

## ASSESSMENT OF STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES) FOR PRACTICAL SKILLS ACQUISITION AMONG HOME ECONOMICS STUDENTS IN TERTIARY INSTITUTIONS IN LAGOS MAINLAND LOCAL GOVERNMENT AREA

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### Abstract

*The study examined students Industrial Work Experience Scheme (SIWES) programme on Home Economics students' practical skills acquisition to promote self-reliance for Industrialization and Innovation in Lagos State. The research was guided by four research questions and a survey research design was adopted for the study. The target population for the study comprised all final year undergraduate students of Home Economics who participated in the SIWES programme from the tertiary institutions offering Home Economics course across Lagos Mainland Local Government Area, Lagos state. The sample of 200 students was determined for the study by purposive sampling technique. Data collection was carried out using a structured questionnaire of 40 items based on a 4-point modified rating scale. Regarding the instrument, the pilot test was done, and it was validated by two experts. The reliability test yielded a reliability coefficient value of 0.82 using Cronbach's Alpha. The researcher and three research assistants administered the questionnaire to gathered the relevant primary data from the respondents. Statistical tool employed for the data analysis were mean and standard deviation which addressed the research questions. The findings reveal among others that the respondents found the skills acquired during SIWES programme useful for self-reliant motive that could promote employment generation, industrialization and innovation. It was therefore concluded that SIWES was found to be instrumental in enhancing practical skills, fostering personal development, and improving employability among Home Economics students. Based on the findings and conclusion, it was recommended among others that the industry-academic synergy should be strengthened to facilitate practical acquisitions, industries should retain talented students who show great promise during their training and also that beneficiaries of SIWES should focus more on job creation for self and others in order to promote self and national development.*

**Keywords:** Assessment, Industrial, Requisite, Skills, Work Experience Scheme,

### Introduction

Students Industrial Work Experience Scheme (SIWES) program was designed to provide students with practical skills and knowledge in their field of study. SIWES programme play an essential role in

providing students with skills for achieving sustainable development and growth particularly in the area of industry, innovation and infrastructure. According to Abdullahi and Bello (2019), SIWES programme exposes students to the practical application of theoretical concepts learned in the classroom. Oriazowanlan and Umunna (2012) defined SIWES as the symbiotic relationship that exists between schools and industries for mutual benefits based on agreeable goals and plans of actions. The philosophy of SIWES is to help the students acquire the practical skills of the theoretical knowledge taught in the classroom. Thus, through SIWES, students are expected to develop a deeper understanding of practical in-Home Economics and enhance their problem-solving abilities. Education is meant to inculcate in the individuals the appropriate skills required to face tomorrow's challenges. Skill acquisition is very important in many fields of study such as Home Economics, Vocational courses and other related disciplines that involve practical skills for self-reliance.

The soaring youths' unemployment rate in Nigeria and among Home Economic graduates inclusive is alarming. The unpleasant situation necessitated SIWES programme in order to bridge classroom theory-based learning and practical skills acquisitions in schools prior to students' graduation to promote self-reliance motive. One of the efforts made by the government to achieve the self-reliant and full employment goals of the Nigerian economy through education, was the establishment of the Students Industrial Work Experience Scheme (SIWES), (Ekpenyong, 2005). One of the important attributes of an educated person is in their ability to solve personal and societal problems which could be lifelong in a sustainable manner. Obtaining academic and professional certificates without a corresponding competence for adding value to society could only add to the existing social, economic and environmental maladies of our society, especially for developing countries like Nigeria. The problem of lack of workshops/laboratories or ill-equipped tertiary institutions has led to the production of "half-baked" graduates who lack the skills required in the world of work.

