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Influence Of Students' Industrial Work Experience Scheme On Professional Development Of Library And Information Science Students In South-West, Nigeria

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INFLUENCE OF STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME ON PROFESSIONAL DEVELOPMENT OF LIBRARY AND INFORMATION SCIENCE STUDENTS IN SOUTH-WEST, NIGERIA

By

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ABSTRACT

This study examines the influence of Students Industrial Work Experience Scheme on Professional Development of Library and Information Science Students in South-West, Nigeria. Descriptive

research design was adopted for the study and total enumeration sampling technique was used to select 277 respondents covering three institutions; Adeleke University, Ede Osun state, University of Ibadan, Ibadan and Tai Solarin University of Education, Ijebu Ode, Ogun state. The respondents are students who have gone through student industrial experience scheme. Questionnaire was the instrument used for data collection. Data collected was analysed using descriptive statistics and simple percentages. Findings revealed that majority of LIS students understudied had their trainings in the libraries. The facilities available at the places of training included: computer laboratories, internet services, e-libraries and audio-visuals. Computer laboratory and internet facilities had the greatest frequencies 207(93.7%) each These accounted for the students' perceptions that SIWES influences professional development positively with response rate of 216 (97.7%) agreement, and that SIWES exposed them to new work methods also with response rate of 216 (97.7%) agreement. It was also discovered that SIWES provides avenue for technical skill development with response rate of 208(94.1%) in agreement. Noticeable challenges facing SIWES include finance, students' placements as a result of non acceptance of students by some employers into their establishments, inadequate supervision of trainees as well *as irregularity in academic calendar of institutions among others. It was recommended that institutions and other stakeholders should look keenly into the modalities and operations of the scheme to allow the scheme achieve its stated objectives.*

KEY WORDS: SIWES, ITF, Institution, Students, Professional development, Theory, Practice, Training, Work.

Introduction

Students' Industrial Work Experience Scheme (SIWES) is a skill development programme established by Industrial Training Fund (ITF) in 1973 with the headquarters in Jos Nigeria. It is meant to enable students in tertiary institutions in Nigeria acquire technical skills and experience for professional development in their course of study as it bridges the gap between theory and practice. It is the accepted skills training programme in institutions of higher learning in Nigerian that forms part of the approved academic requirement in various degree programmes. It is a three-credit unit course, which must be met by students before graduation. As stated by Nse (2012), the scheme is a planned, supervised training and intervention programme based on stated and specific learning and career objectives, leading to the development of occupational competencies of the participants. It is also to expose and prepare students in institutions of higher learning for the industrial work situations which they are to meet after graduation. The scheme equally helps to familiarize students with work methods and expose them to the necessary experience to hand equipment and machinery that are not available in their institutions.

SIWES is also an effort to bridge the existing gap between theory and practice and expose students to necessary skills for smooth transition from the classroom to the world of work. It enables students to acquire technical skills and experience for professional development in their study. Before the inception of the Scheme, there was a growing concern among Nigerian industrialists that graduates of institutions of higher learning lacked adequate practical background experience necessary for employment. So, employers were of the opinion that the theoretical education provided by higher institutions was did not meet nor satisfy the needs of the economy. It was against this background that the Fund during its formative years, introduced SIWES to provide students with the opportunity of exposure to handle equipment and machinery in Industry to enable them acquire prerequisite practical knowledge and skills. (ITF and UNIJOS, 2011). These skills aimed at exposing students to professional work methods as the scheme (SIWES) acts as a catalyst for industrial growth and productivity through professional development.

The Scheme started in 1974 in 11 institutions of higher learning with 748 participants. By 1978, it has widened in scope to about 5,000 participants from 32 different institutions in the country. In 1979 the Industrial Training Fund, withdrew from the managing the scheme due to problems of organizational logistics and the increased financial burden as a result of rapid expansion of SIWES (ITF; 2003). The scheme is a tripartite programme that incorporates the students, the institutions, and the industries. In Nigeria SIWES is financed by the federal government (through the ministry of commerce and industry) and managed by the Industrial Training Fund (ITF) aiming at making education more relevant and also to bridge the yearning gap between theory and practice of Engineering, Technology and other related disciplines in tertiary institutions in Nigeria.

