Risk Factors Associated with Industrial Technical Education Student's Industrial Training Programme in Enugu State

by
Anametemfiok Lawrence Edet & Oluwafemi Rejoice Adanna
DEPARTMENT OF INDUSTRIAL TECHNICAL EDUCATION
FACULTY OF VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF NIGERIA, NSUKKA
Correspondence: edet.anametemfiok.239825@unn.edu.ng

Abstract
The purpose of the study was to determine risk factors associated with Industrial Technical Education (ITE) students on Industrial Training (IT) programme in Enugu State. The study was carried out in the University of Nigeria, Nsukka. Four specific purposes and four research questions guided the study. The study adopted the descriptive survey research design.The population for the study was 40 ITE students.Purposive sampling was used to select a sample size of 18 following a criterion. A 45-itemstructured questionnaire was used to collect data for the study. The instrument was validated by 3 experts and trial-tested on ten (10) Agric Education undergraduates. The Cronbach Alpha reliability technique yielded a reliability coefficient of 0.82, 0.91, 0.79 and 0.90 in the first, second, third and fourth clusters respectively. The overall reliability coefficient of 0.85 was obtained. Copies of the questionnaire were administered on the respondents and retrieved for analysis using SPSS. Mean and standard deviation were used to answer research questions. Decision rule was based on real limit of numbers. Findings revealed amongst other things that ITE students onIT programme encounter sexual abuse. It was recommended among other things that Government should advance policies to protect students who are on IT in industries.
Keywords: Risk, Risk Factor, Technical Education, Training Programme, Students

Introduction

Industrial Technical Education is clearly seen as a form of education for the inculcation of practical skills in individuals as well as industrial development.Technical education is generally designed to bring about industrial development which in turn, is a key player in economic development (Owodunmi, 2018). The philosophy behind technical education is the development human resources directed towards a national pool of skilled and self-reliant craftsmen, technicians and technologists in technical and vocational education fields (NPE, 2013). It is however disheartening that such beautifully crafted policy related to Industrial Technical Education is yet to be achieved in Nigeria considering the fact that most graduates of Industrial Technical Education still lacks such industrial skills. Researchers, Nyankang; (2015); Nwobodo, (2019) have attributed the lack of these industrial skills by students to a number of factors including poor implementation of government policies, inadequate funding of the programme, wrong societal perception of the programme amongst others. According to Aderonke, (2017) students of Industrial Technical Education in higher institutions are not exposed to relevant industrial related skills, knowledge and attitude in using equipment such as are found in the industries through the art industrial training programmes.

Industrial training programme is an integral part of the academic curriculum of Industrial Technical Education students. It aims to prepare students for working in the real world (Agnes, 2013). Industrial training is the placement of students in organisations to carry out supervised practical training in selected industries, whether domestic or overseas, within a stipulated time before they are awarded with a certificate, diploma or bachelor's degree (Jaradat, 2017). Sea (2018) noted that industrial training offers opportunity to close the gap between schools learned theory and practical reality. Rothman and Sisman (2016) asserted that internship is

a bridge from classroom to workplace. The Federal Government of Nigeria created the Industrial Training Fund in 1971 by decree No. 47 with the objective to promote the acquisition of skills to generate a pool of indigenously trained manpower sufficient to meet the developing needs of the economy (ITF 1973). Consequently, the ITF established the Students Industrial Works Experience Scheme (SIWES) funded by the Federal Government and jointly coordinated by the Industrial Training Fund (ITF) and the National Universities Commission (NUC). Objectives of the SIWES includes; To provide an avenue for students in the Nigerian universities to acquire industrial skills and experience during their course of study; To prepare students for the work situation they are likely to meet after graduation; To expose the students to work methods and techniques in handling equipment and machinery that may not be available in their universities; amongst others. Regardless of these beautifully grafted objectives, risk factors still exist, resisting the achievement of these objectives.

