

## **Bridging theory and practice: evaluating LIS students' attitudes and commitment to SIWES at Federal University Oye-Ekiti**

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### **Abstract**

*This study investigates the attitudes and commitment of Library and Information Science (LIS) undergraduates towards the Students Industrial Work Experience Scheme (SIWES) at the Federal University Oye-Ekiti, Nigeria. SIWES was established to complement theoretical knowledge with practice acquired in the industry and is also most relevant for fields such as LIS, where practice is an indispensable part of the profession. A descriptive survey approach was used to collect data from 400-level LIS students' post-internship to assess the skills and competencies acquired, students' attitudes and commitment to SIWES, the impact of SIWES on students' proficiency, and challenges encountered during the SIWES Programme. The findings showed that all respondents, 135 (100.0%), acquired skills in shelf arrangement, time management, and subject classification. On attitude, most students (87.4%) resumed early at duty post, and 82.9% saw SIWES as part of their training. However, 64.5% reported absenteeism due to previous college freedom. Students' level of commitment to SIWES was high, with a grand mean of 3.36. Relating the impact of SIWES on LIS students' proficiency and performance, most of the respondents 132 (97.8%) agreed that SIWES exposure stimulated more interest in the workroom and practical activities, followed by 127 (94.1%) respondents who agreed that their performance on practicals improved after SIWES exposure. Students faced significant challenges such as placement difficulty, delayed resources, a poor orientation programme, and a need for SIWES incentives. The study recommends continued supervisory support by University and industry-based supervisors to improve the attitude and commitment of FUOYE LIS students and preparatory programmes to enhance SIWES efficacy and students' preparedness for professional roles.*

**Keywords:** Attitudes, Commitment, LIS Education, SIWES, Undergraduates

## Introduction

The Students' Industrial Work Experience Scheme (SIWES), established by the Industrial Training Fund (ITF) in 1973, was designed to complement students' theoretical knowledge with requisite industry-based experience and practical skills preparatory for the future employment of Nigerian graduates in relevant sectors. It is a skill training programme designed to expose and prepare undergraduates in education, agriculture, engineering, technology, environmental, sciences, medical sciences, and pure and applied science for the industrial work situation they will likely meet after graduation. SIWES is a learning platform where students apply their knowledge to real-life work situations, bridging the gap between theory and practice (Agwunan, 2012).

The need for SIWES was borne out of the growing concern of Nigerian industrialists that fresh graduates from tertiary institutions need more practical knowledge to deliver effectively at the workplace. Labour employers demand graduates with a high level of academic expertise, core competencies, and skills required for success in the work environment (Lowden, Hall, Elliot & Lewin, 2011). Saleh (2011) asserted that, due to the mismatch between students' theoretical knowledge and practical skills, fresh graduates of LIS from tertiary institutions in Nigeria need more confidence and initiative in carrying out assigned responsibilities in the workplace. Kamba (2011) and Okolocha (2012) observed that even in LIS departments where some relevant ICT courses have been incorporated into the curriculum, most of the courses are taught theoretically because the schools lack facilities such as computers and reliable internet access needed for the practical aspect of training.

SIWES, over the years, has been an invaluable phase in students' training to acquire the much-needed competencies in various fields. Eneje (2012), cited in Aneke (2015), highlighted the objectives of SIWES to include the opportunity to garner industrial skills, preparation for working situations, acquisition of new work methods and techniques through the handling of equipment and machines that may not be available in educational institutions, enhancement of employability, and application of theoretical knowledge in real-work situations. SIWES makes LIS students appreciate the role of their professions as information providers and enables students to appreciate the connection between their courses of study and other related disciplines in producing goods and services (York et al., 2019).

The Student Industrial Work Experience Scheme (SIWES) unit of the Federal University Oye - Ekiti, Ekiti State, was instituted by the University Management in 2018 to cater for the only four departments (Computer Science, Geology, Mathematics and Microbiology) of the Faculty of Science then. The Programme has now been extended to the other four faculties of Agricultural Science, Education, Engineering, and Social Sciences. The Unit presently caters to more than 2000 students annually. Their primary function is to carry out SIWES operations at the institutional level, which centers on ensuring the successful mobilization of students for their Industrial Training (IT). The Unit, on behalf of the University, works with major SIWES stakeholders (ITF), employers (Industries), NUC, and the students. The school usually assesses students in this Programme based on the logbook, technical report, and viva voce, with the assessment graded on a 50:30:20 ratio, respectively.