The bodies involved in SIWES operation are known as the stakeholders and they are; the Federal Government of Nigeria (through the Ministry of Commerce and Industry), Industrial

Training Fund, NUC/NBTC/NCCE, the institution, the industries or employers and the students. SIWES is a form of cooperative industrial internship programme among all its stake holders. Mafe (2009) stated that all stakeholders are involved in the operation of SIWES but that students are the key actors that are directly involved in its implementation, all other stakeholders have lesser role to play in the actual training process. Mafe (2010) citing Crag (1987) stated that, SIWES is generic because it cuts across more than 60 programmes in the universities, over 40 programmes in the polytechnics and about 10 programmes in the colleges of education. Students who participate in this training programme include those studying Library and Information Science, Engineering, Vocational, Technological and related courses in higher institution of learning. Other courses involved in SIWES include Agricultural science, Forestry, Industrial Chemistry, Microbiology, Geology and Mineral Science, Physics and Mineral Science, Plant and Environmental Biology, Computer Science, Tourism and Hospitality, Business Education, Industrial Engineering, Enterprise Creation and Management.

Statement of the Problem

There is no doubt that SIWES is a laudable skills development programme, geared towards bridging the gap between theories learnt in the class and the actual practice. However, in spite of the importance of SIWES in professional development of students, the scheme has been hampered by the challenges such as non-acceptance of students by some employers, non-relevance of places of training, inadequate supervision of students by some institutions, inadequate SIWES orientation programmes. Lack of finance for the smooth running of the scheme is also a challenge facing SIWES. Some technical activities in the library including cataloguing, classification, indexing and abstracting, compilation of bibliography, and book production are facing setback due to inadequate practical experience of the LIS students as it relates to their professional development. It is against this backdrop that this study on influence and challenges of students' individual work experience scheme (SIWES) on professional development of Library and information science students become imperative.

Objectives of the Study

The main objective of this study is to examine the influence and challenges of Student Industrial Work Experience Scheme (SIWES) on professional development of library and information science students. The specific objectives are to:
  i.   determine the organizations where LIS students had their training;
  ii.   find out the facilities available at the places of training of LIS students;
  iii. identify new work methods learnt by LIS students during their training;
  iv.   examine the perception of LIS students on SIWES as it influences professional development
  v.   identify the challenges faced by LIS students during the industrial training.

Research Questions

This study sets out to provide answers to the following questions:

i   What are the organisations where LIS students had their training?
ii   What type of facilities are available at the places of training of LIS students?
iii   What are the new work methods learnt by LIS students during SIWES training?
iv   What are the perceptions of LIS students on SIWES as it influences professional development?
v   What challenges did LIS students face during their training?

Review of Related Literature

SIWES is the acronym for Students' Industrial Work Experience Scheme. It is a skill development programme that is designed to prepare students of higher institutions of learning like Universities, Polytechnics, Monotechnics and Colleges of Education for transition from college environment to the world of work. Akerejola (2008) stated that the work experience is an educational programme where students participate in work activities while still attending school. This gives students the opportunity to be directly involved and be part of the actual work situation outside the classroom. For instance library and information science students are able to handle library materials and equipment physically for processing. Books will be accessioned, stamped, catalogued and classified etc. LIS students will also be involved in other library activities like circulation which involves charging and discharging, shelving and shelve reading etc. They will also be part of bindery activities for book production and these will make them to be involved in the actual work situation outside the classroom. It was specifically designed to provide students of tertiary institutions in specific courses, with the opportunity of acquiring practical skills and experiences on-the-job before graduation so that they can graduate as professionals.

