Assessment of Students' Industrial Work Experience Scheme: Focus on Faculty of Agriculture Students, University of Maiduguri, Borno State, Nigeria.

Ampheby R.C. (1981): Moscow Business Administration London Finnan.

ARILA W normita Amas bhoW

A.O Ani, Ogunbameru, B.O, Gaya, H.I.M and A. Ibrahim,

Department of Agricultural Economics and Extension, Faculty of Agriculture, University of Maiduguri, Borno State, Nigeria.

ABSTRACT amproving Training Quality". A trainer's guide to evaluation FAO. Rome. TDART28A

The study assessed Students' Industrial Work Experience Scheme (SIWES), using students of the Faculty of Agriculture, University of Maiduguri as respondents. Structured questionnaire was used to collect data from randomly selected sixty students who participated in SIWES programme during 2003/2004 session. Data were analyzed using percentages, correlation analysis and ranking order methods. The major findings were that 61% of the respondents were male while 38.3% were females; 48.3% were members of Agricultural societies during their secondary school education. Crop Production techniques (AGF 401) was ranked by 53.3% of the respondents as the most preferred course, while the least preferred course was Workshop Practice (AGF 410) as indicated by only 0.2% of the respondents. Inadequate practical facilities, transportation and funds were the major problems encountered in the implementation of the SIWES programme. It is therefore, recommended that policy should be formulated to ensure adequate provision of the requisite logistics to successfully implement the programme.

- Vita (1995). Volunteers for Technical Assistance: Communication United to Institut Centre. Unpublished topic for

1.0 INTRODUCTION

Demonstration of practical agricultural activities is one of the key strategies to ensure sustainable agricultural development. This is only possible when there is proper and adequate training given to individual students who will subsequently transfer the knowledge and skill they acquire from their training to farmers who are the end-users. Benor *et al* (1984) had indicated that increasing efficiency of production depends mainly on the extent to which farmers can incorporate improved agricultural practices into their farming operations. Similarly, Ani (1998) had noted that for farmers to use improved practices, they must first become aware of the existence of such practices, develop interest in them, evaluate, try and become convinced of their relevance and usefulness. This could be possible when farmers are well taught. According to Youdeowei and Kwarteng (1995) training is the process of providing knowledge, skills and bringing about desired changes in attitudes in order to improve the competence of people being trained. The goal of training is to improve performance. The need for training arises when there is a discrepancy between an employee's current performance and the required standard of performance in his/her present position and when some way of doing some thing has been developed.

The student industrial work experience scheme (SIWES) is one of the ways of training agricultural students that will eventually teach farmers improved practical agricultural activities. The SIWES is the accepted skill training programme that forms part of the approved minimum academic standards in agricultural sciences for all the Nigerian Universities. The specific objectives of the SIWES as enshrined in the job specification for agriculture in all Nigerian Universities (National Universities Commission Handbook, 1997) are to:

- 1. provide an avenue for students to acquire skills and experience in their course of study, and
- 2. provide students the opportunity to apply their theoretical knowledge in real work situation by bridging the gap between University work and actual practice.

It is through the scheme that agricultural students derive occupational skills required for the world of work in agriculture. The courses offered under SIWES at the Faculty of Agriculture, University of Maiduguri include AGF 401- Crop Production techniques, AGF 402-Animal husbandry techniques, AGF 403-Agricultural

product processing and storage, AGF 404-Crop protection, pest and diseases control, AGF 405-Animal health management, AGF 406-Soil survey, AGF 407-Farm design, farm survey and land use planning, AGF 408-Farm management, records and accounts, AGF 409-Extension practice, AGF 410-Workshop practice, AGF 411-Farm mechanization practice, AGF 412-Soil management and AGF 413-Report writing.

At the University of Maiduguri, the SIWES programme has been on for over ten years. Before now students were attached to organisations outside the university that was lasting only three months. On recognition of the shortcomings of this (students were not getting enough practical experience) the university authority then decided to imbibe the National University Commission regulation, which stipulates one academic session for practical training of students. However, no empirical study has been conducted to assess the scheme using students as opinion guide. Consequently, this study was carried out to assess the students' socio-economic characteristics, their preferred courses offered under the scheme, and the major problems encountered in implementing the SIWES programme.

2.0 an METHODOLOGY S. 84 test works selected Societies show that 48.3 pc. Yandors directed and did selected as the selected selec

The study was conducted involving the 500-level final year students in the six Departments of the Faculty of Agriculture, University of Maiduguri, namely; Department of Agricultural Economics and Extension, Animal Science, Crop Production, Crop Protection, Food Samce and Technology and Soil Science.