Home Economics encompasses various disciplines such as foods and nutrition, clothing and textiles, hospitality, housing and interior design and child development. SIWES provides students in Home Economics with the opportunity to gain practical experience in these areas through industrial attachments. During their attachment period, students are exposed to real-life situations, work processes and industry practices which significantly contribute to their skill development and acquisition. Sustainable development growth particularly in the context of industry, innovation and infrastructure is crucial for the economic advancement of any society. SIWES through its focus on skill acquisition plays a significant role in contributing to sustainable development growth in Lagos State. It enhances the employability of home economics students by equipping them with practical skills that are in demand in the labor market. The practical experience gained during SIWES makes students more competitive and increases their chances of securing employment upon graduation. This in turn contributes to the development of a skilled workforce in Lagos State promoting industry and innovation leading to the attainment of SDGs Goal 9. It also exposes students to emerging trends and technologies in the field of home economics. As students work in various industries, they become

aware of new techniques, equipment and processes that can be adopted to improve productivity and efficiency. This exposure to industry innovation enables students to contribute positively to the growth and development of the Home Economics sector in Lagos State.

According to Ihebereme (2010), skill acquisition is the process of acquiring or gaining effective and ready knowledge in developing one's aptitude and ability in a particular field. It is also described as the ability to show competence in what one is doing as a result of the theoretical and practical knowledge gained through training (Nwonye, 2010). Ihebereme (2010) stressed that skill acquisition is one among other policies embarked upon in Nigeria with the sole aim to alleviate poverty, youth restiveness, sophisticated crime and corruption rate, rural-urban drift, unemployment and other social vices.

Skill acquisition in Nigeria education is meant to equip our students with more practical and less theoretical knowledge that will make the students more useful in the world of work. The need to acquire skills has further strengthened SIWES and research works in the area. Several research works have been carried out with a view to understanding the contributions of SIWES and the possible challenges confronting the scheme. In order to achieve the effectiveness of SIWES, and greatly promote the sustainable development goals of our economy, it is also necessary for mutual collaboration to exist among the higher institutions (vocational and technology education departments), the industrial world, and the funding body (Industrial Trust Fund) (Usman & Tasmin, 2015). However, the level of partnership and exposure that SIWES allows, coupled with the relevance of vocational and technology curricula, will determine the achievement of its aims and objectives.

Despite the on-going SIWES programme over the years, yet most graduate beneficiaries are still among the teeming unemployed youths in Nigeria. Therefore, it becomes worrisome whether students actually acquired appropriate practical skills from the training programme prior to graduation. The study therefore assessed SIWES programme relative to Home Economic Students' practical skill acquisitions, specific obstacles that hinder them from acquiring the necessary skills during the SIWES program and how these challenges impede their ability to contribute to decent work and economic growth as well as strategies to improve the programme to ensure its effectiveness particularly in Home Economics.

### **Objectives of the Study.**

The aim of this study was to appraise the relevance of SIWES to practical skills acquisition by students in Home Economics. Specifically, the study:

1. Determined how SIWES helps Home Economics students gain practical skills for self-reliance motive in order to be innovative and creative for self and national development particularly in the study area.
2. Examine the challenges that limit the effectiveness of SIWES in providing appropriate practical skills to Home Economics students prior to graduation.
3. Examine the appropriateness of the current duration of SIWES programme for Home Economics students to develop the skills needed to excel in the world of work.

4. Suggest practical strategies to improve SIWES to promote Home Economics students' acquisition of practical skills and knowledge for self-reliance.

### **Research Questions**

To guide this study, the following questions were explored:

1. what would be the benefits of SIWES programme to Home Economics students' acquisition of practical skills for self-reliance and national development particularly in the study area?
2. What are the key challenges that affect how well SIWES equips Home Economics students with practical skills prior to graduation?
3. what is the appropriateness of the current duration of SIWES programme for Home Economics students to develop the skills needed to excel in the world of work?
4. What are the strategies to improve SIWES to promote Home Economics students' acquisition of appropriate practical skills and knowledge prior to graduation?