SIWES as a form of cooperative education was described by Stadt and Gooch (1977) as a programme of occupational education for those who through cooperative arrangement between the institution and employers receive instruction/training by alternation of study in school with a job in an occupational field. They stressed that two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and professional development. Also Mafe (2009) stated that there are two basic forms of learning; education and training both of which are essential to the productive world of work and the functioning of the society. Both education and training are important. For any effective education there must be some training input and vice versa. Every productive individual in this millennium must be able to combine and make use of the outcomes from the two forms of learning for effective professional development. Likewise Ugwuanyi, Chijioke and Ezema, (2010) opined that training is a key factor that enhances efficiency and expertise of the workforce.

The scheme prepares students for labour markets and has become an innovative phenomenon in human resources development and training in Nigeria today. They further stated that education has to with giving systematic instruction to students in a formal setting like the schools, colleges or universities. It is that process where knowledge and information are acquired facilitating understanding by the recipients. The recipient of education acquires knowledge and capabilities in his/her specific area of civilization. Mafe (20004) opined that training gives the

recipient the competencies required to do a job or carry out function. It is the process where knowledge, skills, abilities and attitudes (KSAAs) required in doing a specific job or carrying out a specific function are transferred from one person to another or to a group of persons. Although literacy can be an advantage, it is not essential to training; hence the process of training can be encapsulated in the four steps of "show, tell, do and check" The KSAAs acquired through training are focused at enabling the recipient or trainee to do or carry out a specific job or function after the completion of the training programme. Training equips the recipient with the capability to do or carry out a specific task, job or function. The terms education, training and development though distinct, they are closely intertwined and often interchangeably used. It is generally believed that there is a link between education and training on the one hand, and training and development on the other while training straddle in between the two.

Furthermore Okolocha and Okolocha (2012) stated that most of Nigerian tertiary institutions do not have the necessary equipment and facilities to equip the students with the necessary skills and competencies, it is then necessary for schools to liaise with industries where these modern facilities can be found for students to be exposed to real practical activities. For an individual to effectively function in the world of work theoretical knowledge is not enough because such an individual needs to be versatile in the application of skill to perform specific jobs. For instance while it is possible for someone to learn and imbibe all the available information on the processes involved in cataloguing and classifying a book in the classroom, it is unlikely that the individual would, based on this knowledge alone, be able to process a book at the first opportunity. On the other hand, someone else without the theoretical information on how to catalogue and classify a book, on being told and shown what to do, followed by hands-on practice and supervision by an instructor, would at the end of the day be able to catalogue and classify a book successfully. Without any doubt of course as Mafe (2010) stated 'someone who has been exposed to both the theoretical and practical methods and the hands-on experience' would and should be better in the real work.

In the illustration given above, the first individual had abundant education on how to catalogue and classify a book; the second individual had received an adequate training on how to catalogue and classify; the third individual had the advantage of being able to combine theoretical knowledge with practical skills to become a better cataloguer and classifier. The need to combine theoretical knowledge with practical skills in order to produce results or to be productive and be professionally developed is the essence and rationale for industrial training. The major benefits accruing to students who participate conscientiously in industrial training are the skills and competencies they acquire leading to their professional development. These relevant production skills (RPSs) remain a part of the recipients of industrial training as life-long assets which cannot be taken away from them. This is because the knowledge and skills acquired through training are internalized and become relevant when required to perform jobs or functions (Mafe, 2009). Several other benefits can accrue to LIS students who participate in industrial training (SIWES). These include the opportunity for LIS students to blend theoretical knowledge acquired in the classroom

with practical hands-on application of knowledge required to perform technical works in the library. It also includes exposure of LIS students to the environment in which they will eventually work (libraries and information centres), thereby enabling them to see how their future professions are organized in practice.

