Impact of Students' Industrial Work Experience Scheme on Professional Development of Library and Information Science Students case study of EKSU & FUOYE

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Abstract
Students Industrial Work Experience Scheme was established to bridge the knowledge gap of students undergoing courses that require practical skills. How far the Scheme has been able to achieve its core mandate becomes a matter of concern. The study adopts descriptive research of the survey type. Sixty-one (61) library and information Science students in Ekiti State University (EKSU), Ado-Ekiti and the Federal University Oye-Ekiti (FUOYE) participated in the study. Questionnaire was used to collect data using google form, while data were analysed using simple percentage, means and standard deviation. The findings of this study revealed that LIS students of EKSU and FUOYE had positive perception of SIWES programme. The study found that SIWES had positive impact on career development of LIS students in both EKSU and FUOYE, it also revealed that most of the activities undertaken during the period were related to their librarianship training. Non-payment of training allowance is the most prominent challenge confronting SIWES student while poor supervision is the least. The study concluded that since the students have positive perception of the programme, therefore it should be adequately financed for greater efficiency.

Introduction

Students Industrial Work Experience scheme was established by the Industrial Training Fund (ITF) in the year 1973 to bridge skill gap of graduates of universities, polytechnics and, colleges of education. Prior to the establishment of this scheme, it was discovered that graduates of these higher institutions are not employable due to lack of the requisite skills needed by the industries and other employers of labour in Nigeria. This scheme affords the students to transit from classrooms where theories are taught to the industries who actually need the graduates for their production activities. This scheme provides students with the opportunity of acquainting and exposing themselves to the experience required in handling and managing equipment and machinery that are usually not made available in their institutions. It was as a result of these that the scheme was initiated and designed by the fund in1973/1974.

The followings are the objectives of SIWES: To provide an avenue for students to acquire industrial skills for experience during their course of study; to expose students to work methods and techniques that may not be available during their course of study; to bridge the gap between theory and practice and to provide platform to put theory into practice and to help students in establishing contact for their transition from school to work environment. Unemployment rate in Nigeria was projected to hit 37% in 2023 (Enoghase, 2023) which may be attributed to economic recession, lack of infrastructures which made industries to relocate from Nigeria, poor economic policies, population growth and knowledge gap.

To bridge the knowledge gap in library and information Science, students in both undergraduate and Master degree programmes are expected to undergo SIWES to expose them to how theories are being put to use in the world of work. They are expected to learn the workings of the library and how the system runs, timetables are drawn for them and are rotated among various sections in the library to have a hand on experience of various services rendered by professionals and other library staff. The theoretical nature of university education makes students to only strive to pass various courses offered without thinking of how the courses impact on the world of work, that is one of the reasons while employers of labour are of the opinions that most of the graduates are not employable. During SIWES, the students are expected be at their various work experience location outside their schools' environment while the industrial based supervisors are expected to monitor the students and evaluate their performances on weekly basis in their logbooks.

Statement of the Problem

The gap between town and gown is becoming wide most especially in developing countries due to the way our educational system is structured. Students are made to go through different courses that are theoretically oriented, which may not guarantee their effectiveness in the world of work after graduation. This is actually creating knowledge gap and unemployable graduates, thereby worsening the problem of unemployment in the country. To provide a lasting solution to this, the Federal Government established Students Industrial Work Experience Scheme (SIWES) for students to learn required skills that would make them employable and also enhance their knowledge in their chosen disciplines by bridging the gap between theory and practice. The scheme helps in smooth transition from the world of learning to a working environment, the policy is laudable and commendable.

However, it is a good thing to initiate good policies, but the mode of implementation is the determinant of the achievement of the desired goals. The question is how far has this programme achieved the set objectives, what are the perception of the students about the scheme? Do they actually key into the programme or their participation is merely to fulfil tradition, and what are the effects of the programme on the students? This study aims at finding answers to these questions.