The library is a user-centred and service-oriented social institution where the provision of information is prioritized. Hence, librarians-in-training require mastery of practical knowledge in providing qualitative information resources and services. Advances in information and communication technology and the ever-changing demands of library users have brought a paradigm shift in the role of modern-day librarians from the traditional keeping and provision of information to knowledge creation, organization, evaluation, retrieval, storage, protection, and dissemination. Hence, the importance of the SIWES for future librarians cannot be overemphasized. The SIWES Programme is an integral part of the LIS curriculum, which students observe for at least three months in various types of libraries, namely academic libraries, special libraries, private libraries, national libraries, research libraries, and allied documentation and information centres.

The Department of Library and Information Science, domiciled in the Faculty of Education, Federal University Oye-Ekiti (FUOYE), Nigeria, was established in 2016. Library and Information Science is a four-year academic programme with adequate academic staff and facilities such as cataloguing tools and computers for students practical training. SIWES is a compulsory course taken during the long vacation of students' penultimate year. To have a seamless training and supervision exercise, the students and their lecturers are exposed to orientation programmes organized by the Department for fieldwork. The Department has a good placement strategy by requesting a letter of acceptance for the intending trainee before being posted to the organization.

The SIWES Programme is undertaken in academic libraries by most of the FUOYE LIS for at least three (3) months with serious supervision of trainees by University and industry-based supervisors. Most students appeared enthusiastic at the outset of the industrial experience, though this behaviour may not translate to a good attitude and commitment in their place of attachment. Attitude is a concept that describes how the perception of things influences human behaviour. Attitude used interchangeably with behaviour, is the disposition of men to view things in a certain way and act accordingly (Ojo, 2000). Eagly and Chaiken (1993) defined attitude as a psychological tendency expressed by evaluating a particular entity with some degree of favour or disfavour. The commitment of employees at the workplace has been variedly conceptualized and described. It is an obligation (Meyer & Allen, 1991) and a conscious decision (Klein et al., 2012) Commitment is a feeling of loyalty and oneness that an employee feels towards the organisation (Estigoyl and Sulasula, 2020).

In this study, commitment is operationalised as LIS students' commitment to their library, attachment to the occupation, or the work done at the library. Committed students tend to gain more knowledge and skills than those who are not. The attitudes and commitment of LIS undergraduates towards SIWES could interact or determine how much the trainee will benefit from the scheme in achieving ITF's initial goal of the Programme. This could also serve as an indicator of the student's future performance in the profession, a result that could also be used to measure the future of the librarianship profession. FUOYE LIS students have observed the SIWES training programme over the years without any research on its impact, the skills and competencies acquired, and students' attitudes and commitment to the Programme. This paper provides necessary information on the adequacy of the training facilities available in students' respective places of attachment for SIWES, which will help the industry's authorities take appropriate steps. It provides insight into the practical skills acquired and the challenges faced, which may negatively impact

students' attitudes and commitment. The study would benefit the government, ITF authority, and the university authority in developing necessary measures regarding the scheme's impact on LIS students' proficiency.

### **Statement of the Problem**

The Students Industrial Work Experience Scheme (SIWES) aims to bridge the gap between theoretical knowledge and practical skills, equipping students with competencies for post-graduation employment. However, discrepancies between Library and Information Science (LIS) curricula and actual work requirements have created a mismatch that limits graduates' workplace readiness. LIS graduates in Nigeria often need more confidence and initiative to enter the workforce, which impacts their professional effectiveness. Despite the extended use of SIWES in Nigerian universities, studies have indicated ongoing concerns over its practical impact on LIS students' professional competencies. According to Orikpe (2013), SIWES was unable to meet the objective of its introduction because more attention should have been paid to the training value of the scheme. The students do not take the scheme seriously, and only a few employers are interested in employing the students not just as 'learning workers' but as 'producing workers'. Okolocha and Ibik (2014) opined that the significant problems of SIWES in Nigeria are lack of proper implementation, poor commitment, and negative mindset among tertiary institutions, industries, government, and coordinating agencies. The result is the production of poor-quality graduates. This study, therefore, seeks to explore how LIS students perceive their SIWES experience, focusing on their attitudes, commitment, and the adequacy of training for real-world professional demands.

