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Assessment of SIWES Relevance to Business Education Programme Objectives

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Abstract

SIWES, was created to determine how much theoretical knowledge students in engineering technology and other related fields in Nigerian institutions offering technology-based courses had in relation to the type of work experience that employers expected of them. Business education aims to support the development of the business skills required to operate successfully in the workplace, whether an employer or an employee. This study aimed at examining assessment of SIWES relevance to business education programme objectives. The participants in this study were residents of Abuja metropolis, FCT, Nigeria. The sample size was calculated using the population figure, from which a total of 145 responders were chosen. The research selected for this study was survey research design and Taro Yamane's formula was utilized. The results based on respondents' responses show a relationship between SIWES and business education programme objectives. Additionally, 8 of the respondents strongly disagreed that there is a relationship between SIWES and business education programme objectives. The study recommends that experienced staff members keep a close eye on and oversee the learning progress of business education students.

Keywords: SIWES, Business Education Programme, Work Experience

1. Introduction

Business education aims to support the development of the business skills required to operate successfully in the workplace, whether an employer or an employee. Technical and vocational education, which is studied in secondary and postsecondary schools across the nation, includes business education. In other words, colleges of education, universities, and polytechnics.[1] According

[1] Ogunleye, T. A., Oni, V. O., & Popoola, M. A. (2018). Assessment of graduating students' perception on agricultural production: Case study of Federal Colleges of Agriculture in Oyo State, Nigeria. Continental Journal of Agricultural Science, 12(2), 1–11. https://www.academia.edu/37216092/Assessmentof Graduating. Students Perception on Agrcultural production Case study of Federal Colleges of Agriculture in Oyo State Nigeria

to Akinloye,[2] Business Education is divided into two parts: office education, which is vocational in character for office employment, and general business education which is a programme that gives information and competencies needed for managing enterprises. The need to ensure that the academic information acquired by students matches their practical knowledge provided rise to the establishment of the Student Industrial Works Experience Scheme (SIWES).

To address the perceived need for individual efficiency among those who dropped out of school to work, the Industrial Training Fund (ITF) founded SIWES in 1974. Specifically, it was created to guarantee that engineering technology and management students who graduate from universities and related postsecondary courses in technical and business education in educational institutions possess theoretical and practical competence.[3] Due to their industry-related nature, business and technical education students are equally enrolled in the program. According to Ekpenyong,[4] the author emphasized that the ITF was created to determine how much theoretical knowledge students in engineering technology and other related fields in Nigerian institutions offering technology-based courses had in relation to the type of work experience that employers expected of them. This is because one of the guiding principles of any industrial work experience program for students in educational institutions is the desire to marry the practical with theoretical learning that characterizes traditional classroom situations, intending to strike a balance between theory and practice. The results of the ITF survey revealed a significant gap between students' knowledge and their capacity to apply it in relevant jobs. To close this gap, ITF created a co-operative internship program allowing technology students to complete some relevant coursework while working.

Employers, the ITF, and a student's school are responsible for the efficient administration of SIWES. In order to ensure the success of SIWES, the ITF is tasked with a number of duties, some of which include recruiting students for industrial attachment, providing the logistical resources required to run the program, monitoring and evaluating the performance of students on industrial attachment, making sure that students receive their monthly allowances, setting up a group insurance plan for students on attachment, and disciplining disobedient students and those who perform poorly on the program.[5] To ensure the program's success, the institution also has a unique role to play. Its duties include preparing students for industrial attachment, placing them with employers afterward, and ensuring that students are thoroughly and adequately supervised during their attachment.[6] Employers are responsible for accepting students on attachment, placing them in appropriate positions where they will receive the best training and supervision, and making sure that students receive their monthly stipends and follow the rules and regulations of the program. Aside from the school and other government supervisory agencies (such as the National Universities Commission, National Board for Technical Education, and National Commission for Colleges of Education), the organizations play a very important role in ensuring that business education students

[2] Akinloye, B. S. (2018). A technical work report on student's industrial work experience scheme (SIWES); department of civil engineering, faculty of technology, University of Ibadan

[3] Anyaeneh VK, Ochuba CD (2019). Influence of Students' Industrial Work Experience Scheme (SIWES) in enhancing employable skills of business education students in federal tertiary institutions in Anambra state. Multidiscip J Educ Res Dev. 3(1):167-180.

