

Evaluation of the Impact of Students' Industrial Training on Journalistic Skills Acquisition among Polytechnic Students in Delta State, Nigeria

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Abstract

Good professional practice in journalism is a function of quality training. Good journalistic training must integrate the teaching of theory with exposure to practical skills to ensure adequate transition of students into employable graduates. However, there is a gap between theoretical training offered by various institutions of journalism and mass communication training and the demands for practical skills required for industry practice industry in Nigeria. This study evaluated the impact of students' industrial training, coordinated by the Students' Industrial Work Experience Scheme (SIWES) supervised by the Industrial Training Fund (ITF) among other things in Nigeria, on the acquisition of professional skills in journalism. It carried out a questionnaire survey on 292 purposively selected Polytechnic students of mass communication in Delta State, Nigeria who have observed or are observing the industrial training. Findings showed that industrial training had a significant effect on journalism education, contributed significantly to the employability status of the students and significantly influenced acquisition of professional skills in journalism. It recommended an extension of the approved four-month duration for the training programme and regular evaluative research for possible improvement of the programme.

Keywords: Industrial training, Journalism education, Skills acquisition, SIWES, Journalistic Skills, Polytechnic, Nigeria

Introduction

Education, in its formal sense, refers to the process of inculcating skills, attitudes, orientations and values required of an individual to be functional in a discipline or on a job. Its basic purpose is to prepare an individual for functional job placement and career fulfillment. Education as a career preparatory process involves inculcating both the cognitive and psychomotor skills in students (Enoh, 2002) in order to make them fit into the needs of the industry that would employ them and be beneficial to the

larger society. It should be noted that the career preparatory process involves ensuring students are exposed to theory and practice in such a way that no gap exists between the two aspects. One way to achieve effective bridging of the gap between the two aspects of education, with respect to journalism, is industrial training. The training is an integral part of the formal Polytechnic curriculum in Nigeria aimed at bridging the gap between theory and practice.

Oyekanmi (2017) observes that a gap between theory and practice signifies a disconnect between the two. He identifies the existence of such a gap in the Nigerian educational system generally, which is relevant to journalism education. The author observes that the Students' Industrial Work Experience Scheme (SIWES) is an industrial training programme in the tertiary educational system designed to bridge the gap between theory and practice.

SIWES is a skills training programme initiated, designed and introduced by the Industrial Training Fund (ITF) to prepare students of Nigerian Universities, Polytechnics, Colleges of Technology, Colleges of Agriculture and Colleges of Education for industrial work situations, processes and techniques currently required in their various fields (ITF, 2016). As designed in Nigeria, the Scheme offers skills competency programmes such as internship, short-term specialised training, post-doctoral training and industrial training. Of particular relevance to the focus of this study is industrial training – a form of practical skills acquisition programme designed for Ordinary National Diploma (OND) graduates (and others) to build more knowledge of practical skills required in the industry to boost their professional competence (Oyekanmi, 2017). In relation to journalism education at the Polytechnic level in Nigeria, students are expected to embark on a mandatory industrial training for a period of four months at the end of the first year of their OND programme, as approved by SIWES. Polytechnics also enlist students into a one-year industrial training at the end of the OND programme before they can proceed to Higher National Diploma (HND), though this is not supervised by SIWES.

The need for industrial training as a skills acquisition programme stems basically from the need to make graduates employable in today's dynamic and competitive knowledge-driven world of work (Newton, 2015). Also, in today's globalised and technology-driven world, emerging competence and job techniques are embraced in industry for greater efficiency, which call for skills update in the training of new entrants into the world of work. There is also the need to match theoretical training with practice in a symbiotic relationship between the 'gown' (educational institutions) and the 'town' (industry) in a conscious strategy that requires that products of the former fit efficiently into the needs of the latter (Otti, 2017). These needs become imperative for journalism education because of the fact that the discipline is about the human society, which is ever dynamic. More importantly, Ojomo (2016) observes that the significant role of journalism in shaping world affairs underscores its importance, which in turn requires good training for the profession to

contribute to societal wellbeing. In the light of the goal of industrial training, the need for quality training in journalism and the significance of the profession for societal wellbeing, there is a need for a continual evaluation of the impact of the programme on skills acquisition among students of Mass Communication in Polytechnics in Delta State, Nigeria.