### **Objectives of the Study**

The specific objectives of the study are to:

1. determine the skills and competencies acquired by LIS undergraduates during SIWES
2. examine the attitude of FUYOYE LIS undergraduates towards SIWES
3. ascertain the level of commitment of FUYOYE LIS undergraduates to SIWES
4. determine the impact of SIWES on LIS students' proficiency and performance
5. identify the challenges faced by LIS undergraduates during the SIWES programme

### **Literature Review**

Several scholars have studied the SIWES Programme to ascertain its effectiveness and impact on students' academic performance. However, scant research has been identified on students' attitudes and commitment to the Programme.

A negative attitude may culminate in disinterest and lesser commitment to the SIWES Programme, while a positive attitude may increase students' level of commitment. Staff attitude is critical in assessing an organization's progress and quality. This idea lends credence to Armstrong's (2012) assertion that a systematic evaluation of individuals in an organization regarding their dress, performance, attitude on the job, and potential for development is necessary to maintain and sustain the organization's standard. The adequacy of the training facilities likely influences students' attitudes towards SIWES, students' competence and ability to acquire requisite skills, and

the attitude of library staff. SIWES can help students develop professionalism, leadership, and interpersonal skills. Additional soft skills, such as attitude and work ethics, along with the technical hard skills necessary for a profession, are in demand today (Gale et al., 2017, cited in Bender, 2020).

The ultimate goal of ITF is to improve students' opportunities to be employed. Otache and Edopkolor (2022) confirmed that student satisfaction, commitment, and achievement have substantial positive impacts on their employability. Several studies have identified some areas where students of LIS programmes need to enhance their competencies and skills. Ugwu (2010) noted a serious need to give effective education and training to Library and Information professionals for improved service delivery to society. Okoh (2010) discovered a need for more practical skills among graduates of Nigerian institutions of higher learning. However, several studies have supported the actualization of SIWES goals amidst numerous challenges the students face. For example, Odoma, Ojodale, Aiyedun, and Emeje (2020) conducted a study on the Attitudes of Vocational and Technical Education Students Towards the SIWES Programme at Kogi State College of Education (Technical) and the results revealed that the schools lack adequate infrastructures that discouraged students about industry- based training, practical knowledge was found to be valuable in giving students an idea of industrial management and SIWES enhanced students' ability to tackle technical problems. It was observed that student attitudes towards SIWES have improved over time, regardless of challenges on the ground.

Ode (2017) investigated the general perceptions of the Library and Information Science Department, Benue State University, Makurdi students about the Student Industrial Work Experience Scheme (SIWES). The findings showed that the SIWES Programme enabled the students to develop basic professional skills, which is beneficial to their overall educational development and should be sustained. However, analyzing the fundamental problems encountered by students during SIWES, lack of essential training equipment was identified by majority of the respondents 160 (86.50%), followed by 155 respondents (83.80%) that indicated accommodation as one of the problems encountered, 150 respondents (81.08%) stated delay in the payment of allowances, and 145 respondents (78.40%) indicated students' postage to distant places. In comparison, 128 respondents (69.1%) indicated supervisors' unfriendly attitude.

The study of Anyaeneh and Ochuba (2019) revealed that the majority of Business Education students in Federal Tertiary Institutions in Anambra benefitted from SIWES to a great extent. However, the challenges faced during their training were financial constraints on the part of the students, Inadequate SIWES supervision and monitoring, the stipulated period for SIWES was inadequate for the students to acquire the expected skills and competencies and the inability to secure relevant related places of training. Ibegbulam, Ejikeme, and Enem (2017) assessed Students' Industrial Work Experience Scheme (SIWES) in Nigerian Universities: Perceptions of Undergraduate Library and Information Science (LIS) Students. The findings on the adequacy of facilities in the libraries where they underwent training revealed that work tables, chairs, and computers were adequate for most respondents. In contrast, other facilities were considered inadequate, with internet connection having the lowest mean score of 1.88. The students acquired competencies mostly in traditional librarianship areas with deficiencies in information and communication technology, as well as personal and generic competencies/skills.

Obot et al. (n.d.) studied Students' Industrial Work Experience Scheme (SIWES) and Skill Acquisition among 117 LIS undergraduates at the University of Uyo, and the majority of the respondents 43(36.75%) indicated subject headings as the available working tool in libraries/establishment attached, followed by classification schemes 38(32.48%), ICT Tools 21(17.95%), and reference tools 15(12.82%). Students' most acquired practical skill was cataloguing and classification of information resources 29(24.79%), followed by shelving and shelf-reading of information resources 27(23.08%), charging and discharging of information resources 21(17.95%); and the least, the use of KOHA software 5(4.27%). Oladimeji, Lawson, Olajide & Akinfiresoye (2017) in their study identified the following as challenges faced by students during the training programme: placement challenges, which include taking industrial training programme in places that are not relevant to their field of study, poor orientation, delay in payment of SIWES allowance, lack of commitment on the part of the supervisor to go to distant places for supervision, the challenge of a limited number of relevant areas of attachment, and lack of orientation programme on SIWES. Ayarkwa, Agyekum & Adinyira (2012) argued that students will benefit from industrial training if the industries that provide the practical experience have knowledgeable human resources as well as suitable work environments with facilities that can provide appropriate forms of work experience capable of building up transferable skills in the trainees.