Objectives of the Study

The objectives of the study are to:

1. find out the perception of students about the SIWES programme
2. investigate the impact of SIWES on career development of LIS students
3. To examine the activities of LIS students during SIWES as related to their librarianship training
4. challenges facing LIS students in the cause of their SIWES programme

Research Question

1. What is the perception of students about SIWES programme?
2. What is the impact of SIWES on career development of LIS students?
3. How related are the activities of LIS students during SIWES to their librarianship training?
4. What are the challenges facing LIS students in the cause of their SIWES programme?

Literature Review

Students Perception about SIWES Programme

The need to promote skill acquisition most especially in the area of course of study led to the establishment of Students Industrial Work Experience (SIWES). This programme is tailored towards skill development program established to make students of higher institution ready for their transition from their academic environment to work life (Akerejola, 2008). Theoretical knowledge alone cannot suffice due to the number of unemployed and unemployable graduate's consequent of lack of required skills. It is required that a graduate should not only be knowledgeable theoretically but also be competent in application of skills in the performance of the assigned jobs (Mafe, 2010).

Crews (2004) submitted that there exists a symbiosis relationship between the institutions and the employer of labour. While the institutions are saddled with the responsibility of training the students, the employer of labour are the people putting to use the necessary skills acquired by the students in the learning process. Students work industrial experience exposes the students to required skills that are needed in their jobs descriptions when they are eventually employed. The success otherwise of SIWES programme depends solely on the perception of the students which will invariably determine their attitude towards the programme.

Erin and Maharani (2018) submitted that perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Ghadirian, Ayub and Salehi (2017) described perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed. Perception can also be seen as process that starts from the use of the five senses in receiving a stimulus, then it organized and interpreted so that it has an understanding of what is sensed (Saifuddin, 2020). Perception can either be negative or positive based on the information acquired and processed (Shandi 2020).

In a study conducted by Oluwunmi, Oluwatobi, Oni, Alabi and Omongbale (2022) on perception of student industrial work experience scheme (SIWES): benefits and challenges, revealed that the students attested to the fact that their SIWES placement is relevant to their course of study ranked first with (mean score 4.62, followed by exposed them to new work methods mean score 4.50, followed by their placement influenced their personal development mean score 4.38 and the fact that their firms have adequate industry-based supervisors mean score 4.35. The students however admitted that they had difficulty securing placement easily mean score 3.58 and the one they got were not for personal benefit/gain mean score 2.12.

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In another study conducted by Ojokuku, Emeahara, Aboyade and Chris-Israel (2015) on perceptions of LIS students about SIWES on professional development, revealed that 219(99.1%) of the respondents strongly agreed that SIWES relates to their professional development while 2(0.9%) also disagreed. 3(1.4%) of the respondents agreed that SIWES is about collecting stipend while 172(77.8%) strongly disagreed, also 43(19.5%) disagreed and 3(1.4%) were undecided. That SIWES provides avenue for technical skill, experience and professional development, 10(4.5%) of the respondents strongly agreed, 208(94.1%) agreed and 3(1.4%) were undecided. SIWES prepares students for work after graduation, 216(97.7%) of the respondents agreed, 3(1.4%) strongly agreed and 3(1.4%) were undecided. The opinion of LIS students on the fact that SIWES exposes students to new work methods is given thus; 216(97.7%)of the respondents strongly agreed, 3(1.4%) agreed while 3(1.4%) did not respond to the question. SIWES makes transition from school to work easier and enhances professional development;216(97.7%) agreed, 3(1.4%) strongly agreed and 3(1.4%) gave no response to this. SIWES promotes employers' involvement in education process and prepares students for employment;102(46.2%) of the respondents strongly agreed, 114(51.6%) agreed while 5(2.3%) were not decided.

The Influence of SIWES on LIS Students Career Development

Globalisation and stiff competitive business environment makes it imperative for business organisations to look for graduates with requisite training and competence to fill vacant positions in their organisations. The demand of today goes beyond acquisition of certificates to possessing necessary skills that would make graduates competitive among the teeming unemployed army of youths in Nigeria today. Subsequent democratically elected government at all levels have been making the issue of employment and empowerment as major part of their campaign promises. Consequently, the politicians being what they are usually deceive people with meaningless empowerment programmes such as distribution of stipend in the name of empowerment, generators, grinding machine, generators, motorcycle among others.

