IT) on banking finance student

* 1. **Sources of data collection**

Data were collected from two main sources namely:

(i)Primary source and

(ii)Secondary source

**Primary source:**

These are materials of statistical investigation which were collected by the research for a particular purpose. They can be obtained through a survey, observation questionnaire or as experiment; the researcher has adopted the questionnaire method for this study.

**Secondary source:**

These are data from textbook Journal handset etc. they arise as byproducts of the same other purposes. Example administration, various other unpublished works and write ups were also used.

* 1. **Population of the study**

Population of a study is a group of persons or aggregate items, things the researcher is interested in getting information impact of industrial training (IT) on banking finance student. 200 students of institute management and technology, Enugu state was selected randomly by the researcher as the population of the study.

* 1. **Sample and sampling procedure**

Sample is the set people or items which constitute part of a given population sampling. Due to large size of the target population, the researcher used the Taro Yamani formula to arrive at the sample population of the study.

n= N

1+N (e) 2

n= 200

1+200(0.05)2

= 200

1+200(0.0025)

= 200 200

1+0.5 = 1.5 = 133.

**3.5 Instrument for data collection**

The major research instrument used is the questionnaires. This was appropriately moderated. The secretaries were administered with the questionnaires to complete, with or without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the respondents. The primary data contained information extracted from the questionnaires in which the respondents were required to give specific answer to a question by ticking in front of an appropriate answer and administered the same on staff of the two organizations: The questionnaires contained structured questions which were divided into sections A and B.

* 1. **Validation of the research instrument**

The questionnaire used as the research instrument was subjected to face its validation. This research instrument (questionnaire) adopted was adequately checked and validated by the supervisor his contributions and corrections were included into the final draft of the research instrument used.

* 1. **Method of data analysis**

The data collected was not an end in itself but it served as a means to an end. The end being the use of the required data to understand the various situations it is with a view to making valuable recommendations and contributions. To this end, the data collected has to be analysis for any meaningful interpretation to come out with some results. It is for this reason that the following methods were adopted in the research project for the analysis of the data collected. For a comprehensive analysis of data collected, emphasis was laid on the use of absolute numbers frequencies of responses and percentages. Answers to the research questions were provided through the comparison of the percentage of workers response to each statement in the questionnaire related to any specified question being considered.

Frequency in this study refers to the arrangement of responses in order of magnitude or occurrence while percentage refers to the arrangements of the responses in order of their proportion. The simple percentage method is believed to be straight forward easy to interpret and understand method.

The researcher therefore chooses the simple percentage as the method to use.

The formula for percentage is shown as.

% = f/N x 100/1

Where f = frequency of respondents response

N = Total Number of response of the sample

100 = Consistency in the percentage of respondents for each item

Contained in questions

**CHAPTER FOUR**

**PRESENTATION ANALYSIS INTERPRETATION OF DATA**

**4.1 Introduction**

Efforts will be made at this stage to present, analyze and interpret the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research questions for this research study. The researcher employed simple percentage in the analysis.

**DATA ANALYSIS**

The data collected from the respondents were analyzed in tabular form with simple percentage for easy understanding.

A total of 133(one hundred and thirty three) questionnaires were distributed and 133 questionnaires were returned.

Question 1

Gender distribution of the respondents.

TABLE I

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gender distribution of the respondents** | | | | | |
| Response | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 77 | 57.9 | 57.9 | 57.9 |
| Female | 56 | 42.1 | 42.1 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

From the above table it shows that 57.9% of the respondents were male while 42.1% of the respondents were female.

Question 2

The positions held by respondents

TABLE II

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The positions held by respondents** | | | | | |
| Response | | Frequency | Percent | Valid Percent | Cumulative Percent |
| **Valid** | Final year students | 37 | 27.8 | 27.8 | 27.8 |
| Year three students | 50 | 37.6 | 37.6 | 65.4 |
| Year two students | 23 | 17.3 | 17.3 | 82.7 |
| Year one students | 23 | 17.3 | 17.3 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

The above tables shown that 37 respondents which represents27.8% of the respondents are final year students respondents which represents 37.6 % are year three students 23 respondents which represents 17.3% of the respondents are year two students, while 23 respondents which represent 17.3% of the respondents are year one students

**TEST OF HYPOTHESES**

Industrial Training experience does not help students to secure jobs on graduation

**Table III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Industrial Training experience does not help students to secure jobs on graduation** | | | |
| Response | Observed N | Expected N | Residual |
| Agreed | 40 | 33.3 | 6.8 |
| strongly agreed | 50 | 33.3 | 16.8 |
| Disagreed | 26 | 33.3 | -7.3 |
| strongly disagreed | 17 | 33.3 | -16.3 |
| Total | 133 |  |  |

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | Industrial Training experience does not help students to secure jobs on graduation |
| Chi-Square | 19.331a |
| Df | 3 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3. | |

Decision rule:

There researcher therefore reject the null hypothesis Industrial Training experience does not help students to secure jobs on graduation as the calculated value of 19.331 is greater than the critical value of 7.82

Therefore the alternate hypothesis is accepted that Industrial Training experience does help students to secure jobs on graduation

**TEST OF HYPOTHESIS TWO**

Industrial Training experience does not help the Banking and Finance Students in their working career