[4] Ekpenyong, L.E. (2011). Foundations of Technical and Vocational Education: Evolution and Practice for Nigerian Students in TVE and Adult Education, Policy Makers & Practitioners. Benin City: Supreme Ideal Publishers International Ltd.

[5] Effah, B.; Boanmpong, E.; Adu, G.; Anokye, R.; & Asamoah, J. N. (2014) Issues of the Industrial Training Programme of Polytechnics in Ghana. The Case of Kumasi Polytechnic. Journal of Education and practice 5(5), 39 -46.

[6] Agboola, J. O., & Ademiluyi, L. F. (2016). The effectiveness of the one-year internship on the mastery of secretarial skills in Nigerian polytechnics. Journal of Vocational Educational Training, 2(2), 130–139. https://www.academia.edu/67184840/The_Effectiveness of one year internship on the Mastery of Secretarial Skills in Nigerian Polytechnics

are appropriately and suitably trained in accordance with the demands of the modern office. The students' main responsibilities are to be on time and consistent in the place of attachment and to make sure that the student logbook is filled out.[7]

The effectiveness of SIWES has not been clearly demonstrated over time, especially when it comes to business education students who have joined the program. Given that opinions regarding the scheme's efficacy in Nigeria are varied and unsupported, the study sought to assess the relevance of SIWES to business education programme objectives.

2. Literature Review

The theoretical foundations underlying work experience are largely drawn from the ideas proposed by Prosser in the 1940s. According to Bukaliya[8] and Hossain,[9] Prosser's theories remain as relevant today as when they were first introduced, offering enduring principles that continue to inform modern approaches to vocational and experiential learning.[10] These theories as follows:

a) Work experience will be effective in proportion if the individual cultivates thinking and manipulative skills required in the occupation itself'. This theory should serve as a guide for teaching students how to think and manipulate the skills needed for a given job. This will allow them to function well in that field once they graduate.

b) Work experience will be effective in production as the supervisor has had successful experience and exposure in applying skills and knowledge to the operation and processes of the occupation the supervisor supervises". According to this theory, a supervisor who has successfully completed their training in that field must oversee a student to for him to gain useful job experience.

c) Work experience will be effective in proportion as the specific experience for training habits of doing and thinking is through repetitive performance." This implies that since practice makes perfect, students will gain useful work experience when they repeat training in a specific job. An individual must meet a minimal level of productive capacity for each occupation to get hired or keep a job in that field. According to this hypothesis, for students to be safe and keep their jobs after graduation, they must have a respectable level of productivity.

d) Work experience has a body of content which is peculiar to specific occupation, and which practically has no functional value in any other occupation." This theory suggests that since information and skills gained in one profession cannot be transferred to another, it is important to master and stay in that profession.

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[7] Shukla, S. Y., Tombari, A. K., Toland, M. D., & Danner, F. W. (2015). Parental support for learning and high school students' academic motivation and persistence in mathematics. Journal of Educational and Developmental Psychology, 5(1), 44– 55. https://doi.org/10.5539/jedp.v5n1p44

[8] Bukaliya, R. (2012). The potential benefits and challenges of internship programmes in an ODL institution: A case for the Zimbabwe Open University. International Journal on New Trends in Education and Their Implications, 3(1): 118133. Retrieved from www.ijonte.org.