This approach has not in any way reduce the level of unemployment and underemployment currently bedevilling Nigeria and some other African countries. The current structure of educational system that is based on acquisition of certificate at the expense of needed skills and competence needed by the employer of labour has created a very wide gap (Ibegbulam, Ejikem & Enem, 2017). This necessitated the introduction of SIWES as a means of bridging the knowledge gap and to introduce students to the practical applications of the

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theories they are being exposed to in the ivory towers. They further averred that Library and Information Science (LIS) departments in Nigerian tertiary institutions just like other technical based programmes have being participating in SIWES at both undergraduates and postgraduate levels. This exercise for an undergraduate programme usually last for a period of six months during their 300 Level. While that of master's programme last for the minimum of six weeks to expose the students to the practice of librarianship in the chosen libraries. The training affords them to really expose themselves to the application of Information and Communication Technology (ICT) to librarianship.

The experience of the researcher with the SIWES programme is very significant because of the valuable impact it made on career development most especially in the area of cataloguing and classification, the use of online cataloguing and classification of library materials, library professional practice, library automation and how to relate with users Students participating in industrial training, students are able to value job methods and learn how to handle equipment and machinery which may be unavailable in their institutions and which the skill acquired may serve as a competitive advantage during the process of recruitment (Ojokuku, Emehara, Aboyade & Chris-Israel (2015).

In a study conducted by Ibegbulam, Ejikem and Enem (2017) revealed that SIWES had afforded them to acquire competencies/skills in some areas with the highest mean score recorded on team spirit (3.01), reference (2.97), shelf arrangement (2.96), work ethics with mean score of 2.88, filing of card catalogues (2.87), subject classification (2.77), copy cataloguing (2.65); original cataloguing (2.58) and time management (2.55). On the other hand, digitization has the lowest mean score of 1.41 indicating that the majority of the respondents are of the view that they did not acquire this competency. Other areas with low mean scores are: library database management (2.02); communication/presentation skill (2.12) managing information resources and online cataloguing with a mean score of 2.16 respectively, leadership (2.24) and internet literature search with a mean score of 2.43.

Activities of LIS Students During SIWES as Related to Their Librarianship Training

Laudable programmes are designed to achieve a desired purpose or solve a particular problem, however, formulation of policy or putting up a programme is not an end in itself but rather the way and manner the policy is being implemented. SIWES programme achieving the desire goals rests basically on quadruped which are: Training Funder (Industrial training Fund:

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Implementation agency), Teachers (LIS department), trainers (Library/Industry) and the Trainee (students). Each of these four pillars has unique roles to play which may sometimes interdependence on one another in a bid to achieve the set goals and objectives.

Industrial Training Fund Act provides that:

1. Formulate policies and guidelines on SIWES for distribution to all SIWES participating bodies, institutions and companies involved in the Scheme;
2. Regularly involve in organizing orientation programmes for Students prior to their attachment;
3. Receive and process master and placement lists from the institutions through their Supervisory Agencies (NUC, NBTE& NCCE);
4. Supervise and Monitor Students on Industrial Attachment;
5. Disburse Supervisory and Students allowances by e-payment.
6. Organize Biennial SIWES National Conference and SIWES Review Meetings;
7. Provide insurance cover for Students on attachment;
8. Provide logistics and materials necessary for effective administration of the Scheme.
9. Ensure the visitation (tours) of ITF Officers to the Supervising Agencies, Institutions, Employers and Students on Attachment;
10. Provide information on companies for attachment and assist in the industrial placement of students;
11. Continuously review and carry out research into the operation of the Scheme;
12. Vet, process and verify Students' logbooks and ITF Form 8.

Teachers (LIS Department): It is the responsibility of the Library and Information Science Department to make sure that the students participate in the SIWES programme, guide them in the selection of the library for the training to see that those institutions that lack required facilities for the training are not approved for the SIWES monitor and evaluate the performance of the students during the training session.