Research Problem

High rate of unemployment in Nigeria has led to heightened competition in the country's labour market where jobs are scarce. The field of journalism is not an exception to this scenario, which places additional demands on students' training. The scenario pictures Charles Darwin's (1859) postulation of survival of the fittest in the evolution of humanity in which the strong species live at the expense of the weak. In this regard, the strong could be likened to the well prepared graduate who is able to maximize training opportunities for self-development through skills acquisition and constant update with latest trends and demands in the employment market. However, not many of the highly skillful employable graduates seem to be available in the Nigerian labour market, particularly in journalism practice.

It should be noted that there is a need for a link between journalism training and practice – often referred to as 'gown-town' link – because the former should be modeled to service the needs of the latter in manpower needs. However, effective linkage between manpower training and industry's current needs seem to be missing in journalism. The missing link has led to a situation whereby many graduates have become unemployable due to their unsuitability for job placement when current skills requirements in journalism are considered. The situation is worsened by the dynamism of journalism practice in today's technology-driven society in which new equipment, techniques and processes are emerging and are being adopted by organizations in the industrial world to improve practice.

Research has proven that many institutions of learning lack modern equipment used in industry (Olugbenga, 2009), thereby widening the gown-town gap and making the institutions' products unemployable. Alexander, William, Asaah and Zakari (2012) observe that such a situation leads to a deficit in graduate skills, occasioned by a mismatch between the skills imparted in them and those required by the industry. It should be noted that good journalism is crucial to the well-being of the society in today's information age (Ojomo, 2016) and any gap between students' training and industry's current needs could thus be a disservice to the society. There is no doubt that journalism as a profession is growing in importance by the day and there is need to ascertain this. There is the need to know exactly the role that SIWES plays in the overall objectives of polytechnic journalism education. It is also important to know if there have been evaluations of the above in the past by other researchers if there are, what is lacking in such attempts are what this study attempted to fill. In the light of the foregoing, this study evaluated the impact of industrial training as a

component of journalism training on skills acquisition among Mass Communication students of Polytechnics in Delta State, Nigeria.

Research Objectives

Arising from the main objective of this study – to evaluate the impact of industrial training on skills acquisition among Polytechnic students in Delta State, Nigeria – are the following specific objectives.

1. To determine the role of students' industrial training on journalism education among Polytechnic students in Delta State, Nigeria;
2. To ascertain the effect of students' industrial training on the suitability of Polytechnic trainees in Delta State, Nigeria for employment in journalism.
3. To evaluate the impact of students' industrial training on acquisition of professional journalistic skills required for current practice among Polytechnic students in Delta State, Nigeria.

Research Hypotheses

Drawing from the above objectives, the following null hypotheses were tested at 0.05.

1. H_{01} : There is no significant influence of students' industrial training on journalism education among Polytechnic students in Delta State, Nigeria.
2. H_{02} : There is no significant effect of students' industrial training on the suitability of Polytechnic students in Delta State, Nigeria for employment in journalism.
3. H_{03} : There is no significant impact of students' industrial training on acquisition of professional journalistic skills required for current practice among Polytechnic students in Delta State, Nigeria.

Scope of the Study

This study was delimited in subject matter to impact of students' industrial training, as organised by SIWES, on the acquisition of professional skills required in journalism practice among students of Nigerian Polytechnics. The location of focus in this study was Delta State, Nigeria, while the institutions comprised all the three public Polytechnics in the state government namely, Delta State Polytechnic, Oghara, Delta State Polytechnic, Otefe-Oghara and Delta State Polytechnic, Ozoro. The study participants were National Diploma (ND) students of Mass Communication. From the above, there are different state polytechnics in Delta State, and they all offer Mass Communication and observe the four months industrial training programme and have observed it for two months as at the time this study was carried out. There are also those who were HND students (by implication, ND graduates) of Mass Communication in the selected schools. The time scope of the study was October, 2017 to November, 2017.