[9] Leavy, J., & Hossain, N. (2014). Who wants to farm? Youth aspirations, opportunities and rising food prices. IDS Working Paper, 439. https://onlineliberary.wiley.com/doi/full/10.1 111/j.2040-0209.2014.00439.x

[10] Ojokuku, B. Y., Emeahara, E. N., Aboyade, M. A. and Chris-Israel, H. O. (2015). Influence Of Students' Industrial Work Experience Scheme on Professional Development of Library and Information Science Students in Southwest, Nigeria. Library Philosophy and Practice (ejournal), 1330. http://digitalcommons.unl.edu/libphilprac/1330

e) Work experience will be effective if the individual capitalizes his interest, aptitudes and intrinsic intelligence to the highest possible degrees." According to this theory, a student participating in work experience can only gain valuable experience if the training is in an area that aligns with his interests, skills, and intelligence.

Business education in Nigerian secondary schools was initially introduced by private individuals. Historical accounts indicate that formal vocational business instruction began around 1930 with the establishment of a clerical training center in Osogbo, the present capital of Osun State in western Nigeria.[11] The center was created to train sixteen clerical officers urgently needed to fill office vacancies at the time. Between 1940 and 1960, missionaries and several private citizens further advanced business education by founding accounting and secretarial schools that prepared students for professional examinations such as Pitman's, the Royal Society of Arts (RSA), and other business qualifications.[12] Nigeria relied on her colonial overlords' educational institutions until gaining independence in 1960. Following the end of colonial rule in 1969, the national curriculum conference in Lagos produced the National Policy on Education and the 1981 blueprint, which established business education as a crucial field of study in Nigeria. This event demonstrated business education's awareness, significance, and impact on the Nigerian economy.[13] As a result, business studies were prioritized for inclusion in junior and senior secondary school curricula. As a result, the 1969 National Curriculum Conference lays the groundwork for the growth and reorganization of business education curricula across Nigerian educational levels. A business education program is not included in the curriculum at the primary level of school because no one is offered currently. This reason has made many writers like Salau[14], Mafe[15], Armstrong[16], Olatunji,[17] advocate for the inclusion of basic business education in the primary school curriculum. The traditional delivery system gradually gave way at all educational levels because of the reform of our educational system brought about by the introduction of the new National Policy on Education in 1977.[18]

Dolan,[19] Kearney,[20] and Mafe[21] asserted that the general objectives of business education have been to provide training for specific vocations and to develop abilities to employ these talents in

[11] Ezema, I. J., & Ugwuanyi, R. N. (2021). An informetric analysis of relationship between open access presence and ranking of African universities. Webology, 18(2).

[12] Rothwell, W. J. and Kazanas, H. C. (2004). The Strategic Development of Talent. Human Resource Development Press, Massachusetts

[13] Anwar, G. & Abd Zebari, B. (2015). The Relationship between Employee Engagement and Corporate Social Resposibility: A case study of Car Dealerships in Erbil. Kurdistan International Journal of Social Sciences and Educational Studies, 2(2), 45

[14] Salau, O. P., Falola, H. O. and Akinbode, J. O. (2014). Induction and Staff Attitude towards Retention and Organizational Effectiveness. IOSR Journal of Business and Management (IOSR-JBM) Volume 16: (4): 47-52. e-ISSN: 2278-487X, p-ISSN: 2319-7668. www.iosrjournals.org

[15] Mafe, O. A. T. (2009). Guide to Successful Participation in SIWES. Panaf publishing Inc.` and Lagos: Panaf publishing Inc.

[16] Armstrong, M. (2004). Handbook of Human Resource Management Practice (9th ed.). London: Kogan Page.

[17] Olatunji, S., Opurum, L., & Ifeanyi-Obi, C. (2012). Factors influencing students' choice of career in agriculture in South-South universities in Nigeria. African Journal of Agriculture, Technology and the Environment (AJATE), 1(1), 14– 23.

[18] Ijeoma, J. I., Anthonia, N. E. and Fidelia, N. E. (2017). Students' Industrial Work Experience Scheme (SIWES) in Nigerian Universities: Perceptions of Undergraduate Library and Information Science (LIS) Students. Journal of Applied Information Science and Technology, 10 (3): 56-66.