Trainers (Library/Industry): The library as an important stakeholder in SIWES programme has important responsibilities to perform. The Librarians and other library staff should be committed to the training of the students accepted by them. The library must not just accept the students because of the free services to be offered by the students, but because they want to impact necessary practical professional skills. They should not use these students as mere library assistant or attendants but should be to ready add value to them professionally. They

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should not be restricted to shelving and shelve reading, but they should be taught operations of Circulation Section of the library, cataloguing and classification of information materials, serials management, reference services, application of ICT to the library operations and acquisition of library materials among others.

Trainee (students): The trainee who is the direct beneficiary of the programme has the most important roles to play. They need to be well orientated on the importance of SIWES to their career development and their participation should not be seen as mere to fulfil all righteousness but an important aspect of their librarianship training. Therefore, all some negative behaviour such as truancy, absenteeism, forging of log book and any other negative behaviour should be detested.

From experience, some libraries are fond of making students attached to their library to concentrate more on job which may not likely contribute to skill acquisition of the students undergoing this Scheme. Some of them are made to concentrate on packing of books, shelving and shelve reading. While packing and shelving of books are routine library practices, but the students undergoing industrial attachment should not be made to concentrate on it because that may not be adding value to the trainees. Apart from that, some of the students are made to fill in the gap for their shortage of staff without thinking on what the students have to gain.

In University libraries that have been decentralised into faculty and departmental libraries, some of these students are posted to faculty and departmental libraries where the students may not actually gain anything. Over concentration of the students in a particular section at the expense of others, the students are expected to have knowledge of all the sections of the library while concentrating them in a particular section at the expense of the others may not help in the achievement of the objectives of the scheme.

Challenges Facing LIS Students in the Course of their SIWES Programme

Anyaeneh and Ochuba (2019) identified finance which is affecting Students supervision and payment of allowances to participants, students' placement, negative attitude of some students, unwillingness to remunerate trainee after completion of the scheme by the employers, students influencing place of attachment and choice of unrelated organisations to their profession as challenges facing students' industrial work experience scheme. Absence of approved job specification for the courses, inadequate, poor supervision, inadequate participation of trainee in skill acquiring projects (Olabiyi, Okarfor & Peter, 2012). Alao, Osanyinro and Alao (2020), citing Atakpa (2017) highlighted several challenges facing the students during SIWES are: wrong placement, rejection of students, poor funding, lack of exposure of students to training

equipment, inadequate supervision of students, negative attitude of students, and inability of the institutions provide a framework for job specification of SIWES and communicate that to industry-based supervisors. Other challenges identified are problems of securing rightful organisation for the trainee, inadequate incentives for the students and supervisors and inadequate training facilities (Ogbuanya, Njoku, Kemi, & Ogunkelu, 2018). Another challenge is that some of the places student chose for their SIWES has no capacity to contribute to the development of practical skills which may be attributed to the ignorance on the part of the students whose emphasis are just to do the SIWES for the fulfilment of the requirements of their graduation rather than the skills they are meant to acquire (Agbonghale & Iserameiya, 2017). Pitan (2016) identified lack of proper exposure of students to practical skills during SIWES; students and poor attitude of students to entrepreneurial skills acquisition. With the introduction of entrepreneurial programme to the curriculum and the why it is handled, the students are getting to know that theoretical knowledge cannot suffice with the high level of employment in the country.

Methodology

The study adopts a descriptive research of the survey type. Purposive sampling techniques was used to select Library and Information Science Students because as part of the requirements for graduation, they are expected to partake in SIWES. The population for this study is all the library and information Science students in Ekiti State University, Ado-Ekiti (EKSU) and the Federal University Oye-Ekiti (FUOYE) (One state owned university and one Federal owned university). Private University in Ekiti State was not included in the Study because they are not offering Library and Information Science as a course in that institution. (61) students participated in the study.

The instrument of data collection is the questionnaire which is self-constructed by the researchers tagged Impact of Students' Industrial Work Experience Scheme On Professional Development of Library and Information Science Students (ISIWESPDLISS), the instrument was divided into four sections, Section A deals with the biographic variables of the respondents, Section B is on perception of students about the SIWES programme 6 items. Section C is on the Impact of SIWES on career development of LIS students with 8 items while Section D is on activities of LIS students during SIWES as related to their career development while Section E: Challenges facing LIS students in the cause of their SIWES programme. The instrument was administered using google form and the link was posted to the students via their WhatsApp group while personal calls were made to their representatives to motivate the students to

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participate in the study. Demographic variables of the respondents were analysed using simple percentage; the research questions were answered using descriptive statistics such as means and standard deviation.