Literature Review

Training is a crucial and an indispensable component of manpower development in the media industry, like in others. In the development of human resources, there is a need for manpower planning, which involves conscious efforts of stakeholders to ensure that the industry has access to the right kinds of people at the right place and time (Olannye, 2006). Training is central to the development of skillful and competent media personnel, particularly journalists, who can serve the industry effectively in order to meet societal needs in view of the significance of journalism to the society. Such personnel are expected to have been transformed from students into employable graduates of the Nigerian Polytechnics (as well as other institutions) - the end products of the whole educational process involving various stakeholders (Oriola, 2017). In the Nigerian context, the stakeholders involved in this training process are the government, the Industrial Training Fund (ITF), the National Universities Commission (NUC), the National Board for Technical Education (NBTE), the National Commission for Colleges of Education (NCCE), institutions of higher learning and employers of labour (ITF, 2016). It is for the need to achieve a synergy in personnel development that SIWES has designed the industrial training programme, which enlists the various stakeholders' involvements in the educational process.

The general goal of industrial training, as it affects journalism education, is to bridge the gap between theory and practice (Oyekanmi, 2017); to serve as an effective link between the gown (training institutions) and the town (media industry) in a way to make training products instantly relevant to current work environment (Otti, 2017; Ukwueze, 2011); to mould students' skills, orientations and attitudes to media industry's needs so as to ensure productivity (Oriola, 2017); to make-up for the deficiency in the current undergraduate curriculum, which is not producing employable graduates (Pitan, 2016); and to improve journalism to enable the profession play its significant roles in the society (Ojomo, 2016).

Specifically, the objectives of the Students Industrial Work Experience Scheme (SIWES) revolve round acquisition of industrial skills and experience; preparation of students for the industrial work situation; exposure of students to work methods and techniques in handling equipment and machinery; making the transition from school to the world of work easier; enhancing students' contacts for later job placement; providing students with an opportunity to apply their knowledge in real work situations, thereby bridging the gap between theory and practice; and involving stakeholders in the entire educational process that prepares students for employment. These objectives are particularly relevant to journalism profession that requires certain skills and competence globally, especially in the Nigerian terrain where a deficit has been observed between industry's requirements and graduate skills (Alexander, William, Asaah & Zakari, 2012).

Contributing to the debate about bridging the gap between theory and practice in journalism education in Nigeria, Ojomo (2016) proposes an interdisciplinary

model of journalism training in Nigeria. The model identifies stakeholders in journalism education and explains their roles. It also summarizes the participants in journalism education into the 3Ws and an H: Who? What? Where? and How? The goal of journalism education could be answered in the questions: Who needs training? What kind of training? Where is the training to be done? And how is the training to be done? The students represent the “Who” component as those that need career preparation training. Theoretical training offered in schools and practical industrial training coordinated by the SIWES represents the “What” components of the model. The locations of the training are the various higher institutions – for the theoretical training – and the various organisations in the media industry – for the practical industrial training. The “Why” component of the model explains the need for the training. In this regard, SIWES observes lack of adequate practical knowledge among graduates of Nigerian higher institutions (ITF, 2016) for which reason it designed the students' industrial training. Also, Alexander *et al* (2016) observe a deficit in graduate skills, occasioned by a mismatch between the skills imparted in students and those required by the industry.

A comparative analysis of the trends in industrial training among the United States, Turkey, Germany and Nigeria carried out by Bappah-Aliyu (2016) shows that Nigeria adopts a different approach from what is obtainable in the other countries. In the United States, the National Apprenticeship Act (also known as the Fitzgerald Act) provides for a "schools to work" system that links academic education to careers. As coordinated by the National Joint Apprenticeship and Training Committee, the training programme is a five-year duration that requires students to spend significant time in a workplace at reduced or no pay at the end of which apprentices become highly skilled employees called journeymen and women. In Turkey, apprenticeship is a part of small business culture that train children from the age of 10 years and it is designed at three levels: apprentices referred to as the *Cirak*, premaster called *Kalfa* and mastery level called *Usta*. Persons in the mastery level could take those in the first level to train. Also, while in school, students are enrolled into vocational schools to gain skills with which they get employed at the nearest local market after graduation. Germany adopts a dual system of vocational education which combines practical skills acquisition through time spent in a company with classroom learning (Bappah-Aliyu, 2016). This system produces graduates with not only degrees but also job skills, experience and deep knowledge of their respective trades. Most students complete their high school education between the ages of 15 and 18 years after which they choose between specialising in university education and attending the dual training scheme. However, those who choose the dual training scheme must pass two major examinations on their course of study, including written, oral and practical.