Risk factors are problems associated with a programme which may affect attainment of the programme's objective. According to Osinem and Nwoji (2015) risk factors are attributes, characteristics or exposures that increases an individual's likelihood of academic failure or failure to complete a programme. Risk factors according to Enemali (2017) are set of factors particularly in the industry group which drags down the industry's overall performance. Risk factors are characteristics that precede and are associated with a higher likelihood of negative outcomes (Aziz, 2018). Within the context of this study, risk factors are influences which tend to reduce students negatively and affect their overall training in industry during their industrial training. A number of risk factors are associated with the workplace; therefore, Industrial Training (IT) programme in Nigeria, being carried out in the workplace is not exempt from these risk factors. Yesufu, (2017) classified risk factors into: the objective factors - the factors that the companies cannot influence including political, scientific-technical, socio-economic and environmental factors; and the subjective factors - the factors that are regulated by the companies such as activities of the company, staff training in management and in the sphere of circulation and production. Subjective factors could include sexual abuse factors, safety factors, psychological factors, health and ergonomic factors, financial factors and work environment factors (Aderonke, 2018; Dikilo, 2018). This paper however looks into sexual abuse risks, safety hazard risks and financial risks associated with industrial training programmes due to their relevance during the training programme.

Sexual abuse risks within industries remain a serious concern. These risks include unwelcome sexual comments, gestures, and advances, as well as non-consensual physical contact such as touching or groping (Hwang &Thim, 2019). Staff members may use intimidation, threats, or promises of employment and promotion benefits to coerce people into unwanted sexual activities, which compromise their safety and well-being (Aderonke, 2018). Dikilo, (2018) noted that emotional manipulation, such as building trust to exploit other staff members, is another tactic used by perpetrators in workplace settings. Moreover, staff may be exposed to sexually explicit content or unsolicited sexual images, further violating their privacy and security (Hwang &Thim, 2019). These abuses not only affect staff mental and emotional health but also undermine the professional objectives of their training.

Safety hazard risks in industries, also pose significant concerns. These risks include staff being exposed to toxic chemicals and substances, which can lead to respiratory problems, skin irritation, and long-term health conditions (Osman, 2018). Again, physical strain from monotonous movements and lifting heavy objects increases the chance of musculoskeletal disorders and injuries. Additionally, staff

encounter noise pollution caused by loud machinery, which may cause hearing loss and stress from exposure to extreme temperatures (Nduro, Asante & Boateng, 2017). Biological hazards, including exposure to bacteria, viruses, and fungi, are health threats, while electrical equipment and poor ergonomics increase the chances of electric shock (Nwaorgu, 2019). This makes provision of provide proper safety equipment to staff very important.

Within the industry, workers face financial risks. These risks include delays in receiving remunerations high transportation costs for those who have to travel long distances and the financial burden of purchasing necessary tools and equipment (Uzoagulu, 2017). Staff bearing the costs of wasted materials and damages incurred during work, which can be financially overwhelming. The case of students on industrial training is worse as in some cases industries may not pay students stipends or even demand payment for placement, adding to the financial strain. Supervisors may also request bribes during visits, further exacerbating the financial difficulties faced by students (Otateju, 2019). Ozioma (2016) noted that one risk factor associated with IT is financial problem. During the programme students need money to secure accommodation, pay for transportation, eat and meet their needs and in most cases the training industries do not pay students on attachment, making them financially handicapped which may affect their interest. Additionally, students may bear these financial constraints underscoring the need for stronger financial support systems, government subsidies, and better industry policies to reduce the financial burden on students (Osinem & Nwoji, 2015). Besides the financial factor which is evident, it is important to note that others factors existing in industriesmay also, by extension affect students who are on industrial training in industries, making this study relevant.

Graduate unemployment in Nigeria is a worry to society, and a pain in the neck of governments, who have tried all sorts of tricks, tactics and implementation of special initiatives and programmes, but it's had little or no impact. Our higher educational institutions are also not helping matters as their focus is to churn out graduates, who practically can do nothing, when they find themselves in industry. As a result,Industrial Training programme was put in place by the government such that, it can produce skilled graduates to take up the challenge. It became pertinent for higher institutions to attach students to course related industries in order to be exposed to the working environment, acquire practical skills and knowledge in their field of endeavours, get abreast of technological trends in the industry, and distinguish them from their university counterparts.