Results

Biographic variables of the Respondents

From the table 1, 44(72.1%) respondents were Library and information Science students from Ekiti State University while 17(27.9%). 25(41%) of the respondents were male while the majority 36(59%) female.

Table1: Distribution of the respondents by institution

INSTITUTION	FREQUENCY	PERCENTAGE %
Ekiti State University	44	72.1%
Federal University Oye-Ekiti	17	27.9%
Total	**61**	**100**

Gender	Frequency	Percentage (%)
Male	25	41
Female	36	59
Total	**61**	**100**

Analysis of Research Questions: To achieve the objectives of this study, four research questions were raised, responses to the various items in the questionnaire were presented and interpreted using frequencies, percentage, mean and standard deviation.

Research question one: What is the perception of students about SIWES programme?

Table 2: Perception of students about SIWES

ITEMS	SA	A	D	SD	MEAN	STD
SIWES is not necessary for LIS students	4(6.6%)	2(3.3%)	19(31.1%)	36(59%)	1.57	1.27
It is totally a waste of time and resources	-	1(1.6%)	19(31.1%)	41(67.2%)	1.34	0.85
I didn't learn anything during my SIWES	-	2(3.3%)	16(26.2%)	43(70.5%)	1.33	0.85
We should concentrate all our learning in the classroom	8(13.1%)	6(9.8%)	30(49.2%)	17(27.9%)	2.08	1.77

The SIWES should be cancelled	1(1.7%)		17(28.3%)	42(70%)	1.33	0.88
It is a way of adding to financial burden of students	1(1.6%)	7(11.5%)	35(57.4%)	18(29.5%)	1.85	1.43
Total Mean Score					9.5	
Average Mean Score					1.6	

Note: SA - Strongly Agree, A - Agree, D - Disagree, SD - Strongly Disagree

Table 2 shows the respondents' responses to the items on perception of Library and information Science Students to SIWES. A total point of 9.5 scored by the respondents, which is equivalent to average mean score of 1.6 compare to the expected average mean score of 2.50, indicates that SIWES is not necessary for LIS students, it is totally a waste of time and resources, i didn't learn anything during my SIWES, we should concentrate all our learning in the classroom, the SIWES should be cancelled and it is a way of adding to financial burden of students were not the perception of LIS students of Ekiti State University (EKSU)and Federal University Oye-Ekiti (FUOYE). They have positive perception of the programme as in its contributions to their professional training.

Research question two: What is the impact of SIWES on career development of LIS students?

Table 3: Impact of SIWES Career Development of LIS Students

ITEMS	SA	A	D	SD	MEAN	STD
SIWES provides me opportunity to learn	39(65%)	21(35%)			3.65	3.15
I have developed more interest in librarianship because of SIWES	33(54.1%)	27(44.3%)	1(1.6%)		3.53	3.03
They should extend the time of SIWES for students to learn more	13(21.3%)	26(42.6%)	17(27.9%)	5(8.2%)	2.77	2.38
I enjoyed the time i spent in my place assignment	32(53.3%)	27(45%)	1(1.7%)		3.52	3.02
SIWES has added value to my training as Librarian	44(73.3%)	16(26.7%)			3.73	3.23
Have learnt how to catalogue and classify documents	34(56.7%)	25(41.7%)	1(1.7%)		3.55	3.06
I have acquired practical skills during my SIWES	35(58.3%)	24(40%)		1(1.7%)	3.55	3.07
The workings of the Library becomes clearer to me as a result of SIWES	35(59.3%)	23(39%)	1(1,7)		3.58	3.08
Total Mean Score					27.88	

		Average Mean Score	3.49	

Note: SA - Strongly Agree, A - Agree, D - Disagree, SD - Strongly Disagree

Table 3 shows the respondents' responses to the items on the impact of SIWES on career development of LIS students. A total point of 27.88 scored by the respondents, which is equivalent to average mean score of 3.49 compare to the expected average mean score of 2.50, indicates that SIWES had positive impact on career development of LIS students in both EKSU and FUOYE because the mean score of all the responses to eight items raised on the contribution of SIWES to career development of LIS student had their mean score higher than the expected average mean score of 2.50.