Active participation in SIWES enables LIS students to appreciate work methods and gain experience in handling equipment and machinery which may not be available in their institutions (like the bindery machines). It prepares them to contribute to the productivity of their employers and national development immediately after graduation and as well creates enabling environment where they can develop and enhance their personal attributes such as critical thinking, creativity, initiative, resourcefulness, leadership, time management, presentation skills and interpersonal skills, amongst others. SIWES prepares LIS students for employment and making the transition from school to the world of work easier after graduation. Participation in SIWES enhances LIS students' contacts with potential employers while on training. It enables them to bridge the gap between the knowledge acquired in institutions and the relevant production skills (RPSs) required in work organizations. It makes them appreciate the role of their professions as information providers and also enables students appreciate the connection between their courses of study and other related disciplines in the production of goods and services.

Objectives of SIWES

The Industrial Training Fund's Policy Document No.1 of 1973 (ITF, 2002) which established SIWES outlined the objectives of the scheme as follows; to provide an avenue for students in institutions of higher learning to acquire industrial skills and experience during their courses of study and prepare for industrial work situations that they are likely to meet after graduation. It also aims at exposing students to work methods and techniques in handling equipment and machinery that may not be available in their institutions. Part of the objectives of SIWES is to make the transition from school to the world of work easer and enhance students' contacts for later job placements and to provide students with the opportunities to apply their educational knowledge in real work situations, thereby bridging the gap between theory and practice. It is also to enlist and strengthen employers' involvement in the entire educational process through SIWES.

It is to provide an avenue for students in institutions of higher learning to acquire industrial skills and experience during their courses of study; It prepares students for industrial work situations that they are likely to meet after graduation; It exposes students to work methods and techniques in handling equipment and machinery that may not be available in their institutions; It makes the transition from school to the world of work easier and enhance students' contacts for later job placements; It also provides students with the opportunities to apply their educational knowledge in real work situations, thereby bridging the gap between theory and practice; It also enlists and strengthen employers' involvement in the entire educational process through SIWES.

The Place of SIWES in Librarianship

Students' Industrial Work Experience Scheme (SIWES) plays significant role in librarianship as regards professional development without which transition from the class room to the world of work will be inadequate and haphazard. Without this training students will graduate as half baked. For instance a graduate of library and information science who is unable to catalogue and classify is half-baked. Librarianship is a profession that is concerned with the collection, storage, processing and dissemination of recorded knowledge in the library. According to Aina (2004), 'The information professional is engaged in the organization, storage, management and distribution of information'. The students of Library and Information Science (LIS) need to undergo proper training to back up their classroom experience so as to be effective and relevant in their profession and be well developed professionally.

All activities involved before any book or other information material finally gets to the end user require practical experience and skillfulness without which the objectives of establishing the library will be defeated. The processing tools such as thesaurus, subject heading lists, the classification schemes, the reference tools, the computers and other digital equipments need practical training to be able to use them effectively. SIWES plays significant developmental role in preparing library and information science (LIS) students for the world of work. It provides avenue for them to acquire skills and experience in their course of study (librarianship). Skills in the preparation of bibliography, indexes, abstracts and also bindery work to mention just a few could be acquired during their participation in students' industrial work experience scheme. SIWES therefore prepares LIS students for work method and techniques in handling equipment and machinery that are not available in their institution. Wodi and Dokubo (2009).

SIWES is an inevitable programme to professional development of LIS students. The intellectual work of librarians is derived from the application of scientific principles in organizing, storing, retrieving, and disseminating information. In recent years, the library profession has been affected by developments in ICT. Igbinosa (2007), noted that advances in ICT have changed the paradigm of librarians work from information storage to one of access to world literature resources using electronic databases, the internet, and other digital resources. Omekwu (2005), opined that digital technology has revolutionized the information acquisition, storage, and retrieval processes. The application of ICT in libraries has widened the scope of librarianship, conferred new roles on libraries, and has placed more demands on the ability of librarians. Karisddappa (2004), also emphasis that society is in dear need to educate and train library employees for a lasting professional competence, LIS programs are skill-oriented, and for any adequate skill to be acquired, training has to occur in the appropriate environment." LIS students therefore are opportune to use various forms of ICT resource in industries where they are posted for SIWES.