[19] Valle, R., Martin F., Romero P. M. and Dolan, S.L. (2000). Business strategy, Work process and Human resource training are they congruent? Journal of organizational behavior, 21: 283-297.

[20] Kearney, S. (2010). Understanding the Need for Induction Programmes for Beginning Teachers in Independent Catholic Secondary Schools in New South Wales. Paper presented at the Faculty of Education and IERI HDR Conference, University of Wollongong

[21] Mafe, O. A. T. (2006). Payment of Allowances to SIWES Participants: An Appraisal of Alternative Modalities. 10th Biennal SIWES National Conference, Industrial Training Fund, Confluence Hotel, Lokoja 21

the services and company and a comprehensive understanding of the nation's economy.[22] Claimed that the main objective of business education is to equip students with the necessary information, abilities, and attitudes to access other resources, engage with them, and give back.[23] Remarked that the purpose of business education has evolved to mean more than training students for certain entry jobs in business. As a result, he said that the program ought to assist individuals in adjusting to the changes in their profession that have occurred in recent years.[24] Claimed that the field of business education is broad and includes several specialized fields, such as secretarial or stenography education.[25] Claimed that all business management programs fall within the general heading of business education. Accounting, marketing, purchasing and supply, business administration, secretarial studies, banking, and finance are all included[26]. For Oloruntoba,[27] business education includes economics, business instruction, business administration, and training for jobs in offices, distribution, and marketing.

The Student Industrial Work Experience Scheme (SIWES) was conceived in 1973 and formally launched in 1974 as a placement program designed to provide students in engineering, technology,[28] and related disciplines from Nigerian universities, polytechnics, and colleges of technology with practical industrial experience relevant to their academic training.[29] A program of this kind is seen as having many advantages in preparing young people for employment, which ultimately may lead to a rapid development of the country. In Nigeria, the Federal Government of Nigeria established the Industrial Training Fund as an agency to encourage students to participate in the Industrial Work Experience Scheme. By combining formal education with meaningful work experience, students can acquire the necessary knowledge, skills, and work-appropriate attitudes. According to ITF,[30] Students' Industrial Work Experience is still a part of education courses today. The program was created to give students enrolled in all courses that require exposure to industrial activities during their college program the much-required on-the-job practical experience they needed.

According to the Chambers Dictionary, orientation is the assumption of a certain direction in response to a stimulus and the determination or consciousness of relative direction. This suggests

[22] Asikhia, O. U., Agbonna, A. R., Makinde, G. O., & Akinlabi, H. B. (2019). Role model and attitude towards entrepreneurship; beyond the classroom. Global Scientific Journal, 7(3), 19.https://www.researchgate.net/publication/356105697 Role Model and Attitude Towards Entrepreneurship Beyond the Classroom

[23] George Ibokeme, Obi, C. I., & Oketoobo, E. A. (2024). Influence of Students Industrial Work Experience Scheme on Agricultural Education Students' Skill Development in Crop Production in South-South Nigeria. International Academic Research Consortium Journals

[24] Ogunleye_et_al Ojokuku, B. Y., Emeahara, E. N., Aboyade, M. A., & Chris-Israel, H. O. (2015). Influence of students' industrial work experience scheme on professional development of library and information science students in Southwest, Nigeria. Library Philosophy and Practice, 1330. https://www.researchgate.net/publication/295562887 Influence of students' Industrial Work Experience Scheme on Professional Development of Library and Information Science Students In South West Nigeria.

[25] Ismael, N. B. (2021). The impact of COVID-19 on Small and Medium Sized Enterprises in Iraq. Annals of the Romania Society for Cell Biology, 2496-2505.

[26] Bandura, A. (2018). "Toward a Psychology of Human Agency: Pathways and Reflections". Perspectives Psychology Science. 13, 130–136. Doi: 10.1177/1745691617699280.