### **Methodology**

The study adopted a survey research design. It sought information from final year students who have gone for SIWES. The area of study for this research focused on tertiary institutions within Lagos Mainland Local Government Area, Lagos state, Nigeria, situated in the southwestern part of the country. The population of the study was made up of all the undergraduate students in all tertiary institutions that are eligible for SIWES and offer home economics related courses. The sample size for the study was 200 respondents who were selected using Purposive sampling technique. The tertiary institutions that were randomly selected include: University of Lagos (UNILAG), Federal College of Education (FCE), Yaba College of Technology (YABATECH) and Lagos State University (LASU). Fifty respondents were randomly selected from each of the institutions, which made a total of 200 respondents. The research instrument was a close-ended Structured questionnaire developed on the basis of formulated question items drawn from the reviewed literature. The questionnaire contained 40 items designed in 4-Points rating scale of Strongly Agree (SA)=4-points, agree (A)=3-points, disagree (D)=2-points and Strongly Disagree (SD)-1-point. The instrument was validated by 2 experts, one from the university of Lagos and one expert from the industry. Cronbach's alpha was used to test the reliability of the responses obtained from the questionnaires and a reliability coefficient value of 0.83 was achieved. Two hundred copies of the questionnaire were administered by the researcher and 2

research assistants. Some were collected on the sport while others were collected at a later date. Data was analyzed using descriptive statistics of the mean and standard deviation for the purpose of addressing the research questions. Decision rules were used which related the lower- and upper-class boundaries as 3.50 and above was used for the “strongly agree” category, 2.50 -3.49 represents Agree, 1.5-2.49 Disagree and 1.49 to 1.00 was considered strongly Disagreed.

### Estimation of Results

**Research Question 1:** what would be the benefits of SIWES programme to Home Economics students’ acquisition of practical skills for self-reliance and national development particularly in the study area?

**Table 1:** Response on the benefits of SIWES in terms of skill acquisition in home economics education

S/N	ITEMS	Mean	S.D	Remark
1	SIWES program provides students with the opportunity to apply theoretical knowledge gained in the classroom to real-world scenarios	3.74	0.486	Accepted
2	SIWES program enables students to acquire the necessary hands-on experience skills	3.68	0.468	Accepted
3	Interpersonal skills are properly instilled in students during SIWES	3.48	0.521	Accepted
4	SIWES has exposed me to proper time management skills	3.47	0.540	Accepted
5	SIWES promotes proper acquisition of personal quality skills	3.47	0.575	Accepted
6	SIWES exposed students to the skills of properly managing materials and facilities	3.47	0.539	Accepted
7	The experience of SIWES exposes student to the intricacies in office automations	3.34	0.605	Accepted
8	The SIWES program has exposed me to proper communication skills	3.46	0.575	Accepted
9	SIWES program enables students to gain confidence in their abilities and develop a sense of independence and self-reliance	3.51	0.501	Accepted
10	The practical skills and industry experience gained through the SIWES program enhance students' employability upon	3.42	0.534	Accepted

graduation		
Total mean	3.50	Agreed

*SA: Strongly agree, A: Agree, D: Disagree, SD: Strongly Disagree, S.D: Standard Deviation*

**Source:** Field Survey, 2024

Table 1 presents the interpretation of respondents' perceptions regarding how SIWES help (Students Industrial Work Experience Scheme) students develop practical skills that support SDG9 in terms of skill acquisition in home economics education in Lagos State. The findings reveals that respondents agrees with the mean of 3.74 on SIWES program provides students with the opportunity to apply theoretical knowledge gained in the classroom to real-world scenarios, 3.68 on SIWES program enables students to acquire the necessary hands-on experience skills, 3.48 on Interpersonal skills are properly instilled in students during SIWES, 3.47 on SIWES has exposed me to proper time management skills, 3.47 on SIWES promotes proper acquisition of personal quality skills, 3.47 on SIWES exposed students to the skills of properly managing materials and facilities, 3.34 on The experience of SIWES exposes student to the intricacies in office automations, 3.46 on The SIWES program has exposed me to proper communication skills, 3.51 on SIWES program enables students to gain confidence in their abilities and develop a sense of independence and self-reliance and 3.42 on The practical skills and industry experience gained through the SIWES program enhance students' employability upon graduation. The cluster mean of 3.50 suggested that the SIWES program is beneficial to home economics towards acquiring practical skills, personal development, and employment which is appropriate for embedding SDG 9: industry, innovation and infrastructure for Lagos State.