Raimi (2015), quoting Nse (2012), averred that the quality of service rendered in the library is a function of the level of knowledge and skills acquired by the library staff, and since Library and Information Science students of today are the librarians of tomorrow, adequate opportunities to acquire an all round skills should be given to them so that they can deliver effective services in their future places of work. Student Industrial Work Experience Scheme (SIWES) is geared towards creating an opportunity for the industrial readiness of students through training in relevant

organizations. Ranganathan's fifth law of library science 'the library is a growing organism' as stated by Kumar, (2013) implies that librarianship is dynamic in nature, as such as the society changes through development the profession changes along with the library as the hub of activities. To be relevant in the society LIS students need to acquire the developmental skill through training to enhance their professional development.

Challenges of SIWES on professional development of LIS students

There are some noticeable challenges facing students' industrial work experience scheme which impede the fulfillment of its objectives. These challenges include finance which affects certain aspects of its operation like students' supervision and payment of allowances to participants. The issue of students' placement is another challenge facing SIWES operation. Some employers are not willing to accept students into their establishments due to attitudes of some students and for not wanting to take responsibility of remuneration of students after completion of the scheme; this is a challenge. There is also the problem of some students wanting to choose places of attachment by themselves for reasons ranging from not wanting to be far from their homes and wanting to use the period for enjoyment and leisure like holiday period, thereby choosing places that are not related to their profession. An example is a library and information science student training in an accounting firm instead of a library or an information centre; this has defeated the objectives of the scheme because no practical experience will be acquired at the end of the training.

Also facing SIWES operation is irregularity in academic calendar of institutions. The issue of strike and students unrest leading to closure of institutions has a serious negative effect on duration of the training. Library and information science students are to spend twelve weeks on SIWES after second semester of 700 level for the post graduate students, twelve weeks after 300 level for under graduate students. The distance learning after 300 level are to spend six weeks but this has been reduced to eight weeks in most cases for those who are to spend 12 weeks so as to finish their course within some adjusted/specified period. The implication of this is that enough practical experience is not obtainable by students and thereby affecting their professional development negatively.

Methodology

Descriptive research design was adopted in this research work. Questionnaire was the instruments used for collecting data to establish the influence of Students Industrial Work Experience Scheme (SIWES) on professional development of Library and Information Science (LIS) students in selected Universities in South-West, Nigeria. The study used total enumeration comprising library and information science students in the following institutions who have gone through student industrial experience scheme. Out of all the Nigeria Universities in South-West

only the three (3) used in this study are presently offering Library and Information Science. These are:

    (i)   Adeleke University, Ede Osun state

    (ii)   University of Ibadan, Ibadan both at undergraduate and post graduate levels including the distance learning students.

    (iii)   Tai Solarin University of Education, (TASUED) Ijebu Ode Ogun state.

These students used in these institutions are those who have gone through Student Industrial Work Experience Scheme and by virtue of their experience gained are able to answer the questions posed in the questionnaire.

Table. 1. Study Population

S/N	Institution	Location	No. of Undergraduates	No. of PGs
1.	Adeleke University	Ede, Osun State	38	-
2.	University of Ibadan	Ibadan, Oyo State	55 (400 level) and 29 distance learning students	88
3.	TASUED	Ijebu Ode, Ogun State	67	-
	Overall total = 277			

Structured questionnaires were used as the research instrument. A total number of two hundred and seventy seven (277) questionnaires were administered out of which 221 copies (79.8%) were retrieved. Total enumeration sampling technique was adopted due to the small size of the population. This technique was also used by Shorunke, Ajayi, Ayeni and Popoola (2014).