[27] Oloruntoba, K., Oloye, Rowland, A., and Adu, O. A. (2022): Effect of Practical Mentoring on Students' Academic Development: A Case Study of Students' Industrial Work Experience Scheme in Nigeria. International Journal of Geography and Regional Planning Research; 7 (2): 34-39,

[28] Industrial Training Fund Handbook (2010). Retrieved from www.unirazak.edu.my/pintar/fit/docs/pt-handbook.doc. on 5/11/2011.

[29] Baker, R. (2005). The Management Control Process. New Jersey: Prentice a. Hall Inc

[30] ITF (2006). Proceedings and Resolutions of the 10 Biennial SIWES National Conference July, 2006.

that raising awareness is the goal of the orientation program. Gambari,[31] and Akinfiresoye,[32] refers to orientation as the activity that is done to help SIWES program students become familiar with the current situation or environment. It is the best way to help students find employment and a good way for ITF to help and give the students and the institution the information they need. They urged that all approved students in the SIWES program get orientation sessions from their respective institutions, which need the presence of ITF officials.

The supervision that comes with this plan is one exceptional component that makes it more valuable. According to the ITF guidance and information, "Students on attachment are to be supervised by supervisors from their institutions, professional staff of the ITF, institution supervisors are to visit students at least two times during the attachment".[33] Additionally, zonal supervision "a system whereby their own lecturers do not necessarily supervise students on attachment in a given zone, but by other lecturers from designated supervising institutions in that zone" is provided. Additionally, supervision can only be effective if there is a maximum number of students that a supervisor can comfortably manage; however, given the rate at which students are growing, which is not proportionate to the lecturer, supervision of all students may not be effective unless an alternate scheme is developed by Jacob[34] and Karunaratne.[35] Ademiluyi evaluated the impact of SIWES on the academic achievement of Osun State polytechnic students studying office technology and management.[36] The study demonstrates that while desktop publishing and webpage design were not significantly impacted by the Industrial Work Experience Scheme (SIWES), the scheme significantly impacted students' performance in word processing.[37] investigated how final-year students in the University of Benin's faculties of agriculture, engineering, and the department of vocational and technical education perceived the impact of SIWES on their academic performance. The study's conclusions demonstrated that SIWES had an impact on students' academic achievement and was associated with the development of their practical skills. The findings also demonstrated that SIWES improves classroom learning, generates job prospects, and increases students' competency in the workshop or laboratory.

According to the report on Business Education for the Industry, the study carried out by Eluro SIWES improved the skill acquisition requirements of Nigeria Certificate in Education Business Education students. Additionally, it demonstrated that SIWES is badly run and hinders the program's ability to meet its goals. The study by Uramah demonstrated that when the SIWES curriculum is implemented correctly, students do better academically and are more productive in the job market.[38]

[31] Gambari, J. (2009). The Importance of Skills Acquisition: A Challenge to Nigerian Legislators. Retrieved September 20, 2013, from www.nasslegislatonline.com

[32] Oladimeji, A. O., Lawson, O. S., Olajide, O. G. and Akinfiresoye, W. A (2017). Students' Industrial Work Experience Scheme (SIWES), Rufus Giwa Polytechnic Experience, Prospects, Challenges and Improvement. Journal of Multidisciplinary Engineering Science Studies (JMESS), 3(4): 1636-1646.

[33] Binvomotes M.O. and Ayoola A.A. (2021). Influence of student's Industrial work Experience Scheme (SIWES) on Vocational and Technical Education students‟ skills development in Oyo State. International Journal of Educational Benchmark (IJEB) 18(1), 1-9.

[34] Jacob O. C., Tyowuah M. N., Akor J. T. (2020). Impact of students‟ Industrial work experience scheme on entrepreneurial competence for pre-service teachers. International journal of Education and Research volume 8(7), 119-128.

[35] Karunaratne, K. and Perera, N. (2015). Students' perception of effectiveness of industrial internship programme. In Proceedings of the International Conference on Global Business Economics, Finance and social Sciences (GB15_Thai Conference, Bangkok, Thailand, 2022 February. Retrieved from www. globalbizresearch.org

[36] Ademiluyi LF, Ademiluyi AB (2018). Influence of student industrial work experience scheme (SIWES) on the academic performance of OTM students in ICT based courses. Niger J Bus Educ. 5(2).