There is however a wide gap between academia and industry, especially for Industrial Technical Education students as the collaboration or the Industrial Training programme is not yielding the required result and also not meeting its objectives. Upon graduation these students do not still possess the skill-set needed to enter and advance in their chosen fields. Furthermore, most graduates struggle to get direct employment in reputable industrial organizations and often struggle to succeed in self-employment due to the lack of skills. Also, industries complain of a lack of employability skills of graduates, therefore raising concerns, arguments and counter arguments by society. Vital issues, viewed as risk factors in connection with the industrial training, which is becoming a yearly ritual with no objective meet, has made students become totally disconnected from the training. The background given is enough justification that the present study is needed totherefore,determine risk factors associated with Industrial Technical Education Student's Industrial Training Programme in University of Nigeria, Nsukka.

Purpose of the Study

The purpose of this study was to determine risk factors associated with Industrial Technical Education students The industrial training programme in Enugu State. Specifically, the study will:

1. determine sexual abuse risks associated with Industrial Technical Education Students' Industrial Training programme.
2. determine safety hazard risks associated with Industrial Technical Education Students' Industrial Training programme.
3. determine financial risks associated with Industrial Technical Education Students' Industrial Training programme.
4. determine strategies for eradicating risk factors associated with Industrial Technical Education Students' Industrial Training programme.

Research Questions

The study was guided by the following research questions:

1. What are the sexual abuse risks associated with Industrial Technical Education Students' Industrial Training programme?
2. What are the safety hazard risks associated with Industrial Technical Education Students' Industrial Training programme?
3. What are the financial risks associated with Industrial Technical Education Students' Industrial Training programme?
4. What are the strategies for eradicatingrisk factorsassociated with Industrial Technical Education Students' Industrial Training programme?

Methodology

The study adopted descriptive research design. McCombes, (2022) noted that descriptive survey seeks to collect data on, and describe accurately and systematically a population situation or phenomenon as well as features or facts; answering the question what, where, when, and how. The study was carried out in the University of Nigeria, Nsukka. The population for this study was 40, comprising of all undergraduates in the Department of Industrial Technical Education, University of Nigeria, Nsukka.

Purposive sampling technique was used to sample 18 students with a criterion that the students must have attended or are attending the industrial training programme. Following the Criterion, all year three (10 respondents) andyear four (8 respondents) participated in the study, making total of 18 respondents.A structured questionnaire developed by the researcher,with the title "Industrial Training Programme Risk Factor Questionnaire(ITPRFQ)" was used to collect data for the study. ITPRFQ is a45-itemquestionnaire based on a 4-point rating scale option with weight values from 4 to 1 (Strongly Agree, SA = 4, Agree, A = 3, Disagree, D = 2 and Strongly Disagree, SD = 1) points respectively. ITPRFQ was subjected to face and content validity by three experts from the Department of Industrial Technical Education, University of Nigeria, Nsukka. The experts were requested to review the suitability and appropriateness of the instrument for data collection. The observations, corrections and suggestions offered during the validation were reflected in the final production of the instrument. In order to determine the reliability of the instrument for data collection, ITPRFQ was administered on 10 Technical Education undergraduate students in the Department of Vocational Technical Education, Enugu State University of Technology, not selected for the actual study. Cronbach Alpha reliability technique used to establish the instruments' reliability yielded reliability indices of 0.82 in the first cluster, 0.91 in the second cluster, 0.79 in the third cluster and 0.90 in the fourth cluster. The overall reliability coefficient of 0.855 was obtained.The researcher administered 18 copies of the questionnaire using Direct

Delivery Technique (DDT) and 100 percent return rate was obtained. In analyzing the data, mean and standard deviation were used. All the data collected were analysed using SPSS package. Any item with mean value of 2.50 and above was agreed while items with mean less than 2.50 were disagreed.