## Methodology

The study employed the descriptive survey design because it accurately and systematically describes a population. The research was carried out in the 2023/2024 academic session among the final-year Department of Library and Information Science undergraduates at the Federal University Oye-Ekiti (FUOYE), Ekiti State, Nigeria, who had undergone the SIWES Programme. The authors developed the structured questionnaire titled "Attitude and Commitment of Students towards SIWES Questionnaire" (ACSSQ) by reviewing literature from relevant and related works and discussions with students who participated in SIWES in previous academic sessions. Two lecturers in the Department of Library and Information Science accustomed to questionnaire administration reviewed it for face and content validity. After that, it was pilot-tested by administering 30 copies of the questionnaire to LIS final-year students of the Ekiti State University, Ekiti, and the Cronbach alpha reliability coefficient of 0.81 was obtained. The questionnaire was partitioned into two sections. Section 1 requested demographic information, and Section 2 contained questions on the relevance of the place of SIWES, adequacy of training facilities, the acquired skills, attitudes, and commitment towards SIWES, the impact of SIWES, and challenges. It was administered by the researchers and two trained research assistants. Due to the manageable size of the students, a census sampling technique was adopted for the study, with 170 copies of the questionnaire administered to the LIS undergraduates. The student's participation in the survey was voluntary, and the completion of the questionnaire implied consent. 135 valid copies of the questionnaire were retrieved, giving a 79% response rate. The data obtained was analyzed using descriptive statistics.

## Results and Discussion of Findings

### Demographic Characteristics

Table 1 shows the distribution of the respondents by demographic variables. The majority, 84 (62.2%) respondents, were female, while 51 (37.8%) were male. All respondents, 135 (100%), are in 400 level, and all sampled students 135(100%) are in the Department of Library and Information Science.

**Table 1: Distribution of the Respondents by Demographic Variables**

Gender	Frequency	Percent
Male	51	37.8
Female	84	62.2
Year of Study		
4001	135	100
Department		
Library and Information Science	135	100
<b>Total</b>	<b>135</b>	<b>100.0</b>

### Relevance of the Place where SIWES was done to the field of study LIS

The results in Table 2 show that the majority of the respondents 122 (90.4%) indicated that the place where SIWES was done was very relevant to their field of LIS study. 4 (3%) respondents indicated that SIWES place was pertinent to their LIS field, 8(5.9%) indicated fairly relevant, the same number of students, 8 (5.9%) indicated not relevant. In contrast, no student indicated that their place of SIWES was very irrelevant. If the figures for the respondents that indicated very relevant and relevant are pooled together, then 93.4% of the students indicated that their place of attachment for SIWES was pertinent to their field of study. This result is expected as the Library School monitors and scrutinizes students' postings in various libraries. However, the result contradicts the findings of Anyaeneh and Ochuba (2019), who reported that the inability to secure relevant and related training places is one of the challenges faced by Business Education students in federal tertiary institutions in Anambra State. In the same vein, the result of this study contradicts Callistus (2016), who reported that the non-regulation of students' posting to industries relevant to their training was a leading factor hindering SIWES from decreasing unemployment among graduates.

**Table 2: Relevance of the Place where SIWES was done to the field of study LIS**

S/N	Relevance of place of SIWES to LIS	Multiple Frequency
1.	Very relevant	122 (90.4%)
2.	Relevant	4 (3.0%)
3.	Fairly relevant	8 (5.9%)
4.	Not relevant	8 (5.9%)
5.	Very irrelevant	-

### Type of Library/Organization where SIWES was done

Table 3 shows the organization where SIWES was done. The majority, 90 (66.7%) respondents had SIWES experience in academic libraries while 30 (22.2%) respondents had SIWES in the school library

