



Business Education Students Stipulated Objectives During Industrial Attachment Scheme in Rivers State Owned Universities

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ABSTRACT

This study examined the impact of Business Education students stipulated objectives during their industrial attachment in tertiary institutions in Rivers State. Descriptive survey design was adopted in the study. The area of study was in Rivers State. A population of 298 respondents was used for study. One research question guided the study. A structured questionnaire tagged Business Education Students Stipulated Objectives (BESSOQ) was used by the researchers. The instrument used was validated by two experts in the field of study including a measurement and evaluation expert and reliability coefficient of 0.67 was obtained using Pearson Product Moment Correlation through test-re-test method of estimating reliability. Research question was analyzed with mean and standard deviation. Findings from the study showed that Business Education students meets their stipulated objective through exposure of students to students industrial work experience scheme to enhance the occupational competencies of participations students, prepares them well for the world of work situation they are to meet after graduation, afford their institutions the opportunity to related training to the needs of the industry and helped in acquiring industrial skills and experience regarding their studies. Based on the findings, conclusion was made and recommendations made amongst others includes that Industrial Training Fund should make provision for Industrial Training placement for IT students and payment schedule should be made possible for students while on the industrial training.

Keywords: Business Education Students, Stipulated Objectives, Industrial Attachment

INTRODUCTION

The level of development of a country is often considered to be an offshoot of the nature of her educational system and programme. This point is true to the extent that the technological objectives of a nation are usually rooted in the educational objectives and programmes of the country (Okolocha & Okolocha, 2012). Thus, education for development is a veritable instrument for socio-economic emancipation and economic self-reliance of every country (Martins, 2016). The level of technological development and skill acquisition has become the basis for determining social, economic and industrial development. Adequate skill acquisition training programmes through technical vocation education (TVE) holds the key to development and economic survival of a nation (Asikadi, 2003).

At the lower level Business Education can be described as a vocational course, an encompassing programme which equips its recipients with the necessary knowledge, skills and attitudes to succeed in whatever business endeavours they may engage in (Pohan & Nwaokolo, 2007). In other words, Business Education goes beyond the acquisition of knowledge for scientific and technical qualification but equips recipients for their work in the industry, commerce, central or local government (Wodi & Dokubo, 2009). Business Education is one of the vocational courses taught in academic institutions in Nigeria (Imeokparia & Ediagbonya, 2014).

Business Education is described as an aspect of education that is geared at equipping the learners (students) with business and education competencies (that is, skills, knowledge and attitude) needed to effectively and efficiently function in the world of work either as an employee or an employer (job and wealth creator). Imeokparia and Ediabonya (2014) opined that Business Education is an 'umbrella word' which covers secretarial education, management education, marketing and accounting education. Office Management and Technology (OMT) emphasized the teaching of office and management related skills while accounting education primarily emphasized the teaching of accounting related skills.

Since we are in a period of business and industrial change, our educational sector needs to experience appropriate change to contribute to economic survival. The government therefore being the custodian of educational policy in Nigeria in responses to concerns about quality of graduates of tertiary institutions conceived and initiated industrial attachment or students' industrial work experience scheme. Business Education students in Colleges of Education undertake the class work and work experience programmes during training periods. The student industrial work experience scheme was established to bridge the gap between theories and knowledge acquired by students in institutions of higher education in Nigeria and the practical world of work (Akubudike & Fiberesima, 2010, Alaba, 2010). Wapmuk (2011) observed that the scheme was conceived and initiated by the Industrial Training Fund (ITF) in 1973 in response to concerns expressed about the quality of graduates' employable skills in the country. Against this background, the Industrial Training Fund Introduced the Students industrial work experience scheme in 1974 designed to expose undergraduates of Engineering and Technical courses to real work experiences to help them acquire relevant skills. Among the objectives of the scheme as listed by Wapmuk (2011) are:

- a. Providing avenue for students of Higher Institutions in Engineering and allied field to acquire industrial skills and experience;
- b. Preparing students for situations they are to meet after graduation;
- c. Exposing students to work methods and techniques in handling equipment and machinery that may not be available in educational institutions;
- d. Providing students with the opportunity to apply knowledge in real work situation thereby, bridging the gap between college work and actual practice;
- e. Enlisting and strengthening employer's involvement in the educational process of preparing students for employment in industry; While the objectives of Business education programme as stated in the Minimum Standard for Nigeria Certificate in Education (NCE 2008) are:
- f. Produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our Secondary schools and other related educational institutions.
- g. Produce NCE business teachers who will be able to inculcate the vocational aspect of business education into the society
- h. Produce NCE business teachers who will be involved in the much desired revolution of vocational development right from the primary and secondary schools.
- i. Equip students with necessary competencies so as to qualify them for a post NCE degree programme in business
- j. Equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

Specifically notable in the objectives of students industrial work experience scheme is that it fortifies classroom theoretical contents by exposing the students to practical aspects of their training. The two programmes objectives if critically assessed connote integration and maintenance of individual to be relevant as much as possible to the nation's industrial development and educational pursuit. Therefore, the achievement of these stated objectives will greatly be dependent on co-operation or inter-relationship between institutions of higher learning and industrial institutions (Ugwuanyi & Ezema, 2010). This also implies that a Business Education Student before he or she is legally certificated ought to be exposed to the realities of the world of work to be a productive citizen. Emesini (2009) observed that the exposure of students to students industrial work experience scheme afford their institutions the opportunity to relate training to the needs of industry as well as enhancing the development of the nation and improving the occupational competencies of the participating students by equipping them with relevant skills and

knowledge needed to be self-reliant. Akpan (2014), Adeyemi (2002) and Mafe (2010) believed that the training of vocational business students is incomplete without industrial work experience, because on-the-job experience is not acquired in the classroom teaching and learning environment but reproduced outside the real work situation. This belief relates knowledge acquired in class work with job-experience, it enables business teacher as a vocational student to develop realistic attitudes towards know-how ability and do-how-capabilities variables assessed on the job. Okafor (2010) in Wapmunk (2011) explained that work experience serve as factory where needed career personnel are produced and that such vocational Pristine students can become self-reliant and help transform the nation from been consumer nation to a producer nation so desired for development.

Statement of the Problem

Student industrial attachment Programme or student industrial work experience scheme is a work based experience programme providing a real life organizational contest for students to develop specific or generic skills, valuable to professional development. The students industrial work experience scheme is a skill training programme designed to expose and prepare students of universities and other tertiary institutions for the industrial work situation they are likely to meet after graduation.

Observation from the researchers shows that industrial work experience scheme has both negative and positive impact on students and that most student do not meet their stipulated objective during the industrial scheme, Business Education student face a lot of challenges and the researchers is also looking at the possible remedies to the challenges faced by Business Education students during their industrial work experience scheme (Oladiran; Benjamin & Aiyelabowo, 2012). It is based on this that the researchers deemed it imperative to carry out a study on the impact and how efficient is the management of Students' Industrial Work Experience Scheme in meeting up with the need of the programme as it concerns students of Business Education students in tertiary institutions in Rivers State.

Purpose of the Study

The main aim of the study was to examine impact of Business Education Students Stipulated Objectives During Industrial Attachment Scheme in Rivers State Owned Universities. Specifically, the study sought to determine:

1. If Business Education Students meets their stipulated objectives during their industrial attachment.

Research Question

The following research question was raised for the study

1. How do Business Education students meet their stipulated objectives during their industrial attachment?

RESEARCH METHODS

The design for this study was a descriptive survey design method; this is because it simply solicits the opinion of the respondents and its convenience for easy analysis. The population of this study consists of 993 respondents which comprised of year three and final year students of Business Education Department from the two institutions in Rivers State. Details of the population shown are as shown in Table 1. The study sample consists of 30 percent of the total population which is 298 students drawn from the institutions under study by the researchers. The sampling techniques used was simple random sampling techniques hence, the entire respondents were given equal opportunity. The instrument for this study was a self-structured questionnaire developed by the researchers. The questionnaire was tagged "Business Education Students Stipulated Objectives (BESSOQ)". The questionnaire was developed by the researchers into two sections. Section A is for background information of the respondents while section B was used to obtain information concerning the research questions posed in the study. The questionnaire was structured in a four point rating scale of Strongly Agreed to Strongly Disagreed. The instrument was designed by the researchers and validated by the project supervisor and three other experts in the field of study who proof read the instrument and made necessary corrections and approved the questionnaire for administration to the respondents. In order for the researchers to establish the reliability of the instrument used in this study, the researchers administered the instruments to a minimum of 15 respondents who were not part of the sample for the study using a test-re-test method, which involved administering the