Table . 2. Questionnaire Administration and Response rate

Institution	Number of Questionnaires administered	Retrieved Questionnaire	Percentage (%)
Adeleke	38	29	76.3
TASUED	67	41	61.2
University of Ibadan	172	151	87.8
Total	277	221	79.8

The data gathered through the instrument were analysed using descriptive statistics of frequency, percentages for answering the research questions.

The draft copy of the questionnaire were used to carry out a pilot study on thirty (30) library and information science students of Kwara State University, Monlete. This group of respondents was not part of the study but just to compare and validate the research instrument. The reliability of the instrument was established by conducting a pilot study. The split-half approach, adjusted by

Spearman Brown Formula was applied by dividing the scale in each section into two halves, using the odd-numbered items for one and the even-numbered for the other. Each of the two sets of the items was treated as a separate scale for the questionnaire and then correlated with the two sub-scales taken as a measure of reliability. Using the Spearman Brown method at r=0.88, the correlation co-efficient obtained between the two halves was r=0.92, indicating the strength of instrument's reliability.

Table 3 Places of Attachment of LIS Students

Organization	Frequency			Total
	UI	TS	AD	Percentage(%)
Library	185 (120)	(40)	(25)	83.7
Non-library	24 (18)	(4)	(2)	10.9
No response	12 (8)	(2)	(2)	5.4
Total	**221**			**100**

AD= Adeleke University
TS=Tai Solarin University of Education
UI= University of Ibadan

Places of Attachment of LIS Students

The table below revealed the institutions where the respondents had their training. Greater percentage (83.7%) had theirs in libraries and 10.9% had theirs in non-library institutions while 5.4% were silent about their places of training.

Table 4 Facilities Available at the Place of Training

Facilities	Frequency			Total
	UI	TS	AD	Percentage(%)
Computer laboratory	207 (148)	(35)	(24)	93.7
Internet services	207 (145)	(37)	(25)	93.7
E-library	104 (75)	(18)	(11)	47.1
Audio visual	168 (144)	(38)	(25)	76
No response	14 (7)	(5)	(3)	6.3

Facilities Available at the Place of Training

From the table 4 above the facilities available at the places of training included: computer laboratories, internet services, e-libraries and audio-visuals. Computer laboratory and internet facilities had the greatest frequencies 207(93.7%) each.

Table 5 Working Tools Available at the Places of Training of the Respondents

Tools	Frequency			Total
	UI	TS	AD	Percentage (%)
Classification schemes	207 (160)	(37)	(26)	93.7
Subject headings	192 (132)	(36)	(24)	86.9
Reference tools	197 (136)	(36)	(25)	89.1
Computers	197 (136)	(36)	(25)	89.1
No response	14 (9)	(3)	(2)	6.3

From table 5 above it was revealed that different types of tools were used in the libraries where the respondent had their training. The table indicates that some libraries have more than one tool used in performing their various activities. The availability of these tools gave LIS trainees the opportunity of handling those tools and knowing how to use them to gain practical skill and professional development in their field of studies. Classification scheme took the highest frequencies and percentage of 207 (93.7%) while both reference tools and computers had equal frequencies and percentages of 197 (89.1%). Subject heading had the least 192 (86.9%). According to the above table 14 (6.3%) did not respond to the question.

Table 6 New Work Methods Learnt by the Respondents

New work methods	Frequency			Total
	UI	TS	AD	Percentage(%)
Cataloguing and classification	207 (160)	(37)	(26)	**93.7**
Shelving and shelf reading	207 (160)	(37)	(26)	93.7
Online cataloguing	104 (61)	(25)	(18)	47.1
Use of OPAC	104 (61)	(25)	(18)	47.1
Use of Microsoft excel catalogue	12 (7)	(3)	(2)	5.4
Serial tracking	4 (3)	(0)	(1)	1.8
Use of KOHA software	3 (3)	(0)	(0)	1.4
Sourcing for reference material	8 (5)	(1)	(2)	3.6
Database operation	41 (28)	(9)	(4)	3.6
Circulating	207 (160)	(37)	(26)	93.7
Use of thesaurus	41 (28)	(9)	(4)	18.6
Newspaper cutting	8 (5)	(1)	(2)	3.6
Reference services	190 (141)	(31)	(18)	86.0
Image database	2 (2)	(0)	(0)	0.9
No response	3 (1)	(2)	(0)	1.4