[37] Chukwuedo SO (2011). Students' perception of the influence of Students in Industrial Work Experience Scheme (SIWES) on academic achievement in university of Benin. J Educ Technol Health Res. 1(1):80-86.

[38] Uramah, M. (2003). The impact of the Students' Industrial Work Experience Scheme on Business Education students. A thesis submitted to Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria.

Methods

The population for this study consisted of residents of Abuja metropolis, Federal Capital Territory, Nigeria; 134 respondents were chosen from the population figure, from which the sample size was calculated; Abuja metropolis was chosen due to its proximity to the researcher. The survey research design was used for this study.

The researcher used Taro Yamane's formula to determine the sample size of the population.

Taro Yamane's formula is given as.

$$n = \frac{N}{1+N\,(e)^2}$$

Where N = Population of study (145)

n = Sample size (?)

e = Level of significance at 5% (0.05)

1 = Constant

$$\therefore\ n = \frac{145}{1 + 145\,(0.05)^2} = \frac{145}{1+145(0.0025)} = \frac{145}{1+0.3625}$$

$$n = \frac{145}{1.3625} = 106$$

The sample size therefore is 106 respondents.

Both primary and secondary sources of data were used in this study. The primary source of data was primarily a structured questionnaire that was used to gather information on the assessment of SIWES relevance to the objectives of business education programs. The secondary sources of data were academic publications, textbooks, and journals.

This study's instrument underwent face validation, which assesses the appropriateness of the questionnaire items because it is frequently used to determine whether an instrument appears to measure what it contains on its face. Face validations therefore seek to ascertain the degree to which the questionnaire is pertinent to the study's goals. Copies of the initial draft of the questionnaire will be validated by the supervisor before the instrument is submitted for face validation. The supervisor is supposed to critically review the instrument's items in light of the study's particular goals and offer helpful recommendations to enhance the instrument's quality; the instrument will then be modified and re-modified in accordance with his suggestions before being used for the study.

The data will be analyzed using frequency tables, percentages, and mean scores, and the formulated hypothesis will be tested using the nonparametric statistical test (Chi-square) using SPSS (statistical package for social sciences). After the data was collected through the administration of a questionnaire, the data will be coded, tabulated, and analyzed using SPSS statistical software in accordance with the research question and hypothesis. The chi square method will be used for tests of independence in order to efficiently analyze the data for accuracy and ease of management. Chi square is given as

$$X^2 = \frac{\Sigma\,(o-e)^2}{e}$$

Where X^2 = chi square
o = observed frequency
e = expected frequency

Level of confidence / degree of freedom

When employing the chi – square test, a certain level of confidence or margin of error must be assumed. More also, the degree of freedom in the table must be determined in simple variable, row and column distribution, degree of freedom is: df = (r-1) (c-1)

Where, df = degree of freedom
r = number of rows
c = number of columns.

In determining the critical chi _ square value, the value of confidence is assumed to be at 95% or 0.95. A margin of 5% or 0.05 is allowed for judgment error.

Results and Discussion

Analysis of Demographic Data of Respondents

Table 1: Gender of Respondents

		Frequency	Percent	Cumulative Percent
Valid	Male	68	68.0	68.0
	Female	38	38.0	106.0
	Total	106	106.0	

Source: Field Survey,2025

Table 1 above shows the gender distribution of the respondents used for this study. Out of the total number of 106 respondents, 68respondents which represent 68.0 percent of the population are male. 38 which represent 38.0 percent of the population are female.

Table 2: Age range of Respondents

		Frequency	Percent	Cumulative Percent
Valid	20-30years	16	16.0	16.0
	31-40years	12	12.0	28.0
	41-50years	26	26.0	54.0
	51-60years	22	22.0	76.0
	above 60years	30	30.0	106.0
	Total	106	106.0	

Source: Field Survey, 2025.