**Research Question 2:** 2. What are the key challenges that affect how well SIWES equips Home Economics students with relevant practical skills prior to graduation?

**Table 2:** Responses of respondent on the perceived key challenges confronting SIWES in equipping students with relevant practical skills prior to graduation?

S/N	ITEMS	Mean	S.D	Remark
1	I found it difficult to get a befitting placement for my SIWES	2.54	0.731	Rejected
2	The unwillingness of employers of labour to absorb students for SIWES training affects the appraisal of the scheme	3.11	0.583	Accepted
3	Where I eventually did my SIWES was not very relevant to my course of study	1.98	0.763	Rejected
4	Transport fare to and from my SIWES venue was a challenge to me	3.22	0.703	Accepted
5	The attitude of employers of labour towards rewarding the trainees (students) with little stipends is militating against the appraisal of the scheme	3.21	0.684	Accepted

6	The poor collaborative effort or liaison between business organizations and institutions of learning is affecting the appraisal of the scheme	3.17	0.624	Accepted
7	The inadequacy of modern office automations in some of these business organizations affect the appraisal of this scheme as students are not properly equipped with the desired skills due to inadequate modern sophisticated office equipment	3.11	0.663	Accepted
8	The wrong placement of students for SIWES programme in organizations also affects the effectiveness of the scheme as these students will not be able to acquire the desired skills	3.32	0.582	Accepted
9	Lack of proper supervision during SIWES can hinder the acquisition of practical skills	3.24	0.652	Accepted
10	The feedback provided during your industrial training was adequate for your skill development	3.23	0.58	Accepted
	Total mean	3.36		Agreed

*SA: Strongly agree, A: Agree, D: Disagree, SD: Strongly Disagree, S.D: Standard Deviation*

**Source:** Field Survey, 2024

#### Interpretation of Results

Table 2 highlights several challenges that Home Economics students encounter in their SIWES program. With a mean score of 2.54, respondents indicated moderate challenges in securing appropriate placements. Employer Unwillingness: A mean score of 3.22 shows that many employers are hesitant to accept Home Economics students for training, which limits their opportunities for practical experience. High Transportation Costs: Respondents identified transportation costs as a significant obstacle, with a mean score of 3.22, indicating that travel expenses to and from training sites can be a burden. Lack of Rewards or Incentives for Trainees: With a mean score of 3.21, respondents noted that employers are often reluctant to reward or incentivize students, which may impact student motivation. Poor Collaboration Between Organizations and Schools: Scoring a mean of 3.17, this issue reflects weak coordination between businesses and educational institutions, affecting the program's effectiveness. Outdated Office Equipment: A mean score of 3.11 suggests that some organizations lack modern tools and technology, limiting students' ability to gain relevant skills. Improper Student Placement: With a mean score of 3.32, students reported being placed in roles unrelated to their field, reducing the value of their practical experience. Inadequate Supervision: A mean score of 3.24 indicates that limited supervision during training makes it difficult for students to gain practical skills effectively. Constructive Feedback for Skill Development: The feedback received during training had a mean score of 3.23, suggesting that students generally found it helpful for developing skills.

Irrelevant Training Placements: This item received a mean score of 1.98, indicating that most respondents did not feel their placements were irrelevant. Overall, the cluster mean of 3.36 suggests that Home Economics students face significant challenges during their SIWES experience, including placement difficulties, employer attitudes, logistical issues, and limited supervision. Addressing these areas is essential to improving SIWES and ensuring it meets its goal of providing practical skills in Home Economics.

**Research Question 3:** what is the appropriateness of the current duration of SIWES programme for Home Economics students to develop the skills needed to excel in the world of work?

**Table 3:** Response of respondents on the appropriateness of the current duration of SIWES for Home Economics students to gain the needed skills required for work?