New Work Methods Learnt by the Respondents

Table 6 illustrates the different new work methods leant by LIS students during their training. Here there was an overlap on new work methods as majority of LIS students learnt more

than one new work method. Cataloguing and classification, shelving and shelf reading as well as circulation were common new work methods learnt by LIS students with the same frequencies and percentages of 207 (93.7%) for each. Reference services was the second highest new work method learnt by majority of LIS students with frequency of 190 (86%). Online cataloguing and OPAC were also commonly learnt by most of the LIS students with 104 (47.1%). Database operation and use of thesaurus both had 41(18.6%) each, use of Microsoft excel catalogue 12 (5.4%) while sourcing for reference materials, spine labeling and news paper cutting all had 8 (3.6%) each. Serial tracking 4 (1.8%), use of KOHA software and image data base both had 3 (1.4%). The above table indicated that 14 (6.3%) did not state any new work method learnt.

Table 6. **LIS students' perceptions of on SIWES as it influences professional development?**

Variables	Strongly Agree	Agree	Strongly Disagree	Disagree
In your own opinion SIWES positively influences professional development	216 (97.7%)	3 (1.4%)	-	-
SIWES is all about collecting stipend	-	3 (1.4%)	172 (77.8%)	43 (19.5%)
Provides avenue for technical skill development, experience and professional development.	10 (4.5%)	208 (94.1%)	-	-
SIWES prepares students for work after graduation	3 (1.4%)	216 (97.7%)	-	-
SIWES exposes students to new work methods	216 (97.7%)	3 (1.4%)	-	-
Makes transition from school to work easier and enhances professional development.	3 (1.4%)	216 (97.7%)	-	-
Promotes employers involvement in education process and prepares students for employment	102 (46.2%)	114 (51.6%)	-	-

Students Perception about SIWES on Professional Development

The above table revealed the perceptions of LIS students about SIWES on professional development. 219(99.1%) of the respondents strongly agreed that SIWES relates professional development while 2(0.9%) also agreed to the statement. 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.

Table7 Challenges faced by students during their training

Challenges	Frequency			Total
	UI	TS	AD	Percentage (%)
Accommodation	180	(128) (34)	(18)	81.4%
Transport	120	(81) (27)	(12)	54.3%
Finance	184	(131) (28)	(12)	83.3%
Inability to secure places of IT	63	(39) (17)	(7)	28.5%
Early resumption at places of IT	188	(132) (35)	(21)	85.1%
No challenges	37	(8) (17)	(12)	16.7%

Table 7 revealed some of the challenges faced by LIS students during their industrial training. The challenges encountered include the issue of non acceptance of student by employers making it difficult for them to secure places of training. 63(28.5%) were affected, 180(81.4%) had accommodation problem, 120(54.3%) had transportation problem. Finance was another problem that affected many of the trainees; 184(84.3%) experienced it. The issue of early resumption at the places of training just like the permanent staff, 188(85.1%) indicated this. Despite all these constraints, 37(16.7%) of the respondents had no challenge at all. From the above table it showed that many respondents had more than one challenge during the period of the training.

Discussion of the Findings

Libraries were the establishments where majority of LIS students had their trainings. Supporting this assertion was Aina (2004) who declared that information science professionals are engaged in organization, storage, management and dissemination of information. This implied that LIS students need to undergo proper training to back up their class room knowledge with practical experience so as to be effective and relevant in their profession and be well developed professionally. This assertion was supported by Raimi 2015 who also find out in her study that students were able to learn about development in their course of study through their participation in SIWES that it added a good deal to their knowledge, and they were able to apply the knowledge gained at school to the real life situation.