instrument twice at different intervals. The test was administered to the appropriate group after one week (7 days), after which it was administered to the same group; and finally, the two sets of scores, were correlated. The Pearson's Product Moment Correlation Coefficient statistical tool was employed to correlate the sets of scores. The computation yielded correlation coefficient of 0.67 and it was accepted by the researchers as a valid and reliable for the instrument. The instrument was personally administered to the respondents by the researchers in their various institutions with the help of three research assistants and explanation were made to the respondents where necessary, the instrument were retrieved back from the respondents after one week of administration. Mean rating and standard deviation was used to analyses the research questions posed in chapter one Decision for acceptance was based on the scores achieved from the table. Any mean score above 2.50 was agreed and below 2.50 was disagreed.

Table 1: Population Distribution

S/N	Institutions	Level of Students		Total
		Year 3	Year 4	
1.	Rivers State University	329	259	588
2.	Ignatius Ajuru University of Education Port Harcourt	-	405	405
Total				993

Source: Field Survey, 2020

RESULTS

Research Question 1: *How do Business Education students meet their stipulated objectives during their industrial attachment?*

Table 2: Mean and Standard Deviation on How Business Education students Meets their Stipulated Objectives

S/N	Items	SA	A	D	SD	\bar{X}	SD	Remark
1	Exposure of students to students' industrial work experience scheme afford their Institutions the opportunity to relate training to the needs of the industry.	101	156	34	7	3.18	0.72	Agreed
2	Exposure of students to students' industrial work experience scheme enhances the occupational competencies of the participations students.	108	160	24	6	3.24	0.69	Agreed
3	Exposure of student to students industrial work experience scheme prepares them well for the world of work situation they are to meet after graduation	161	98	20	19	3.35	0.86	Agreed
4	Exposure of student to students industrial work experience scheme has helped in acquiring industrial skills and experience regarding their studies.	137	116	29	16	3.26	0.84	Agreed
Total mean/Standard Deviation		=				13.03	3.11	Agreed
Grand Mean/ Standard Deviation		=				3.26	0.78	Agreed

Source: Field Survey 2020

Result from Table 2, showed that item 1,2,3, and 4 with their respective mean scores of 3.18, 3.24, 3.35 and 3.26 respectively were agreed above the accepted region of 2.50. Grand mean of 3.26 and Standard Deviation of 0.78 above the agreed region indicating a positive response that Business Education Students meet their stipulated objectives during industrial attachment.

DISCUSSION

Findings from the research question revealed that business Education students meet their stipulated objectives during their industrial attachment, as noted in the findings that exposure of students to student industrial work experience scheme prepares them well for the world of work situation they are to meet after graduation. This finding is in agreement with the objective of student industrial work experience scheme as listed by Wapmuk (2011) and Emesini (2009) who opined that industrial work experience scheme affords various institutions the opportunity to relate training to the needs of industry as well as enhancing the development of the nation and improving students by equipping them with relevant skills and knowledge needed to be self-reliant. Mafe (2011) in agreement with the findings opined that the training of vocational business students is incomplete without industrial work experience, because job experience is not acquired in the classroom teaching and learning environment but reproduced outside the real work situation. The researchers in agreement with the findings, observed that student industrial work experience scheme programme has actually met 60 percent of its objectives helping many students over the years till date to acquire industrial skills and experience, also the student now stands the chance of being called back to work after their graduation.

CONCLUSION

Based on the findings and discussion made, the researchers conclude that Business Education Students Stipulated Objectives During Industrial Attachment Scheme in Rivers State Owned Universities has actually met 60 percent of its objectives helping many students over the years till date to acquire industrial skills and experience, also the student now stands the chance of being called back to work after their graduation and that the students should be paid monthly stipends while on attachment scheme.

RECOMMENDATIONS

Based on the findings and conclusion made from the study, the researchers recommended the following:

1. Industrial Training Fund should make provision for Industrial Training placement for IT students.
2. Payment schedule should be made possible for students while on the industrial training.

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