S/N	ITEMS	Mean	S.D	Remark
1	The current duration of the SIWES program in your Home Economics Education curriculum is adequate	3.08	0.596	Accepted
2	SIWES duration provides you with sufficient practical experience in your field of study	3.16	0.702	Accepted
3	SIWES duration contributes to your understanding of real-world applications in home economics	3.26	0.54	Accepted
4	The extension of the SIWES duration would enhance your skills and knowledge in home economics	3.13	0.704	Accepted
5	SIWES duration is bridging the gap between academic learning and practical experience in home economics	3.31	0.596	Accepted
6	SIWES duration could positively impact the sustainability of the economy in Lagos State	3.20	0.624	Accepted
7	Do you feel adequately prepared for the workforce after completing the current SIWES duration	3.05	0.652	Accepted
8	SIWES duration should be aligned with the demands of the home economics industry	3.24	0.514	Accepted
9	Have you encountered any challenges due to the current duration of the SIWES program	2.87	0.748	Rejected
10	Would an extended SIWES duration benefit both students and the economy in Lagos State	3.02	0.786	Accepted
	Total mean	3.40		Agreed

SA: Strongly agree, A: Agree, D: Disagree, SD: Strongly Disagree, S.D: Standard Deviation

*Source: Field Survey, 2024*

The table 3 above on the perception of home economics students regarding the adequacy of SIWES duration reveal several insights: Respondents generally agree that the current duration of the SIWES program in their Home Economics Education curriculum is adequate, with a mean score of 3.08. This suggests that a majority of students feel that the allotted time for practical training is sufficient to meet their learning needs. Furthermore, students perceive that the SIWES duration provides them with sufficient practical experience in their field of study, scoring an average of 3.16. This indicates that the program effectively bridges the gap between academic learning and practical experience in home economics.

Respondents also believe that SIWES duration contributes significantly to their understanding of real-world applications in home economics, scoring 3.26 on average. This highlights the program's role in enhancing students' grasp of practical skills relevant to their future careers.

Regarding the potential extension of SIWES duration, students are supportive, with a mean score of 3.13. This suggests that many students believe an extended duration could further enhance their skills and knowledge in home economics. Additionally, respondents feel adequately prepared for the workforce after completing the current SIWES duration, scoring 3.05 on average. This indicates confidence among students in their readiness to transition from academic studies to professional roles in home economics. However, it's noteworthy that respondents have encountered challenges due to the current duration of the SIWES program, with a mean score of 2.87. This suggests that despite the perceived adequacy, there are still issues students face that could potentially be addressed with adjustments to the program's duration or structure. The cluster mean of 3.40 indicates that Home Economics students generally agreed that the SIWES program provides valuable practical experience and helps prepare them for the workforce. However, the findings suggest there is still room for improvement. Addressing existing challenges and potentially extending the program's duration could further enhance students' skill acquisition and readiness for industry demands.

**Research Question 4:** What are the strategies to improve SIWES to promote Home Economics students' acquisition of appropriate practical skills and knowledge prior to graduation?

**Table 4:** Response of respondents on strategies that are needed to improve SIWES programme.

S/N	ITEMS	Mean	S.D	Remark
1	Industry partnerships should be integrated into the SIWES program	3.52	0.567	Accepted
2	Incorporating emerging technologies within the SIWES curriculum	3.47	0.52	Accepted
3	Entrepreneurship training opportunities should be provided to students during SIWES	3.46	0.538	Accepted

4	Specialized skill development programs should be offered to students during SIWES	3.51	0.558	Accepted
5	Robust monitoring and evaluation system in place for the SIWES program	3.28	0.751	Accepted
6	Active collaboration between different departments or faculties in SIWES projects	3.43	0.605	Accepted
7	The duration of SIWES should be extended to a year for intensive and comprehensive acquisition of entrepreneurial skills and experience	3.06	0.872	Accepted
8	Employers should be encouraged to support all SIWES students financially	3.53	0.575	Accepted
9	Provision of industry mentorship programs should be available to students	3.52	0.558	Accepted
10	Continuous improvement and updating of the SIWES curriculum to align with industry trends	3.56	0.537	Accepted
	Total mean	3.44		Agreed