Table 2 above shows the age grade of the respondents used for this study. Out of the total number of 106 respondents, 16 respondents which represent 16.0percent of the population are between 20-30 years. 12respondents which represent 12.0percent of the population are between 31-40 years. 26 respondents which represent 26.0percent of the population are between 41-50 years. 22respondents which represent 22.0 percent of the population are between 51-60 years. 30respondents which represent 30.0 percent of the population, are above 60 years.

Table 3: Educational Background of Respondents

		Frequency	Percent	Cumulative Percent
Valid	FSLC	22	22.0	22.0
	WASSCE/GCE/NECO	26	26.0	48.0
	OND/HND/BSC	36	36.0	84.0
	MSC/PGD/PHD	16	16.0	100.0
	OTHERS	6	6.0	106.0
	Total	106	106.0	

Source: Field Survey, 2025.

Table 3 above shows the educational background of the respondents used for this study. Out of the total number of 106 respondents, 22 respondents which represent 22.0percent of the population are FSLC holders. 26, which represent 26.0percent of the population are SSCE/GCE/WASSCE holders. 36, which represent 36.0percent of the population, are OND/HND/BSC holders. 16, which represent 16.0percent of the population, are MSC/PGD/PHD holders. 6, which represent 6.0percent of the population, had other types of educational qualifications.

Table 4: Marital Status

		Frequency	Percent	Cumulative Percent
Valid	Single	32	32.0	32.0
	Married	56	56.0	88.0
	Divorced	8	8.0	96.0
	Widowed	10	10.0	106.0
	Total	106	106.0	

Source: Field Survey, 2025.

Table 4 above shows the marital status of the respondents used for this study. 32, which represent 32.0percent of the population, are single. 56, which represent 56.0percent of the population, are married. 8, which represent 8.0percent of the population who are divorced. 10 which represent 10.0percent of the population are widowed.

Table 5: Category of Respondents

		Frequency	Percent	Cumulative Percent
Valid	Civil servant	27	27.0	27.0
	Self-employed	16	16.0	43.0
	Students	28	28.0	71.0
	Unemployed	35	35.0	106.0
	Total	106	106.0	

Source: Field Survey, 2025.

Table 5 shows the category of respondents used for the study. 27 respondents representing 27.0 percent of the population under study are civil servants. 16 respondents representing 16.0 percent of the population under study are self-employed. 28 respondents representing 28.0perrcent of the population under study are students while 35 respondents representing 35.0 percent of the population under study are unemployed.

Table 6: There is a relationship between SIWES and business education programme objectives

		Frequency	Percent	Cumulative Percent
Valid	Strongly agree	32	32.0	32.0
	Agree	44	44.0	76.0
	Undecided	12	12.0	88.0
	Disagree	10	10.0	98.0
	Strongly disagree	8	8.0	106.0
	Total	106	106.0	

Source: Field Survey, 2025.

Table 6 shows the responses of respondents if there is a relationship between SIWES and business education programme objectives. 32 respondents representing 32.0 percent strongly agreed that there is a relationship between SIWES and business education programme objectives. 44 respondents representing 44.0 percent agreed that there is a relationship between SIWES and business education programme objectives. 12 respondents representing 12.0 percent were undecided. 10 respondents representing 10.0 percent disagreed that there is a relationship between SIWES and business education programme objectives. 8 respondents representing 8.0 percent strongly disagreed that there is a relationship between SIWES and business education programme objectives.

Table 7: There are no challenges confronting the effectiveness of SIWES in Nigeria

		Frequency	Percent	Cumulative Percent
Valid	Strongly agree	12	12.0	12.0
	Agree	16	16.0	28.0
	Undecided	6	6.0	34.0
	Disagree	40	40.0	74.0
	Strongly disagree	32	32.0	106.0
	Total	106	106.0	

Source: Field Survey, 2025.