Availability of facilities and equipment were the major reasons for the choice of SIWES placement of LIS student these facilities in the places of training enabled LIS trainees to have access to their use to facilitate practical skill acquisition and professional development.

Computer laboratories, internet services and e-libraries were some of the facilities available at the places of training of LIS students. In line with this assertion was Omekwu (2003) who stressed that emerging skill in LIS is as a result of digital technologies including computers literacy, internet literacy, information technology and information literacy. Also supporting this statement was Ajidahun (2007) who posited that automation and computers in libraries led to development. Meanwhile Okolocha and Okolocha (2012) in their studies stated that it is necessary for institutions to liaise with industries where these modern facilities are found to expose students to real practical activities.

On the perception of LIS students about SIWES on professional development, majority of the students posited that SIWES provided avenue for technical skill, experience and professional development. This is in line with the study of Mafe (2009), who stated that when students conscientiously participated in SIWES they acquire skills and competencies leading to their professional development. This is because the skills acquired through are internalized and become relevant when required to perform jobs or functions. Also According to Oyeniyi (2011), students' Industrial Work Experience Scheme (SIWES) affords students the opportunity of familiarizing and exposing themselves to the needed experience in handling industrial equipment and machinery that are not usually available in their institutions.

The major challenges faced by LIS students during their training were accommodation, inadequate finance and inability to secure places of training. The problem of accommodation is supported by ITF (2006) and Mafe (2009) who reiterated that students are required to arrange for accommodation on their own as provisions are not made for students' accommodation during training. On the aspect of finance, nonpayment of students' stipends as stated by ITF (2006) that some institutions divert students' allowances to other use accounted for this problem. About inability to secure places of training, ITF (2006) revealed that some employers do not accept students into their establishments for training. Mofesola, 2012 also supported this assertion by stating that companies/organizations should be sensitized through organization of workshops/seminars in order to acquaint them with their expected roles towards students on industrial training.

On supervision of the trainees, majority of LIS students asserted that supervision was inadequate. Mafe (2006) also stated that for a scheme as large as SIWES it is imperative that participants be monitored for effective performance. Lack of supervision of student on training gives room for poor attendance which invariably leads to poor performance and also has a negative impact on the achievement of the objective of the scheme.

Conclusion

The scheme has exposed LIS students to new work methods and experience needed in handling equipments and facilities have not available in the school but needed to perform certain

jobs have been gained. LIS students with the help of SIWES were able to bridge the gap between knowledge acquired in the school and the relevant practical skills required in work places (library). However LIS students are faced with lots of challenges during their trainings which include; lack of accommodation, nonpayment of stipends, transportation problems and inability to secure relevant and related places of training. Hence for LIS students to be professionally and competently trained in their course of studies, the initiators of the scheme need to develop a better approach that will face out the challenges faced by the students during the course of their studies.

Recommendations

Consequent upon the findings of the study, the following recommendations are made:

1. LIS students should be well prepared for this kind of employment environment (SIWES). They should as a matter of necessity choose functional libraries and library related organizations for their training to acquire the necessary skills for their professional development. Also ICT and LIS-related self-employment opportunities should be included in the program. This could be achieved by students' ability to choose functional libraries, be ICT compliant and obtain necessary information and computer literacy.

2. Organized private sectors, government establishments and other related organizations should be encouraged to accept LIS student for training in their establishments. This could be done by establishing functional libraries where LIS students would be trained and organizations would enjoy and maximize to the full the services of the students free of charge.

3. Employers should also be encouraged to make provision for temporary accommodation for students trainees during their training to eliminate the issue of accommodation problem.

4. It is also recommended that institutions should release funds for the payment of stipend to trainees to ease off the problem of inadequate fund on students. Funds should also be released to institutions for effective supervision of students during SIWES training.

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