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*SA: Strongly agree, A: Agree, D: Disagree, SD: Strongly Disagree, S.D: Standard Deviation*

**Source:** Field Survey, 2024

The data from Table 4 above indicates a strong consensus among respondents regarding strategies necessary to align the SIWES program with SDG 9 (Industry, Innovation, and Infrastructure) for promoting sustainability. Key points highlighted include: Respondents agree that integrating industry partnerships into the SIWES program is essential (Mean = 3.52), emphasizing the importance of collaborative efforts between educational institutions and businesses. There is significant support for incorporating emerging technologies within the SIWES curriculum (Mean = 3.47), underscoring the need to equip students with up-to-date technical skills. Providing entrepreneurship training opportunities during SIWES is seen as crucial (Mean = 3.46), reflecting the importance of fostering entrepreneurial mindsets among students. Specialized skill development programs are favored (Mean = 3.51), indicating the desire to tailor SIWES experiences to specific industry needs. Respondents endorse the establishment of a robust monitoring and evaluation system for SIWES (Mean = 3.28), highlighting the importance of tracking program effectiveness and student outcomes. Active collaboration across different departments or faculties in SIWES projects is encouraged (Mean = 3.43), promoting interdisciplinary learning and project management skills. While respondents generally support the extension of SIWES duration to a year (Mean = 3.06), there is recognition that this could provide more intensive entrepreneurial skills and experience. There is strong agreement that employers should be encouraged to financially support SIWES students (Mean = 3.53), indicating a belief that financial incentives could enhance student participation and outcomes. Provision of industry mentorship programs is viewed positively (Mean = 3.52), suggesting that mentorship can

play a pivotal role in bridging academic learning with practical industry needs. Continuous improvement and updating of the SIWES curriculum to align with industry trends is highly favored (Mean = 3.56), reflecting a commitment to ensuring program relevance and effectiveness. The average score of 3.44 indicates that students believe several key strategies are essential for achieving Sustainable Development Goal 9, which focuses on Industry, Innovation, and Infrastructure. They highlighted the importance of forming strong partnerships with industries, embracing new technologies, and providing opportunities for entrepreneurship training. Additionally, they emphasized the need for specialized skill development programs and a robust monitoring and evaluation system for the Student Industrial Work Experience Scheme (SIWES).

### **Discussion of Findings**

The study highlights the Students Industrial Work Experience Scheme (SIWES), which plays a crucial role in enhancing the practical skills and personal development of home economics students. This program not only equips students with essential employability skills but also fosters their entrepreneurial abilities. Research by Eze and Okeke (2020) supports this perspective, indicating that the SIWES program significantly boosts students' employability through hands-on training. Additionally, Joewono (2021) emphasizes that participation in SIWES cultivates creativity, innovation, and practical business skills, which are vital for sustainable business practices. In essence, SIWES serves as a bridge between academic knowledge and real-world application, preparing students to meet the challenges of the workforce effectively.

The findings from our second research question shed light on several challenges that hinder the effectiveness of the Students Industrial Work Experience Scheme (SIWES) in home economics education. One major issue is the difficulty many students face in securing suitable placements. This aligns with the observations of Yusuf and Omokore (2017), who noted that numerous students encounter significant obstacles when trying to find SIWES placements. These challenges can negatively impact the relevance and quality of their learning experiences during the program.

Additionally, many respondents expressed concerns about employers' reluctance to hire SIWES trainees after their training period. This hesitation often arises from doubts about students' readiness and competence. It underscores the critical need for improved supervision and mentorship during industrial training. When students receive effective guidance, not only does it enhance their learning experience, but it also increases their chances of being seen as valuable assets by employers after their training (Ige & Olawale, 2019).