Research question three: How related are the activities of LIS students during SIWES to their librarianship training?

Table 4: Relatedness of LIS Students Activities During SIWES to Librarianship Training

ITEMS	VLE	LE	SE	VSE	MEAN	STD
I was exposed to how to catalogue and classify	12(19.7%)	43(70.5%)	5(8.2%)	1(1.6%)	3.08	2.60
I was exposed to how to charge in and Charge out books	17(27.9%)	33(54.1%)	11(18%)		3.10	2.64
I was exposed to how information resources are Acquired	23(37.7%)	32(52.5%)	6(9.8%)		3.28	2.81
I was exposed to how to answer users query	16(26.2%)	32(52.5%)	12(19.7%)	1(1.6%)	3.03	2.59
I have access to ICT during my SIWES	11(18%)	27(44.3%)	17(27.9%)	6(9.8%)	2.71	2.32
I know much about reprographic services in the library	6(9.8%)	18(29.5%)	25(41%)	12(19.7%)	2.30	1.94
We were majorly meant to pack books and shelving	18(29.5%)	19(31.1%)	19(31.1%)	5(8.2%)	2.82	2.46
We were just used to fill in the gap in my place of assignment	4(7%)	5(8.8%)	23(40.4%)	21(36.8%)	1.85	1.53
They were not concerned whether we acquire any skill	7(11.7%)	8(13.3%)		43(75%)	1.64	1.51

Total Mean Score	23.81	
Average Mean Score	2.65	

Note: VLE – Very Large Extent, LE – Large Extent, SE – Small Extent, VSE – Very Small Extent

Table 4 shows the respondents' responses to the items on how related are the activities of LIS students during SIWES to their librarianship training. A total point of 23.81 scored by the respondents, which is equivalent to average mean score of 2.65 compare to the expected average mean score of 2.50, indicates that most of the activities they engaged in were related to their librarianship training Item 1-5 and 7 having their means score above the expected average mean score. However, the students were not adequately exposed to reprographic services in the library with mean score 2.30, We were just used to fill in the gap in my place of assignment (Mean = 1.85 ± 1.53) and They were not concerned whether we acquire any skill (Mean = 1.64 ± 1.51) which actually revealed that the authority of the libraries were these students had their SIWES were concern about their acquisition of relevant skills rather than seeing them as a cheap addition to their workforce to add values to their library operations.

Research question four: What are the challenges facing LIS students in the cause of their SIWES programme?

Table 5: Challenges Facing LIS Students in the course of their SIWES Programme

ITEMS	YES	NO	MEAN	STD
Non-payment of training allowance	50(83.3%)	10(16.7%)	1.83	1.29
Accommodation	26(43.3%)	34(56.7%)	1.43	0.93
Difficulties in securing a library for SIWES	12(20%)	48(80%)	1.2	0.63
I had to rush to school to attend lectures during SIWES	3(5%)	57(95%)	1.05	0.32
We were not allowed to touch their equipment for fear of spoilage	2(3.3%)	58(96.7%)	1.03	0.26
Where I did my SIWES is not related to the library	2(3.3%)	58(96.7%)	1.03	0.26
I was compelled to always come to work	43(72.9%)	16(27.1%)	1.73	1.21
The staff were not friendly	2(3.3%)	58(96.7%)	1.03	0.26
Poor supervision		58(100%)	1	0
Total Mean Score			11.33	
Average Mean Score			1.26	

Table 5 shows the respondents' responses to the items on the challenges Facing LIS students during SIWES programme. A total point of 11.33 scored by the respondents, which is equivalent to average mean score of 1.26 compare to the expected average mean score of 0.50,

indicates that   all the 9 items raised were challenges facing students during their SIWES programme, However, Non-payment of training allowance is the most prominent with (Mean = 1.83 ± 1.29) followed by I was compelled to always come to work (Mean = 1.73 ± 1.21) while poor supervision is the least with (Mean = 1 ± 0)