**Table 3: Organizations where SIWES was done**

Organization	Frequency
Academic Library	90 (66.7%)
School Library	30 (22.2%)
Public Library	3 (2.2%)
National /State Library	20 (14.8%)
Private Library	3 (2.2%)
Archives and Record Centres	3 (2.2%)
Publishing House	3 (2.2%)
Computer centres	3 (2.2%)

### Student's Perception of the Adequacy of Training Facilities

Table 4 shows the perception of FUOYE LIS undergraduates on the adequacy of the training facilities available at their places of attachment for SIWES. Most of the respondents perceived computers (94.8%) and an Internet connection (91.9%) to be adequate for SIWES training, 84 (62.2%) respondents perceived serials and reference materials to be very adequate, and 83 (61.5%) respondents perceived that classification tools were very adequate for SIWES training. According to the respondents, work tables and chairs were the least adequate of the training facilities. This result supports the findings of Ibegbulam, Ejikeme, and Enem (2017), which assessed LIS undergraduate Students' Industrial Work Experience Scheme (SIWES) in Nigerian Universities and revealed that computers were adequate by the majority of the students. However, it contradicted the same author, who found that the internet connection was poor.

In the same vein, the result by more than half of the respondents that classification tools are very adequate in institutions of SIWES placement is in tandem with the findings of Obot et al. (n.d.) which revealed that the highest percentage of the respondents, 43(36.75%) indicated subject headings to be the available working tool in libraries/establishment attached, followed by classification schemes while reference tools were the least available working tools. Generally, the training facilities in students' SIWES places are adequate, with a grand mean of 3.35.

**Table 4: Student’s Perception of the Adequacy of Training Facilities**

S/N	TRAINING FACILITIES	VA	A	I	VI	Mean	SD
1.	Computers	91 (67.4%)	37 (27.4%)	7 (5.2%)	-	3.57	0.749
2.	Internet connection	80 (59.3%)	44 (32.6%)	7 (5.2%)	4 (3.0%)	3.48	0.732
3.	Cataloging tools	79 (58.5%)	29 (21.5%)	8 (5.9%)	19 (14.1%)	3.24	1.075
4.	Classification tools	83 (61.5%)	37 (27.4%)	7 (5.2%)	8 (5.9%)	3.44	0.843
5.	Library software	79 (58.5%)	34 (25.2%)	15 (11.1%)	7 (5.2%)	3.37	0.879
6.	Reference materials	84 (62.2%)	26 (19.3%)	-	25 (18.5%)	3.25	1.144
7	Serials	84 (62.2%)	40 (29.6%)	7 (5.2%)	4 (3.0%)	3.51	0.732
8	OPAC	61 (45.2%)	55 (40.7%)	11 (8.1%)	8 (5.9%)	3.25	0.844
9	Work tables and chairs	61 (45.2%)	44 (32.6%)	-	30 (22.2%)	3.01	1.162

**Key: VA- Very Adequate, A- Adequate, I- Inadequate, VI - Very Inadequate**

### **Skills and Competencies Acquired during SIWES**

Table 5 shows the skills and competencies acquired by LIS undergraduates during SIWES. All respondents 135 (100.0%) agreed they acquired skills and competencies in shelf arrangement, time management, and subject classification during the SIWES. In addition, 132 (97.8%) respondents agreed that original (manual) cataloging skills and competencies were acquired during the training, and 122 (90.4%) respondents agreed to have acquired serials management, communication/presentation, and online cataloging skills and competencies during the SIWES training. The least acquired skill was the copying of Cataloguing in Publication (CIP) where almost one-third of the respondents 40(29.7%) disagreed with having acquired the skill. The possible explanation for subject classification skill being acquired by all respondents was because this skill is core and no library can function effectively without classifying its materials. CIP was the least acquired skill, probably due to the type of library materials acquired by the library; if many of the newly acquired books do not have CIP, then interns may need materials to practice with. The finding of this study contradicts that of Ibegbulam, Ejikeme, and Enem (2017), who found that students acquired competencies mostly in traditional librarianship areas while there needed to be more in the area of information and communication technology. The result conforms with Obot et al. (n.d.), whose study revealed that the most acquired practical skill during the SIWES Programme was cataloguing and classification of information resources, shelving, and self-reading of information resources.