Data were collected using structured questionnaires administered to 10 students randomly selected from each of the six Departments in the Faculty, giving a sample size of 60 respondents. The statistical tools used in the data analysis were percentages, ranking and correlation analysis. chance of performing being than students who did not offer that tha

RESULTS AND DISCUSSION

Respondents' preferences in SIV ES courses. Socio-economic characteristics of the students who participated in 2003/2004 SIWES programme were examined. These included their sex, parents' occupation, membership in Agricultural society and offer of Agricultural Science subject at secondary school level. The findings are presented in Table 1.

TABLE 1. Socio-economic characteristics of SIWES students

Socio-economic variables		No. of Respondents		Percentage	
Sex					
Male		37		61.7	
Female		23		38.3	
Total		60		100	
Parents' occupation					
Farmers		19		31.0	
Civil servants		25		42.0	
Others		16		27.0	
Total		60		100	
Membership in Agricultu	iral society				
Yes		29		48.3	
No		31		51.7	
Total		60		100	
				The fair	THE CHOTESTS
Offered Agriculture Scien	nce at Secondary Scho	ol			
Yes				62.0	
INO	most engants inciti	22		38.0	
	2.0 arsolve bolesing			100	

Source: Field survey, 2005.

Journal of Agricultural Extension Vol. 9, 2006

the latest the first little and the latest t

Table 1 shows that 61.7 percent of the respondents were male while 38.3 percent were female. This indicates that there were more male students than female in the Faculty. Generally, women perceive agriculture as a strenuous and physically demanding discipline (Ani, 2004). A long list of dominant factors have been identified for the low participation of girls and women in science and technology (agriculture inclusive). These factors are interwoven into religion, attitude, career prospect, general bias, inadequate career counseling, longstanding stereotypes and socio-cultural factors (Williams 1987; Bajah and Bonzimo, 1989; Iliya, 1996; Adeniyi and Ladun, 1997 and Dauda, 1998)

Parents' occupational analysis indicates that 42 percent of the respondents' parents were civil servants, 35 percent were farmers while 27 percent were of other learned professions. Parents are in position to impact meaningful information and experiences to their sons and daughters, which can be relevant to their career aspiration in agriculture. Many parents have acquired experience from their various occupational backgrounds.

The responses to membership in Agricultural Societies show that 48.3 percent of the respondents were members of Agricultural Societies during their secondary school education while 51.7 percent were not. It can be inferred from the findings that their membership in Agricultural Societies at secondary school, could have influenced their choice of agriculture as a course in the University. Table 1 further showed that 62 percent of the respondents offered Agricultural Science as a subject during their secondary school education while 38 percent did not. This could have fundamental implication on the performance of the students in their chosen career. It could be assumed that students who studied Agriculture at ordinary level stood a better chance of performing better than students who did not offer it at that level.

MENINGER CHARLES A ZIT LESSEE A Z

Respondents' preferences in SIWES courses

TABLE 2. Ranking of SIWES courses according to students' preferences

Apprica posterios, post and diseases control, ACF 405-Animal

Courses	Percentag	e Ranl	king
AGF401	53.3	etrebuse 22 VIII to entrebuse	
AGF402	11.6	2	
AGF408	7.6	3	
AGF407	6.6	4	
AGF404	5.6	5	
AGF403	5.5	6	
AGF412	. 5.0	7	STOLENS CHUCKELOUS
	2.6	8	Famous Edwin Servants
AGF409	1.2	9	
AGF411	0.8	10	
AGF405	0.5		
AGF410	0.2	. 12	

Source: Field survey, 2005.

Table 2 shows the result of preferential ranking of the SIWES courses by respondents. The result of the analysis shows that 53.3 percent of the respondents indicated AGF 401 (Crop Production techniques) as their most preferred course, followed by AGF 402 (Animal Husbandry techniques) while the least preferred courses are AGF 410, AGF 405 and AGF 411 as indicated by 0.2%, 0.5% and 0.8% of the respondents, respectively. The courses with low preferential score could mean that the respondents have not known their

and Mathemaria administration, III harmed committee proper

relevance to their training and development. However, low preferences of some of the option could just be a matter of choice, without tangible reasons attached to it.

TABLE 3: Result of correlation analysis

Socio-economic variables	Effective participation in SIWES			
Parents' occupation	-0.461			
Membership in Agric Society	0.919			
Offer of Agric Science in Secondary School	0.623			

Source: Field survey, 2005

As shown in Table 3, Membership in Agricultural society and offer of Agricultural Science at secondary school level have positive relationship with effective participation in SIWES activities, while parents' occupation is negatively related to effective participation. Respondents' performance in examination and attendance in SIWES activity was used as proxy for effectiveness.