Discussion of the findings

The first objective of this study is to find out the perception of students about the SIWES programme. The findings revealed that LIS students of Ekiti State University (EKSU) and Federal University Oye-Ekiti (FUOYE) had positive perception of SIWES programme. Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions (Erin & Maharani, 2018). Perception can either be negative or positive based on the information acquired and processed (Shandi 2020). Their positive perception may likely be attributed to knowledge and skills acquired during the programme and how the training had allowed them to actually bridge the gap between theory and practice. The finding also corroborated the earlier work of Oluwunmi, et al., (2022) and that of Ojokuku, et al., (2015).

The second objective is to investigate the impact of SIWES on career development of LIS students the study found that SIWES had positive impact on career development of LIS students in both EKSU and FUOYE. The essence of SIWES is to introduce the students to the practical applications of theories they are exposed to as rightly stated by Ibegbulam, Ejikem and Enem (2017). Students participating in industrial training, students are able to value job methods and learn how to handle equipment and machinery which may be unavailable in their institutions and which the skill acquired may serve as a competitive advantage during the process of recruitment (Ojokuku, Emehara, Aboyade & Chris-Israel 2015).

The third objective is to examine the activities of LIS students during SIWES as related to their librarianship training the findings revealed that most of the activities undertaken during the period were related to their librarianship training and that the authority of the libraries were these students had their SIWES were concern about their acquisition of relevant skills rather than seeing them as a cheap addition to their workforce to add values to their library operations. The findings of this study actually revealed that the libraries where students who participated in this study had their SIWES had the interest of the students at heart. It is not impossible for libraries to take advantage of the students attached to them to only use them for their own advantage without actually thinking of making the students to acquire the necessary skills. The

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period of SIWES is for the students to acquire the needed skills to prepare them for their future professional practice, therefore the management of various libraries should work hand in hand with the LIS school to ensure that the trainees are well grounded for the overall survival of the profession.

The fourth objective is to find out the challenges facing LIS students in the cause of their SIWES programme revealed that Non-payment of training allowance is the most prominent with followed by I was compelled to always come to work, while poor supervision is the least with showing that they are well supervised. Finance is the major challenge of any laudable programme, it is not only enough for the government to formulate good policy, but adequate means of sustaining such programme should be well stipulated. The findings of this study support the view of Anyaeneh and Ochuba (2019). The identified finance which is affecting Students supervision and payment of allowances to participants, students' placement, negative attitude of some students, unwillingness to remunerate trainee after completion of the scheme by the employers, students influencing place of attachment and choice of unrelated organisations to their profession as challenges facing students' industrial work experience scheme. The students also raised the fact that they were always compelled to come to work, the students may not come to term with the fact that during their training, their liberty may be restricted, they have to comply with the work ethics of their host libraries. The problem of transition from a school system to work system may likely be responsible for that, while they were at liberty to attend their lectures, in the work environment, their industrial based supervisors may want to insist that they are regular at work; and if that is not done, the students may likely take them for granted thereby making the objective of the programme to be defeated.

Conclusion

The study therefore concluded that SIWES is a very laudable programme of the government that was geared towards making students to acquire practical skills for their overall career development, the students had positive perception of the programme because it is impactful and the participants of this study attested to the fact that their activities during their SIWES were geared towards their training rather than their host libraries taking advantage of them to fill in their personnel deficiency while the programme is not without some challenges, concerted efforts by the major stake holders will continue to enhance the ability of the programme to achieve the stated objectives.

Recommendations

1. The programme should be encouraged by all the stakeholders because the students who are the direct beneficiary had positive perception of the programme

2. The officials should continue to partner with the host libraries to continue to ensure that the programme is actually contributing to career development of these emerging librarians for the sustainability of the profession.

3. The Library schools should be getting the necessary feedback from the students to ensure that they are not posted to libraries where they cannot acquire requisite knowledge and skills.

4. Government should improve on budgetary allocation to the scheme to pay the allowance of the trainees and their supervisors to motivate them towards achieving the objectives of the scheme.

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