In contrast, industrial training as coordinated in Nigeria by SIWES does not adopt the intensive dual educational system as in the United States, Turkey and Germany. The Scheme was established due to the growing concerns that “graduates of

institutions of higher learning lacked adequate practical knowledge and that theoretical education in higher institutions was not responsive to the needs of employers of labour” (ITF, 2016 p. 3). The Scheme affords students of Universities, Polytechnics, Monotechnics, Colleges of Technology and Colleges of Education the opportunity of skills acquisition in specific fields relevant to their course of study enlisted into the programme for a specified duration.

In Nigeria, Mass Communication of which journalism is a component is among the Industrial Training Fund (ITF) funded programmes. Students of Mass Communication are therefore eligible to participate in the students industrial work experience scheme (SIWES). It is a four unit course and a requirement for graduation at the National Diploma (ND) level. As provided in the Scheme, National Diploma (ND) students of mass communication in Polytechnics are expected to proceed on a four-month industrial training at the end of the first year of the two-year study (ITF, 2016 p. 3). In addition, Polytechnics enroll students into a one-year industrial training at the end of the two-year ND programme, though this is not supervised by SIWES. It is thus the focus of this study to evaluate the impact of the industrial training programmes on the acquisition of skills required for current professional practice in journalism.

Meanwhile, various evaluative studies have been conducted on industrial training in Nigeria and beyond, majority showing benefits for students in terms of skills acquisition while a few revealed the opposite. Ukwueze (2011) reported a positive impact of SIWES on the students' early career success, noting that the training programme exposed those who were attached to the government sector and organised private sector to better employability skills acquisition opportunities than those in private organisations. A similar result reported by Ugwuanyi and Ezema (2010) that industrial training plays a significant role in human resource development in Nigeria. It gives the trainee new knowledge and skill about his or her profession and also current developments in the area. These findings are in tandem with the results of a study carried out by Aderonke (2011), which concluded that SIWES was a good strategy for sustainable skills development and utilization in Nigeria. On the contrary, Olugbenga (2009) reported that the skills acquired by students during their industrial training were inadequate due to the short duration of the programme and lack of modern facilities in their places of attachment.

Alexander et al (2012) replicated the study on the impact of students' industrial training on their employability skills after graduation in Kumasi, Ghana. Findings of the study showed that students' industrial training had a great impact on students' employability as it offered them ability to identify specific skills needed in the industry based on employers' expectations. Jackson (2015) investigated employability skill development in work-integrated learning among Australian undergraduates and reported that employers found graduates who had participated in industrial training more employable and that the training gave such graduates

opportunities to build on theoretical knowledge acquired in classrooms. Also, industrial training provided graduates the work experience that enhanced their role, understanding and job expectations, thereby building their confidence at work (Jackson, 2015; Newton, 2015). In Britain, Tomlinson (2008), in a study that examined students' perception of the adequacy of higher education credentials for graduate work employability, reported that students perceived their academic qualifications as having declining role in making them employable due to the congestion and competition in the labour market. The study also showed that students considered the need to add values to themselves in terms of skills acquisition in order to gain more employability advantages.

In view of the above studies, it is imperative to examine the impact of industrial training on skills acquisition in the education of professional journalists in Nigeria. The studies reported in this study do not have particular reference to journalism as a profession, hence the gap in knowledge this study wishes to fill. Also, an evaluative study such as this would assist stakeholders in the SIWES and the larger educational sector in Nigeria to measure the attainment of the Scheme's objectives for the possibility of a review for better goal attainment.

Methodology

The research design adopted for this study was the *ex post facto* design in which the event being investigated has occurred and the researcher had no control over the variables investigated. The study adopted survey research method and a self-administered structured questionnaire as the data collection instrument. The instrument was divided into two sections: section A elicited demographic information while section B generated data on various variables related to the subject matter of this study. The population of the study comprised all mass communication students of the three public Polytechnics in Delta State, Nigeria who were either on their industrial training or have concluded the programme. Purposive sampling technique was used to select a total of 300 respondents – 100 from each school. Respondents were chosen based on the criteria that they were ND and HND students of Mass Communication, who must have completed their first year in the Polytechnic and must have been on their industrial training for at least two months or have concluded the programme; and the respondents chosen were those placed in media organizations, specifically on duty posts where they could acquire professional skills in journalism. The data collected in this study were analyzed quantitatively using linear regression with the aid of the Statistical Products and Services Solution (SPSS) version 21.