In summary, addressing these challenges is essential for maximizing the potential of SIWES and ensuring that students gain meaningful, real-world experience that translates into future employment opportunities. Logistical challenges such as high transport costs and inadequate infrastructure at

training sites also pose significant barriers to the effectiveness of SIWES. The finding is in agreement with Oriazowanlan and Umunna (2012) research findings which stated that although SIWES was well thought out and is on-going but it did not sufficiently bridge the gap between theory and practical skills acquisitions due to short duration, inadequate monitoring and among others

These challenges can deter students from fully engaging in their training and limit their exposure to practical learning opportunities. Addressing these logistical issues requires collaborative efforts between educational institutions, government agencies, and industry stakeholders to ensure that students have access to conducive learning environments during their industrial training period. Respondents generally perceive the current duration of SIWES as sufficient for practical training and real-world applications in home economics. However, there is support for potentially extending the program's duration to deepen practical learning and better align with industry needs, a sentiment shared in discussions about optimizing the duration of vocational training programs (Babatunde & Akinyemi, 2019).

In aligning SIWES with SDG 9 (Industry, Innovation, and Infrastructure) for sustainability, respondents emphasize integrating industry partnerships, incorporating emerging technologies, fostering entrepreneurship, and providing specialized skill development. These strategic measures are essential for equipping students with contemporary skills and preparing them for the evolving demands of the industrial sector, aligning with discussions on enhancing vocational education to meet sustainable development goals (Ojo & Aluko, 2021).

The interconnectedness of financial, educational, and supervisory factors significantly shapes students' experiences with SIWES. Addressing these challenges requires comprehensive strategies such as enhancing coordination between educational institutions and industry, improving logistical support, and strengthening supervision quality. Culinary entrepreneurship emerges as a potential model for fostering innovation and community support within SIWES, similar to initiatives discussed in vocational training programs to address broader socio-economic challenges (Joewono, 2021).

SIWES plays a pivotal role in enhancing the practical skills, personal development, and employability of students in home economics education in Lagos State. While the scheme offers significant benefits, it also faces challenges that need to be addressed to maximize its effectiveness and sustainability. By implementing strategic recommendations such as enhancing industry-academia collaboration, improving supervision and mentorship, expanding entrepreneurship initiatives, addressing logistical challenges, and aligning with SDGs, stakeholders can ensure that SIWES continues to prepare students effectively for the demands of the evolving job market.

Ultimately, these efforts not only enhance the educational experience of students but also contribute to the socio-economic development of Lagos State and Nigeria as a whole. By investing in the future workforce through robust vocational training programs like SIWES, stakeholders can foster a skilled and innovative workforce capable of driving sustainable development and prosperity.

## Conclusion

In conclusion, this study has provided valuable insights into the relevance and effectiveness of the Students Industrial Work Experience Scheme (SIWES) in home economics education within tertiary institutions in Lagos State, Nigeria. SIWES was found to be instrumental in enhancing practical skills, fostering personal development, and improving employability among home economics students. Participants unanimously acknowledged its role in bridging the gap between theoretical knowledge acquired in classrooms and the practical demands of the industry. However, despite its evident benefits, the study also identified substantial challenges that hinder the optimal implementation of SIWES. Furthermore, in aligning SIWES with Sustainable Development Goal (SDG) 9: Industry, Innovation, and Infrastructure, participants stressed the importance of integrating industry partnerships, embracing emerging technologies, fostering entrepreneurial skills, and enhancing specialized skill development. These strategic measures are seen as essential not only for enhancing SIWES's relevance but also for ensuring its sustainability amid evolving industrial demands.

## Recommendation

Based on the findings and conclusion the following recommendations are made;

1. The industries should retain talented students demonstrated great promise during their training by providing them with job offers or internships to be nurtured for greater exploit.
2. The management of tertiary institutions should ensure that Home Economics Students are placed in suitable industries where they can acquire appropriate practical skills. This would strengthen the symbiotic relationship between academia and industries thereby effectively bridging the gap between education and practical knowledge acquisition through the partnership.
3. The issue of inadequate supervision during SIWES placements should be properly tackled by implementing structured mentorship and regular check-ins.
4. More industries and organizations should be receptive to students' placement and actively engage in playing crucial roles in shaping the next generation of skilled professionals.

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