Constraints in implementing the SIWES activities

TABLE 3: Problems encountered by respondents during the SIWES programme

Major problems	Number of respondents		Perce	ntage	
Financial Problem	31		52		
Transportation	23		38		

Source: Field Survey, 2005.

Table 3 revealed that majority (65%) of the respondents ranked lack of practical equipment as their major problem, while financial and transportation problems where ranked as the second and third most critical problems respectively. Adequacy of practical equipment is one of the surest means for adequate training. Lack of it will definitely defeat the aim of the scheme and discourage students from full participation. The problem of transportation was attributed to the fact that many of the agro-industries or farms where the students did the SIWES programme were far from their places of residence.

4.0 CONCLUSION AND RECOMMENDATIONS

This study assessed Students Industrial Work Experience Scheme using students of the Faculty of Agriculture, University of Maiduguri as the target audience. Although, the respondents ranked SIWES courses according to preferences, those courses that have least preferences could be as a result of inadequate practical equipment or the respondents did not know the relevance of such courses in terms of the courses' direct bearing on their training and future professional development.

The minimum academic standards of skills training programmes in Nigerian Universities can be achieved through SIWES if students are allowed to make their choice of career at the initial stage. This is in addition to addressing the problems of SIWES such as lack of practical equipment, finance and transportation problems. The future holds promise in developing students to work methods, skills and experience if SIWES programme is adequately carried out in most tertiary institutions of the country.

^{*} Multiple responses exist; hence, total exceeds 100 percent.

REFERENCES

Adeniyi, E.O and I.T Ladun, (1997): "Women in National Development: The Place of Science, Technology and Mathematics education, 11th Annual congress proceeding of the Nigeria Academic of Education.

a part to empe to respect their transment them and the propert to the property of the property of the party of

- Ani, A.O. (1998): Assessment of Farmers' Extension Education Needs in Yobe State, Nigeria, Nigerian Journal of Agricultural Education, V1 (1&2): 152-158
- Ani, A. O. (2004): Women in Agriculture and Rural Development. Priscaquila Publishers, Maiduguri, Borno State, Nigeria.
- Bajah, S.T. and H. Bonzimo, (1989): "Low Participation of Girls in Science, Technology and Mathematics Education: Strategic for redress, A paper presented at a National Workshop on Promoting Science, Technology and Mathematic Education Among Girls and Women in Nigeria; Federal Ministry of Education, Women Education Unit.
- Benor, D; Harrison, J.O. and M. Baxter, (1984): Agricultural Extension: The Training and Visit System, Washington, D.C., World Bank.
- Dauda, M.O.S. (1998): The Relevance of Science and Technological Subjects in Female Education, A paper presented at the workshop organized by the Guidance and Counseling Unit, Kaduna State Ministry of Education, Kafanchan and Godogodo Zonal Education held at GGSS Kafanchan.
- Iliya, H. (1996): "Impediments to Female Aspiration to career in Science and Technology: Implication for Guidance and Counselling. Unpublished conference paper.
- National Universities Commission Handbook, (1997): "Student Industrial Work Experience Scheme Job Specification for Agriculture for all Nigerian Universities.
- Williams, A.G. (1987): "On Promoting Female Participation in Science, Technology and Mathematic Education, *Education today* Vol 1 No. 1 PP 20-26.
- Youdeowei, A. and J. Kwarteng (1995): Development of Training Materials in Agriculture: A course Manual. Sayce Publishers, United Kingdom.

sell notice the the the statement of the scheme and decourage studynes from larger half party pation. The

ord the survey of transportation was attributed to the that that that the survey of the survey of the restoration was attributed to the land that the survey of the survey

to without of the Hady assessed Students Work Experience Senesse using students of the Eaculty of

Applicate, University of Mais again as the larget audience. Although, the respondents ranked STWES-

courses according to professances, there courses that have least presences could be as a result of andequate.

is serious of the respondents did not know the islessance of such courses in terms of the courses!

achieved through NIVES if students are altered to make their choice of eareer at medicial stage. This is in

neits model and the problems of SINVES net as lack of practical equipment, finance and transportation

problems, the fature holds promise in developing students to work methods, skills and experience if Styres

of men academic standards of chile maining programmes in Migerian Universities can be

students did the SIWES programme were far from their places of residence.

Lymnas sell to seminal and ymatest term at mes borras ylolaup de a semanty.

presentation in lemoissoft to sustain boss within the Minner to Mention surreson location.