Table V

|  |  |  |  |
| --- | --- | --- | --- |
| **Industrial Training experience does not help the Banking and Finance Students in their working career** | | | |
| Response | Observed N | Expected N | Residual |
| Yes | 73 | 44.3 | 28.7 |
| No | 33 | 44.3 | -11.3 |
| Undecided | 27 | 44.3 | -17.3 |
| Total | 133 |  |  |

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | **Industrial Training experience does not help the Banking and Finance Students in their working career** |
| Chi-Square | 28.211a |
| Df | 2 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3. | |

Decision rule:

There researcher therefore rejects the null hypothesis Industrial Training experience does not help the Banking and Finance Students in their working career as the calculated value of 28.211 is greater than the critical value of 5.99

Therefore the alternate hypothesis is accepted that Industrial Training experience does help the Banking and Finance Students in their working career

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 Introduction**

It is important to ascertain that the objective of this study was to ascertain impact of industrial training on banking fiancé student. In the preceding chapter, the relevant data collected for this study were presented, critically analyzed and appropriate interpretation given. In this chapter, certain recommendations made which in the opinion of the researcher will be of benefits in addressing the challenges of impact of industrial training on banking fiancé student

* 1. **Summary**

This study was on impact of industrial training on banking fiancé student. Four objectives were raised which included: To ascertain whether Industrial Training experience help students to secure jobs on graduation, to ascertain  whether Industrial Training experience help the Banking and Finance Students in their working career, to ascertain whether Industrial Training experience help the Banking and Finance Students to work in different Banking and Finance and industrial officers, to find out whether Industrial Training experience assist Banking and Finance Students in their academic work. In line with these objectives, two research hypotheses were formulated and two null hypotheses were posited. The total population for the study is 200 students of institute management and technology, Enugu state. The researcher used questionnaires as the instrument for the data collection. Descriptive Survey research design was adopted for this study. A total of 133 respondents made final year students, year three students, year two students and year one students were used for the study. The data collected were presented in tables and analyzed using simple percentages and frequencies

* 1. **Conclusion**

Based on the findings of the study, student of institute management and technology, Enugu state have low performance of students on banking and finance skills as well as low preparedness work situation after SIWES; it is therefore concluded that financial accounting students require proper and adequate awareness of firms that can readily build in them the skills and preparedness for work upon embarking on SIWES. It is hoped that if all SIWES stakeholders are reminded or well aware of the influence of SIWES and the strategies to achieving the objectives of the scheme, it will go a long way to curb unemployment as financial accounting students will acquire entrepreneurial skills and preparedness for work after the programme.

* 1. **Recommendation**

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

1. College Administrators should liaise with well-equipped firms or organizations that are ready to accept and teach students what is required to post students to such organizations for SIWES.

2. Sanction should be given to any organization by the government on rejection of students for SIWES upon report given against such organizations

3. Visiting of students during the SIWES programme should be ensured by the industrial training fund officials and College coordinators in order to ensure that students get necessary exposure and to boost their morale. 4. Selection of placement should not be left completely to students. The College should device a means of allocating students to related companies or organizations

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**QUESTIONNAIRE**

**INSTRUCTION**

Please tick or fill in where necessary as the case may be.

Section A

1. Gender of respondent

A male { }

B female { }

1. Age distribution of respondents
2. 15-20 { }
3. 21-30 { }
4. 31-40 { }
5. 41-50 { }
6. 51 and above { }
7. Marital status of respondents?
8. married [ ]
9. single [ ]
10. divorce [ ]
11. Educational qualification off respondents
12. SSCE/OND { }
13. HND/BSC { }
14. PGD/MSC { }
15. PHD { }

Others……………………………….

1. How long have you been institute of management and technology
2. 0-2 years { }
3. 3-5 years { }
4. 6-11 years { }
5. 11 years and above……….
6. Position held by the respondent in institute management and technology
7. Final year students { }
8. Year three students { }
9. Year two students { }
10. Year one students { }
11. How long have you been in institute management and technology
12. 0-2 years { }
13. 3-5 years { }
14. 6-11 years { }
15. 11 years and above……….

SECTION B

1. SIWES help to gain more knowledge?
2. Agrees { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. There are challenges of Students Industrial Work Experience Scheme (SIWES)

(a) Agrees { }

(b) Strongly agreed { }

(c) Disagreed { }

(d) Strongly disagreed { }

1. Should the duration for the SIWES programme be reduced
2. Agreed { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. Does SIWES help students to develop basic professional skills?.
7. Agreed { }
8. Strongly agreed { }
9. Disagreed { }
10. Strongly disagreed { }
11. There are basic problems encountered during SIWES
12. Agreed { }
13. Strongly agreed { }
14. Disagreed { }
15. Strongly disagreed { }
16. students who participate in SIWES receive practical job training
17. Agreed { }
18. Strongly agreed { }
19. Disagreed { }
20. Strongly disagreed { }
21. The experience gained during SIWES is useful in their future career.
22. Agreed { }
23. Strongly agreed { }
24. Disagreed { }
25. Strongly disagreed { }
26. SIWES help to generate a pool of indigenous trainee manpower for like federal poly Oko?
27. Agreed { }
28. Strongly agreed { }
29. Disagreed { }
30. Strongly disagreed { }
31. SIWES is responsible for some students dropping to work rather than going back to school in Enugu state?
32. Agreed { }
33. Strongly agreed { }
34. Disagreed { }
35. Strongly disagreed { }