Results

Results were presented in tables in line with the research Question

Table 1: Mean responses on sexual abuse risks associated with Industrial Technical Education Students' Industrial Training programme

S/N	Item statement	Mean	SD	Decision
1.	Unwelcomed sexual comments, gestures, or advances, is a risk factor	3.33	0.82	Agree
2.	Rape is a risk factor.	3.64	0.96	Agree
3.	Staff making Non-consensual physical sexual contact with students, is a risk factor.	2.88	0.71	Agree
4.	Sexual exploitation is a risk factor.	3.67	0.98	Agree
5.	Using threats, intimidation, or pressure to force students to engage in sexual activity against their will is a risk factor.	2.96	0.62	Agree
6.	Offering employment benefits or advancement to students in exchange for sexual favours is a risk factor.	3.09	0.70	Agree
7.	Building trust and emotional connections with students in order to manipulate them into sexual activity is a risk factor.	2.99	1.05	Agree
8.	Staff exposing themself in a sexual manner to studentson industrial training is a risk factor.	3.77	0.95	Agree
9.	Sharing sexually explicit images or videos to students on industrial training without their consent is a risk factor.	3.59	0.71	Agree

Table 1 shows that most respondents agree to all the items listed. Item 1 to 10 had mean response ranging between 2.88 and 3.77 which indicates that the items listed reveals sexual abuses risk factors Industrial Technical Education students encounter during Industrial Training programmes. From the table, it can be seen that all 9items were accepted based on the decision that they have mean ratings greater than 2.50 cut off point by respondents. The standard deviation ranged between 0.62 and 1.05, showing that the respondents were closed to one another in their options from the mean.

Research Question 2: What are the safety hazard risks associated with Industrial Technical Education Students' Industrial Training programme?

Table 2:Mean responses on the safety hazard risks associated with Industrial Technical Education Students' Industrial Training programme.

S/N	Item statement	Mean	SD	Decision
10	Exposure of students to hazardous chemicals and toxic substances, leading to health problems such as respiratory issues, skin irritation, and even cancer.	2.93	0.94	Agree
11	Physical strain resulting from repetitive movements, heavy lifting, and awkward postures, which may lead to musculoskeletal disorders and injuries of students.	2.98	1.47	Agree
12	Noise pollution from loud machinery and equipment, which may lead to hearing loss and other hearing-related issues of students.	3.55	1.33	Agree
13	Thermal stress through exposing students to extreme temperatures, leading to heat exhaustion, heat stroke, or hypothermia.	3.24	1.42	Agree
14	Exposure of students to ionizing radiation, which can lead to radiation sickness, cancer, and other health problems.	3.14	1.32	Agree
15	Students may be exposed to biological hazards such as bacteria, viruses, and fungi, leading to infections and other health issues.	3.22	1.09	Agree
16	Electrical equipment and wiring in industries can pose electrocution and electrical shock hazards to students, leading to injuries and even death.	3.11	1.05	Agree
17	Poor ergonomics in industries can lead to injuries and musculoskeletal disorders on students.	2.99	1.01	Agree
18	High-stress work environments, long hours and low job satisfaction can contribute to mental health issues such as anxiety and depression of students.	3.45	0.98	Agree

19	Some industries, such as healthcare and law enforcement, may involve a risk of occupational violence from patients, clients, or other individuals. This can lead to physical injuries and psychological trauma.	3.11	1.32	Agree

Table 2 results show that most respondents agree to all the items listed. This indicates that Industrial Technical Education students consider that the items listed reveals safety hazard risks associated with Industrial Technical Education Students' Industrial Training programme. From the table, it can be seen that all 10 items had high mean rating between 2.93 and 3.55 and high standard deviation indicating the mean data to be more spread out. The items were accepted based on the decision that they have mean ratings greater than 2.50 cut off point by respondents. The standard deviation ranged from 0.94 to 1.32 which shows that respondents were not too far from each other in their responses.

Table 3:Mean responses on financial risk associated with Industrial Technical Education Students' Industrial Training programme.