Findings

Of the 300 copies of the questionnaire distributed, a total of 292 were returned valid, representing 97 percent. Table 1, 2, 3, 4 and 5 present the demographic data of the study respondents, while others present data resulting from the test of hypotheses.

Table 1: Distribution of Respondents by Gender

	Variables	Frequency	Percentage %
Gender	Male	140	47.9
	Female	152	52.1
	Total	292	100

Source: Field Survey, 2017

The data in Table 1 show that majority (More than half of the study respondents were female (n= 152, 52.1%), while the minority were male (n = 140, 47.2%). This shows that there were more female respondents than male respondents.

Table 2: Distribution of Respondents by Age

	Variables	Frequency	Percentage %
Age	Above 30 years	41	14.1
	26 yrs – 30yrs	76	26
	20 yrs – 25yrs	104	35.6
	15yrs – 19yrs	71	24.3
	Total	292	100

Source: Field Survey, 2017

Table 2 shows respondents in the age categories. There were distributed as follows: those in the 20 – 25years range were in the majority (n=104, 26%). A good reason for this might be that with most students completing secondary education at the mean age of 17 in Nigeria, age 20-25 is a good bracket that captures a greater number of respondents for this study. This group would naturally include those who have done ND and HND. This is followed by those in the 26 – 30years (n = 76, 26%) those in the 15 – 19 years (n=71, 24.3%) and those above 30years who were in minority (n = 41, 14.1%). There were therefore more male respondents in the age range of 20 years to 25 years.

Table 3: Distribution of Responsible by institution they attend.

Institution:	Variables	Frequency	Percentage %
Delta State Polytechnic	Otefe-Oghara	96	32.9
	Ogwashi-Uku	100	34.2
	Ozoro	96	32.9
	Total	292	100

Source: Field Survey, 2017

Table 3 above shows the distribution of respondents by institutions. Delta State Polytechnic, Otefe-Oghara had 96 respondents (32.9%), Delta State Polytechnic Ogwashi-Uku had 100 respondents (34.2%), while Delta State Polytechnic Ozoro had 96 (32.9%). This shows that Delta State Polytechnic, Ogwashi-Uku had the majority with 100 (34.2%) of the respondents. The above distribution clearly reflects the popularity and population size of each of the towns relative to one another. For instance, Ogwashi-Uku is a semi-urban town with more obvious civilisation and larger population than Otefe-Oghara and Ozoro.

Table 4: Distribution of Respondents by level of study.

	Variables	Frequency	Percentage %
	HND II	34	11.6
Level of	NHD I	34	11.6
study	ND II	215	73.6
	ND I	9	3.1
	Total	292	100

Source: Field Survey, 2017

Table 4 shows that in terms of level of the study on the academic programme, majority of the study respondents (n=215: 73.6%) were in the second year of their National Diploma (ND) programmes. Those in the first and second years of their Higher National Diploma (HND) programmes accounted for 34 respondents 11.6 percent in each of the total, while those in the first year of their ND programmes were in the minority (n=9: 3.1%). This distribution implies that majority (accumulative 92.8%) of the study respondents had concluded their industrial training programme, which made them qualify to be studied on the subject matter of this research. The remaining was still on training.

Test of Hypotheses

Decision Rule

The pre-set level of significance for this study was 0.05. The null hypothesis assumes that there is no relationship between the variables under consideration. If the P-value (that is, the significance or the probability value) exceeds the pre-set level of significance (which is 0.05), the null hypothesis will be accepted, but if the P-value is less than or equal to 0.05, the null hypothesis will be rejected.

H₀₁: There is no significant influence of students' industrial training on journalism education among Polytechnic students in Delta State, Nigeria.

Table 5: Regression model summary for significant influence of industrial training on journalism education among students

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.742 ^a	.550	.548	.40881

a. Predictors: (Constant), Industrial Training Index

Source: Field survey, 2017

Table 6: Analysis of variance for significant influence of industrial training on journalism education among students

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	59.221	1	59.221	354.353	.000 ^b
	Residual	48.466	290	.167		
	Total	107.688	291			

a. Dependent Variable: Journalism Education Index
 b. Predictors: (Constant), Industrial Training Index

Source: Field survey, 2017

The data presented in Tables 5 and 6 tested hypothesis one in this study. Results of the regression model summary and analysis of variance show that the hypothesis is hereby rejected because the significant probability value is less than the preset level of significance ($R^2=0.550; F=354.35; p=0.000 < 0.05$). This negates the assumption of the null hypothesis, implying that there is a significant influence of industrial training on journalism education among Polytechnic students in Delta State, Nigeria. It can thus be inferred that industrial training is crucial to sound journalism education in Delta State, Nigeria.