**Table 5: Skills and Competencies Acquired during SIWES**

S/N	SKILLS/ COMPETENCIES	SA	A	D	SD	Mean	SD
1.	Shelf arrangement	114 (84.4%)	21 (15.6%)	-	-	3.84	0.364
2.	Original (manual) cataloging	49 (36.3%)	83 (61.5%)	3 (2.2%)	-	3.34	0.521
3.	Online cataloguing	81 (60.0%)	41 (30.4%)	13 (9.6%)	-	3.50	0.668
4.	Copy cataloging (CIP)	12 (8.9%)	83 (61.5%)	31 (23.0%)	9 (6.7%)	2.73	0.717
5.	Subject classification	82 (60.7%)	53 (39.3%)	-	-	3.61	0.490
6.	Referencing	85 (63.0%)	23 (17.0%)	9 (6.7%)	18 (13.3%)	3.30	1,073
7.	Filing of catalog card	92 (68.1%)	33 (24.4%)	10 (7.4%)	-	3.53	0.836
8.	Managing print information resources	52 (38.5%)	71 (52.6%)	-	12 (8.9%)	3.21	0.836
9.	Managing electronic information resources & Database Management	65 (48.1%)	53 (39.3%)	7 (5.2%)	10 (7.4%)	3.28	0.869
10.	Collection development procedures	68 (50.4%)	40 (29.6%)	17 (12.6%)	10 (7.4%)	3.23	0.938
11.	Serials Management	104 (77.0%)	18 (13.3%)	10 (7.4%)	3 (2.2%)	3.65	0.716
12.	Work ethics and value	63 (46.7%)	50 (37.0%)	22 (16.3%)	-	3.30	0.736
13.	Digitization	72 (53.3%)	28 (20.7%)	26 (19.3%)	9 (6.7%)	3.21	0.978
14.	Communication/ presentation skills	59 (43.7%)	63 (46.7%)	13 (9.6%)	-	3.34	0.648
15.	Team spirit	51 (37.8%)	49 (36.3%)	25 (18.5%)	10 (7.4%)	3.04	0.929
16.	Time management	84 (62.2%)	51 (37.8%)	-	-	3.62	0.487

**Attitudes of LIS Students towards SIWES**

Table 6 shows the attitudes of FUYOYE LIS undergraduates towards SIWES. 118 (87.4%) respondents agreed that LIS students on SIWES resume early at duty post, and 112 (82.9%) respondents agreed that they see SIWES as part of their training. 107(79.3%) disagreed that students disobeyed instructions given by superiors, and almost three-quarters of them, 98 (72.6%), disagreed that SIWES is conceived as a mere waste of time by LIS students. Surprisingly, a negative attitude was reported when more than half of the respondents, 87(64.5%), indicated that absenteeism is a typical attitude of students on SIWES due to previous college freedom. The result

that more than three- quarter of respondents agreed that LIS students resumed early at work contradicts the findings of Ubale (2014), which identified some of the problems of SIWES, including the short duration of the Programme, which makes it impossible to acquire the needed practical skills; students were sometimes given other assignments other than their primary objectives, and students reporting late at their places of assignment due to inability to secure the right areas of attachment when they were posted. The finding of this study on absenteeism could also be bolstered by that of Odoma, Ojodale, Aiyedun, and Emeje (2020), who surveyed the Attitudes of Vocational and Technical Education Students Towards the SIWES Programme at Kogi State College of Education (Technical) and found that the schools lack adequate infrastructures that discouraged them about industry- based training, which could dampen students morale and eagerness to arrive early at the workplace.

FUOYE SIWES students displayed that absenteeism could also be explained by the findings of Ode (2017), who investigated the general perceptions of the students of the Library and Information Science Department, Benue State University, Makurdi about the Student Industrial Work Experience Scheme (SIWES) and identified the fundamental problems including lack of essential training equipment, accommodation, delay in the payment of allowances, students' postage to distant places, and supervisors' unfriendly attitude which are potential causes of absenteeism. The study of Anyaeneh and Ochuba (2019) revealed that the challenges faced by the Business Education Students in Federal Tertiary Institutions in Anambra during their SIWES training were Financial constraints on the part of the students, Inadequate SIWES supervision and monitoring, stipulated period for SIWES is inadequate for the students to acquire the expected skills and competencies and inability to secure relevant and related places of training also lend credence to possible reasons FUOYE LIS students demonstrated absenteeism during SIWES exercise.