S/N	Item statement	Mean	SD	Decision
20	Delay in paying remunerations by Industrial Training Fund	3.33	1.18	Agree
21	High cost of transportation for students who live far from the industry they're carrying out the industrial training	3.12	1.14	Agree
22	High cost of purchase of tools and equipment by industries to serve students' training purpose	3.20	1.32	Agree
23	Cost of accommodation for students during industrial training	2.99	1.35	Agree
24	None payment of stipends to students by the industry.	3.18	1.22	Agree
25	Students being asked to pay for SIWES materials.	3.22	1.15	Agree
26	Industries demanding pay from students before they get placement.	2.98	1.21	Agree
27	Supervisors demanding money from students during visits.	3.02	1.06	Agree
28	Inability of students to procure tools for themselves.	3.02	1.08	Agree
29	High cost for mobilizing proper students' orientation programmes.	3.11	1.00	Agree
30	Financial implication of materials wasted by students during industrial training.	2.99	1.07	Agree
31	Financial implications of damages that may be caused by students during industrial training	3.43	1.20	Agree

Table 3 shows that most respondents agree to all the items listed, with mean ranging between 2.98 and 3.43. This indicates that students perceive the items listed reflect financial risks associated with Industrial Technical Education Students' Industrial Training programme. From the table, it can be seen that all 12 items (20 to 31) were accepted based on the decision that they have mean ratings greater than 2.50 cut off point by respondents. The standard deviation ranged between 1.00 and 1.35, showing that the respondents were closed to one another in their options from the mean.

Research Question 4: What are the strategies for eradicating risk factors associated with Industrial Technical Education Students' Industrial Training programme?

Table 4: Mean responses on strategies for eradicating risk factors associated with Industrial Technical Education Students' Industrial Training programme

S/N	Item statement	Mean	SD	Decision
32	Implementing a clear policy prohibiting any form of sexual harassment during the Industrial Training programme	2.93	0.94	Agree
33	Establishing a confidential reporting system and provide students with information on how to report incidents of harassment or abuse.	2.98	1.47	Agree
34	Conducting regular awareness workshops for both staff and students to promote a respectful and safe learning environment.	3.55	1.33	Agree
35	Assigning qualified and responsible supervisors to monitor students closely throughout the industrial training period.	3.24	1.42	Agree
36	Encourage open communication between students and supervisors to address any concerns related to safety, harassment, or ethical behaviour.	3.14	1.32	Agree
37	The industry should organize pre-training workshops focused on workplace safety, for students on industrial training.	3.22	1.59	Agree
38	Establishing safety protocols within industries to prevent accidents and ensure a safe working environment for students.	3.11	1.65	Agree
39	Policies should be put in place by the government to ensure provision of necessary tools and equipment for students by industries	2.99	1.01	Agree
40	The government should ensure timely disbursement of stipends by the Industrial Training Fund (ITF) to reduce the financial burden on students.	3.45	0.98	Agree
41	Industry should provide adequate medical and counselling services for students facing mental and physical health challenges during their industrial training.	3.11	1.32	Agree
42	Industries should be mandated by law to promote a balanced work-life environment, and avoid overburdening students with excessive working hours or tasks.	2.97	0.87	Agree
43	Industrial Trust Fund should establish a code of conduct for industries participating in the IT programme to promote ethical treatment of students.	3.44	1.12	Agree
44	SIWES coordinators should collaborate with industries and government bodies to provide students with the necessary tools and equipment required for their training at no cost	3.31	1.32	Agree
45	Educational institutions should be encouraged to establish agreements with industries to guarantee the rights and protection of students during their training.	3.11	1.22	Agree

Table 4 results show that most respondents agree to all the items listed. This indicates that Industrial Technical Education students consider that the items listed reveals strategies for eradicating risk factors associated with Industrial Technical Education Students' Industrial Training programme. From the table, it can be seen that all 14 items had high mean rating between 2.93 and 3.55 and standard deviation between 0.87 and 1.65 indicating the mean data to be more spread out. The items were accepted based on the decision that they have mean ratings greater than 2.50 cut off point by respondents.