H₀₂: There is no significant effect of students' industrial training on the suitability of Polytechnic students in Delta State, Nigeria for employment in journalism.

Table 7: Regression model summary for significant effect of industrial training on the suitability of students for employment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.495 ^a	.245	.243	.74875

a. Predictors: (Constant), Industrial Training Index

Source: Field survey, 2017

Table 8: Analysis of variance for significant effect of industrial training on the suitability of students for employment

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	52.822	1	52.822	94.221	.000 ^b
	Residual	162.580	290	.561		
	Total	215.402	291			

a. Dependent Variable: Suitability for Employment Index
 b. Predictors: (Constant), IT Index

Source: Field survey, 2017

Data analysis presented in Tables 7 and 8 were meant to test the second hypothesis in this study. Results of the regression model summary and analysis of variance show that the null hypothesis is hereby rejected due to the fact that the significant probability is less than the preset level of significance ($R^2=.245$; $F=94.22$; $p=0.000$). There is thus a significant effect of industrial training on the suitability of Polytechnic students for employment into journalism profession. By implication, industrial training contributes significantly to the preparation of the students for industrial demands, thereby making them employable graduates.

H₀₃: There is no significant impact of students' industrial training on acquisition of professional journalistic skills required for current practice among Polytechnic students in Delta State, Nigeria.

Table 9: Regression model summary for significant impact of industrial training on acquisition of professional journalistic skills

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.589 ^a	.347	.345	.52282

a. Predictors: (Constant), IT Index

Source: Field Survey, 2017

Table 10: Analysis of variance for significant impact of industrial training on acquisition of professional journalistic skills required for current practice among Polytechnic students in Delta State, Nigeria.

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	42.081	1	42.081	153.949	.000 ^b
	Residual	79.269	290	.273		
	Total	121.349	291			

a. Dependent Variable: Specific Professional Skills Acquisition Index

b. Predictors: (Constant), IT Index

Source: Field Survey, 2017

The data presented in Tables 10 and 11 relate to the test of the third hypothesis in this study. Results of the regression model summary and analysis of variance show that the null hypothesis is hereby rejected as the significant probability value is less than the preset level of significance ($R^2=0.347$; $F=153.95$; $p=0.000,0.05$). This shows that there is a significant impact of industrial training on acquisition of professional journalistic skills required for current practice among Polytechnic students in Delta State, Nigeria. By implication, industrial training contributes significantly to acquisition of skills needed for current professional practice in Nigeria among Polytechnic students in Delta State.

Discussion of Findings

This study has carried out a survey of a total of 292 students of Mass Communication in the three public Polytechnics in Delta State, Nigeria who have been exposed to theoretical training in journalism in their institutions. Majority of the study respondents (a cumulative 92.8%) have concluded both the four-month and one-year industrial training programmes, while others (3.1%) were still on the four-month programme. The survey has produced useful results, which have re-affirmed the findings of similar previous studies. In the test of the first hypothesis, findings showed that there was a significant influence of industrial training on journalism education among the students, implying that industrial training is a crucial component of journalism education at the Polytechnic level in Delta State, Nigeria. This result supports that of Ugwuanyi and Ezema (2010) who reported that industrial training

played a significant role in human resource development in Nigeria. Also, the result showed that the goal the Industrial Training Fund set to achieve by setting up the Students Industrial Work Experience Scheme (SIWES) in respect of filling the observed gap between theoretical and practical knowledge (ITF, 2016) is being achieved through industrial training.

Furthermore, findings arising from the test of the second hypothesis showed that there was a significant effect of industrial training on the suitability of Polytechnic students for employment into the journalism profession. This implies that industrial training contributes significantly to the preparation of the students for industries' manpower requirements, thereby contribution to producing graduates. Oriola (2017) has called attention to the need to mould students' skills, orientations and attitudes to the needs of industries so as to ensure productivity. Previous studies such as Ukwueze (2011) and Alexander *et al* (2012) have reported the crucial roles of industrial training on the employability status of graduates in Nigeria and Ghana respectively. In Britain, Tomlinson (2008) reported that students perceived their academic qualifications as having declining role in making them employable and considered industrial training as an avenue to add employability values to themselves. In essence, this result is in line with the third objective of SIWES in Nigeria, which aims to achieve easy transition of students from school to work (ITF, 2016).