Table 7 show the responses of respondents if there are no challenges confronting the effectiveness of SIWES in Nigeria. 12 of the respondents representing 12.0percent strongly agree that there are no challenges confronting the effectiveness of SIWES in Nigeria. 16 of the respondents representing 16.0 percent agree that there are no challenges confronting the effectiveness of SIWES in Nigeria. 6 of them representing 6.0 percent were undecided. 40 of the respondents representing 40.0percent disagree that there are no challenges confronting the effectiveness of SIWES in Nigeria. 32 of the respondents representing 32.0 percent strongly disagree that there are no challenges confronting the effectiveness of SIWES in Nigeria.

Table 8: There is effectiveness of SIWES in meeting the work experience needs of business education products

		Frequency	Percent	Cumulative Percent
Valid	Strongly agree	60	60.0	60.0
	Agree	26	26.0	86.0
	Undecided	12	12.0	98.0
	Disagree	8	8.0	106.0
	Total	106	106.0	

Source: Field Survey, 2025.

Table 8 shows the responses of respondents if there is effectiveness of SIWES in meeting the work experience needs of business education products. 60 of the respondents, representing 60.0percent strongly agree that there is effectiveness of SIWES in meeting the work experience needs of business education products. 26 of the respondents representing 26.0percent agree that there is effectiveness of SIWES in meeting the work experience needs of business education products. 12 of them representing 12.0percent were undecided. 8 of the respondents representing 8.0percent disagree that there is effectiveness of SIWES in meeting the work experience needs of business education products.

Table 9: There is no clear evidence of effectiveness of SIWES

		Frequency	Percent	Cumulative Percent
Valid	Strongly agree	27	27.0	27.0
	Agree	33	33.0	60.0
	Undecided	14	14.0	74.0
	Disagree	16	16.0	90.0
	Strongly disagree	16	16.0	106.0
	Total	106	106.0	

Source: Field Survey, 2025.

Table 9 shows the responses of respondents if there is no clear evidence of effectiveness of SIWES. 27 of the respondents representing 27.0 percent strongly agree that there is no clear evidence of effectiveness of SIWES. 33 of the respondents representing 33.0 percent agree that there is no clear evidence of effectiveness of SIWES. 14 of the respondents representing 14.0 percent were undecided. 16 of the respondents representing 16.0 percent disagree that there is no clear evidence of effectiveness of SIWES. 16 of the respondents representing 16.0 percent strongly disagree that there is no clear evidence of effectiveness of SIWES.

Table 10: SIWES promotes business education objectives

		Frequency	Percent	Cumulative Percent
Valid	Strongly agree	68	68.0	68.0
	Agree	30	30.0	98.0
	Disagree	5	5.0	103.0
	Strongly disagree	3	3.0	106.0
	Total	106	106.0	

Source: Field Survey, 2025.

Table 10 shows the responses of respondents if SIWES promotes business education objectives. 68 percent strongly agree that SIWES promotes business education objectives. 30 of the respondents representing 30.0percent agree that SIWES promotes business education objectives. 5 of the respondents representing 5.0percent disagree that SIWES promotes business education objectives. 3 of the respondents representing 3.0percent strongly disagree that SIWES promotes business education objectives.

Conclusion

Based on the data gathered and the subsequent analyses, this paper concludes that the Students' Industrial Works Experience Scheme (SIWES) plays a vital role in fulfilling the work experience needs of Business Education students in tertiary institutions in Abuja, Nigeria. When properly managed and administered, SIWES enhances the competencies of the workforce, reducing the need for extensive employee training and retraining. However, the study also reveals that many institutions do not effectively manage SIWES, which may hinder the program's intended goals and diminish student morale during their industrial attachment. To address these challenges, it is essential for all stakeholders to strengthen their involvement in the program. Ensuring that students are supervised by experienced staff and offering better acceptance from employers will significantly improve the overall effectiveness of SIWES, helping business education students gain the necessary skills and experience to thrive in the workforce.

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