Discussion of Findings

The findings from this research on sexual abuse risks associated with Industrial Technical Education Students' Industrial Training programme reveal that students frequently encounter various forms of sexual abuse during their training. These abuses include unwelcome sexual comments, gestures, advances, and non-consensual physical contact, such as unwanted touching, groping, or kissing, which aligns with Aderonke(2018), who observed similar patterns in educational institutions. Additionally, staff intraining environmentsoften use threats, intimidation, or promises of employment benefits to coerce students into sexual activity, a practice also noted by Hwang and Thim (2019). More subtle forms of abuse include emotional manipulation, exposure to sexual content, and the sharing of explicit images or videos, corroborating Dikilo's (2018) findings that staff often employ manipulative tactics to exploit vulnerable students.

Research objective two examined safety hazard risks associated with Industrial Technical Education Students' Industrial Training programmes. Respondents agreed to all ten listed items, highlighting risks such

as exposure to hazardous chemicals and toxic substances that may cause respiratory issues, skin irritation, or even cancer. Physical strain from repetitive movements, heavy lifting, and awkward postures also increases the risk of musculoskeletal disorders and injuries. Noise pollution from machinery, leading to hearing loss, was another identified hazard. Osman (2018) noted that cost-cutting measures in companies often expose workers, including students, to health risks like insufficient safety gear, overcrowded workspaces, and poor ventilation. Other health hazards students face include thermal stress from extreme temperatures, exposure to ionizing radiation, and biological hazards such as bacteria and fungi, leading to various health problems. Nduro et al. (2017) similarly reported that students face mechanical, electrical, and chemical risks during training. Nwaorgu (2019) emphasized that industries often lack planned health and safety measures for students. Measures should be implemented to minimize these risks (Ike, Nwamuo& Ojukwu, 2016). Additionally, high-stress work environments, long hours, and low job satisfaction can lead to mental health issues like anxiety and depression. In some fields, such as healthcare and law enforcement, students may also face risks of occupational violence, leading to physical and psychological trauma.

The analysis of research question three revealed several financial risks associated with Industrial Technical Education Students' Industrial Training programme. These include delays in remuneration from the Industrial Training Fund, high transportation costs for students commuting long distances, the high cost of purchasing tools and equipment, non-payment of stipends, industries requiring payment from students for placement, supervisors demanding money during visits, students' inability to procure their own tools, financial implications from wasted materials, and damages caused by students during training. These findings are consistent with Otateju (2019), who reported that many students seek placements only where they will be paid, seeing this as a significant risk factor. Uzoagulu (2017) highlighted that high transportation costs push students to choose nearby industries that may not align with their field of study. Osinem and Nwoji (2015) advocated for government subsidies to help students afford tools and materials, which could also foster self-employment post-training.

Conclusion

The study revealed that Industrial Technical Education Students face various risk factors during their Industrial Training programmes, encompassing sexual abuse, safety hazards, and financial challenges. Sexual abuse risks include unwelcome advances, intimidation, and exploitation by staff, while safety hazards range from exposure to hazardous substances to physical strain and mental health issues. Financial risks such as delayed remunerations, high transportation costs, and the need for expensive tools further complicate the training experience. However, appropriate strategies such as clear policies against harassment, better safety protocols, and financial support systems can significantly reduce these risks and enhance the overall industrial training experience for students.

Recommendation

1. Educational institutions and industries should implement strict policies that prohibit any form of sexual harassment during Industrial Training programmes.
2. Industries should prioritize the health and safety of students by conducting pre-training workshops focused on workplace safety.
3. The government, through the Industrial Training Fund (ITF), should provide subsidies for transportation and the procurement of tools and equipment to alleviate financial burdens on students.
4. The Industrial Training Fund should improve its disbursement processes to ensure that students receive their stipends on time.
5. The government and educational institutions should work together to create a fair and transparent placement

system for students, eliminating practices where students are required to pay for industrial placements or bribe supervisors for favorable assessments.

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