**Table 6: Attitudes of LIS Students towards SIWES**

**Key: SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree**

S/N	ATTITUDES OF STUDENT TOWARD SITES	SA	A	D	SD	Mean	SD
1.	LIS students on SIWES resume early at duty post	95 (70.4%)	23 (17.0%)	17 (12.6%)	-	3.58	0.70
2.	Absenteeism is a common attitude of students on SIWES due to previous college freedom	36 (26.7%)	51 (37.8%)	30 (22.2%)	18 (13.3%)	2.78	0.990
3.	LIS students disobey instructions given by superiors	20 (14.8%)	8 (5.9%)	59 (43.7%)	48 (35.6%)	2.00	1.007
4.	LIS students see SIWES as part of their training	99 (73.3%)	13 (9.6%)	20 (14.8%)	3 (2.2%)	3.54	0.826
5.	LIS students see SIWES as a mere waste of time	37 (27.4%)		20 (14.8%)	78 (57.8%)	1.97	1.298

## Level of Commitment of FUYOYE LIS Undergraduates to SIWES

Table 7 shows the level of commitment of FUYOYE LIS undergraduates to SIWES. The majority, 104 (77.0%) respondents, indicated that their level of commitment to perform the allotted task was very high, 101 (74.8%) respondents agreed that the level of commitment to attend to clients on time was very high, and 95 (70.4%) respondents indicated a very high level of commitment by having a good relationship with staff. Generally, students' level of commitment to SIWES is high, with a grand mean of 3.36. This level of commitment may be a result of the orientation given to students before going for the Programme and the supervision conducted twice by their lecturers.

**Table 7: Level of Commitment of FUYOYE LIS Undergraduates to SIWES**

S/N	COMMITMENT OF STUDENT TOWARD SIWES	VH	H	L	VL	Mean	SD
1.	I attend to clients on time	101 (74.8%)	24 (17.8%)	-	10 (7.4%)	3.60	0.830
2.	I have a good relationship with the staff	95 (70.4%)	21 (15.6%)	9 (6.7%)	10 (7.4%)	3.49	0.913
3.	I am eager to perform the allotted task	104 (77.0%)	23 (17.0%)	8 (5.9%)	-	3.71	0.571
4.	I abide by the rules and regulations of the library	76 (56.3%)	50 (37.0%)	9 (6.7%)	-	3.50	0.621
5.	It does not matter whether I put effort toward a given task or not	48 (35.6%)	13 (9.6%)	33 (24.4%)	41 (30.4%)	2.50	1.257

## Impact of SIWES on LIS Students' Proficiency and Performance

Table 8 shows the impact of SIWES on LIS students' proficiency and performance. The majority, 132 (97.8%) respondents, agreed that SIWES exposure stimulated more interest in workroom and practical activities; 127 (94.1%) respondents agreed that performance on practicals improved after SIWES exposure, 125 (92.6%) respondents agreed that SIWES exposure enhanced the handling of materials in the workroom, 122 (90.4%) respondents agreed that SIWES experience counted as an added advantage to students curriculum vitae and 117 (86.6%) respondents agreed that classroom learning and SIWES activities were related. Conversely, respondents' response that SIWES exposure improved their performance on practicals is contradicted by Okoh (2010), who observed a need for practical skills among graduates of Nigerian institutions of higher learning. The situation gave rise to complaints among parents and industries that graduates of tertiary institutions are half-groomed, lack manipulative skills, and need to be more employable.

**Table 8: Impact of SIWES on LIS Students' Proficiency and Performance**

S/N	Impact of SIWES	SA	A	D	SD	Mean	SD
1	SIWES exposure stimulates more interest in workroom and practical activities	98 (72.6%)	34 (25.2%)	3 (2.2%)	-	3.70	0.505
2.	SIWES exposure enhances handling materials in the workroom	78 (57.8%)	47 (34.8%)	10 (7.4%)	-	3.50	0.633
3.	Performance on practicals improves after SIWES exposure	95 (70.4%)	32 (23.7%)	8 (5.9%)	-	3.64	0.592
4.	Classroom learning and SIWES activities are related	87 (64.4%)	30 (22.2%)	18 (13.3%)	-	3.51	0.721
5.	Concepts used in the classroom are not similar to those used in the industries(libraries)	48 (35.6%)	49 (36.3%)	20 (14.8%)	18 (13.3%)	2.94	1.020
6.	Students exposed to SIWES cannot perform better than those who lack the experience	77 (57.0%)	13 (9.6%)	21 (15.6%)	24 (17.8%)	3.06	1.202
7.	The exposure places students at a better chance of getting employment	49 (36.3%)	55 (40.7%)	27 (20.0%)	4 (3.0%)	3.10	0.822
8.	SIWES experience counts as an added advantage to students' curriculum vitae	81 (60.0%)	41 (30.4%)	3 (2.2%)	10 (7.4%)	3.43	0.860