Hypothesis three presumed no significant impact of students' industrial training on acquisition of professional skill in journalism among the students surveyed. Finding arising from the test of this hypothesis showed that there was a significant impact of industrial training on acquisition of professional journalistic skills required for current practice among Polytechnic students in Delta State, Nigeria. This implies that industrial training contributes significantly to acquisition of skills needed for current professional practice in Nigeria among the students. The result re-affirms the findings of Aderonke (2011), which showed that the SIWES was a good strategy for sustainable skills development and utilization in Nigeria; Alexander *et al* (2012), which reported that industrial training provided opportunities to identify specific skills needed in the industry based on employers' expectations. In Australia, Jackson (2015) reported that industrial training contributed to skill development in work-integrated learning among undergraduates, showing that the training gave such graduates opportunities to build on theoretical knowledge acquired in classrooms. The results of this study have re-affirmed those of the previous ones, though the previous studies did not particularly focus on journalism but they are relevant to the field.

Conclusion

The role of students' industrial training coordinated by the Students Industrial Work Experience Scheme (SIWES) in Nigeria is crucial to journalism education. This is because journalism is a practical-oriented profession, which requires certain skills and orientations. Also, journalism requires the use of equipment in the execution of reporters' daily assignments. The profession is dynamic, just like the society it serves, and as such, training of new entrants into it requires exposure to current real-life work situations in order to update students on the current skills, orientations and capacities required for practice. Industrial training cannot be divorced from Polytechnic education because it is focused on the development of practical technical skills in students. This study has thus confirmed previous findings that industrial training plays vital roles in the Nigerian education sector by building in students the skills, orientations and attitudes required for successful practice, thereby making them employable graduates. Particularly, the study revealed that industrial training contributes significantly to the Polytechnic education process in the field of journalism, impacts positively on the suitability of trainees for employment and significantly influences acquisition of professional skills required for practice in the field.

Recommendations

Based on the findings, the study hereby recommends that:

The present four months period of the industrial training seems to be inadequate for the students to acquire sufficient practical experience. Therefore, the duration should be extended to six months to give the students adequate exposure in their field of study. This extension would enable the trainee to be moved around the various units or departments of the interning organization thus preventing a lopsided knowledge acquisition. It would equally ensure that the interns are well grounded in the practical knowledge acquisition process.

In the presently arrangement, ND graduates who make distinction, upper and lower credit do the compulsory one year industrial training, while those with pass do two years before they are eligible for admission for the Higher National Diploma (HND). This process is not supervised by the SIWES unit essentially due to lack of funds. This major lapse in the industrial training programme does a great harm to the system. It is therefore recommended that this gap be plugged by effectively monitoring and supervising the two year arrangement through adequate funding by the federal government.

The degree of supervision of the present industrial training is very low. The factor responsible for this is however not farfetched. The supervisors' allowance of

two hundred and fifty Naira (N250) per student is extremely ridiculous. This should be increased to encourage the school based supervisors to be able to travel and spend more time to do more effective supervision. Due to inadequate funds supervisors only go out for supervision once instead of the three times recommended by the Industrial Training Fund (ITF). This clearly shortchanges the total process and creates room for manipulation and maneuvering. For effectiveness, a minimum of five thousand naira is recommended as supervision allowance per intern seen by the supervisors

Closely related to the above is the need to the increase ten thousand naira (N10,000) stipend paid to students on the four months industrial attachment. This sum is grossly inadequate considering the economic realities in the country. This is barely enough for the interns' transportation during the period. Worse still, it is often paid long after the students have graduated from school rather than during the internship period. To ensure effectiveness of the programme, this stipend should be increased to atleast Fifty thousand Naira and paid during the duration of the industrial training.

There is also need for the Industrial Training Fund (ITF), the National Board for Technical Education (NBTE) and other stakeholders in the journalism training process to commission evaluative studies at regular intervals to determine the effectiveness of the programme and identify areas that require re-enforcement. This endeavour would reveal challenges and issues relating to the growth of the total process of industrial training in journalism education and by extension the general training policy of the nation.

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