**Challenges faced by LIS Undergraduates during the SIWES Programme**

Table 9 shows the challenges faced by LIS undergraduates during the SIWES Programme. The majority, 101 (74.8%) respondents, agreed that the challenges faced by LIS undergraduates during the SIWES Programme were lack of SIWES incentives, followed by difficulty getting placement (69.6%), delay in issuing logbooks / IT letter (67.4%), lack/ poor orientation Programme, and poor industry supervision (66.6%). The finding of this study tallies with that of Oladimeji, Lawson, Olajide & Akinfiresoye (2017), which identified placement challenges, poor orientation, and delay in payment of SIWES allowance as significant problems encountered by SIWES interns investigated. The study's findings also support Ode's (2017) result, which indicated that a lack of essential training equipment and delay in the payment of allowances are some of the significant challenges faced by the LIS students of Benue State University, Makurdi.

**Table 9: Challenges faced by LIS Undergraduates during the SIWES Programme**

S/N	CHALLENGES FACED DURING SIWES	SA	A	D	SD	Mean	SD
1.	Difficulty getting placement	62 (45.9%)	32 (23.7%)	31 (23.0%)	10 (7.4%)	3.08	0.993
2.	Delay in issuing logbooks / I.T. letters	50 (37.0%)	41 (30.4%)	44 (32.6%)	-	3.04	0.836
2.	Lack/ Poor Orientation Programme	50 (37.0%)	40 (29.6%)	35 (25.9%)	10 (7.4%)	2.96	0.965
3.	Inadequate/ lack of modern training facilities	40 (22.2%)	40 (29.6%)	47 (34.8%)	18 (13.3%)	2.61	0.978
4.	Shortness of SIWES training period	40 (29.6%)	17 (12.6%)	36 (25.7%)	42 (31.1%)	2.41	1.221
5.	Lack of SIWES incentives	50 (37.0%)	51 (37.8%)	10 (7.4%)	24 (17.8%)	2.94	1.077
6.	Lack of expertise among library professionals	40 (29.6%)	40 (29.6%)	3 (2.2%)	52 (38.5%)	2.50	1.275
7.	Lack of proper coordination/ Poor supervision from the University	13 (9.6%)	45 (33.3%)	29 (21.5%)	48 (35.6%)	2.17	1.026
8.	Unfriendly environment	37 (27.4%)	16 (11.9%)	28 (20.7%)	54 (40.0%)	2.27	1.247
9.	Restriction of access of trainees to some facilities/work areas	23 (17.0%)	33 (24.4%)	37 (27.4%)	42 (31.1%)	2.27	1.082
10.	Little practical sessions	32 (23.7%)	51 (37.8%)	14 (10.4%)	38 (28.1%)	2.57	1.137
11.	A limited number of well-equipped establishments to absorb SIWES students	20 (14.8%)	54 (40.0%)	33 (24.4%)	28 (20.7%)	2.49	0.984
12.	The poor state of training equipment	40 (29.6%)	30 (22.2%)	20 (14.8%)	45 (33.3%)	2.48	1.233
13.	Poor supervision (industry)	50 (37.0%)	40 (29.6%)	35 (25.9%)	10 (7.4%)	2.61	0.978

**Conclusion**

Some Library and Information Science (LIS) students may need help with maintaining a positive attitude and commitment to the SIWES Programme, which can limit the knowledge gained from this experiential learning. Given its impact on professional preparation, this study investigates the attitudes and commitment of Federal University Oye-Ekiti (FUOYE) LIS students towards the SIWES Programme. The findings show that SIWES placements are relevant to their field, and adequate training facilities are provided. The students displayed a positive attitude towards SIWES, and the Programme positively impacted students' proficiency, particularly in practical applications. However, areas for improvement include team spirit, absenteeism, and curriculum updates to align with industry practices.

## **Recommendations**

Based on the findings of the study, the research recommends that:

The industry supervisors and heads of academic libraries should monitor and ensure SIWES students' regular attendance. The LIS Department should also address the issue of absenteeism before students begin the training to reinforce professional responsibility.

The Library School leadership should update the curriculum to align theoretical content with field requirements. They should develop and introduce academic programmes that foster team spirit and collaborative skills in LIS students. They should also address the issue of limited orientation, delays in issuing logbooks and SIWES letters, and difficulties in securing a place of attachment. The SIWES period should also be extended to enhance students' industry readiness. The government should provide adequate funding by allocating sufficient resources to support the Scheme.

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