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EFFECT OF ONE YEAR INDUSTRIAL TRAINING ON HND 1 STUDENT OF FEDERAL COLLEDGE OF ANIMAL HEALTH AND PRODUCTION TECHNOLOGY VOM

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ABSTRACT

This research was carried out to study the effect of industrial training on HND one student's federal college of Animal Health and Production technology Vom, The study used a primary data collected by means of questionnaire of 20 questions, A sample size of 260 students out of a population of 425 students determined by Yamani's approach was used for this study which was selected by means of stratified random sampling, It was noticed from the data analysis that students strongly support industrial training and that the performance of HND one students depends on the industrial training, showing that the positive effect of the one-year industrial training on HND 1 students are greater than those of the negative effects, Conclusively, the research recommended some crucial matters that demands the attention of the government, the institution and the students.

INTRODUCTION

Background of the Study

It is an indisputable fact that education is a no do without in the development of a nation's economy. But a perfect and complete education is achieved when one head, heart and hands are trained. Meanwhile among all these, the most important is the training of the hands because with that of the head and heart but without the one of hands, one cannot display. Secondly, it is what the nation needs to develop its economy to a state of self-reliance, independence on foreign expertise and be industrialized which is the heart cry of every nation. But what go on in the tertiary institutions are the training of head and heart. Thus, the introductions of industrial training (I.T) which will help actualize the training of the hands and make the students competent enough in facing the tasks ahead. Moreover, industrial training (I.T) participation has become a necessary pre-condition for the award of diploma in the polytechnic set up. The practice of subjecting students to more

theoretical background of real-life situations as against the practical orientation has become highly unacceptable in the Nigerian society today. Many students with the theoretical orientation end up unemployed and the number keeps increasing exponentially. Based on the preliminary field discussions, it was gathered that, the unemployment situation in the country can be attributed to the changing focus of employers. The depreciation of the Nigerian currency and other macro-economic factors which are beyond the control of the employer is been given less attention when dealing with cost reduction. Rather, employers are now focusing on micro economic factors within their control to manage their operational costs. Every business owner prefers to engage the services of versatile people so that they can benefits from their theoretical knowledge as well as practical experiences. This brings to mind the characteristics of a versatile graduate in Nigeria. Obviously, graduates become highly employable if they are doctored with a mixture of theory and practical. Many tertiary institutions in the country have adopted industrial training as a module so that students could have practical exposure whiles in school. In line with employers' expectations, students would have the feel of real life situations before they graduate. According to Stuliff industrial exposure gives the academics a chance to seek inputs and feedback from practicing professionals who can provide valuable insight into the skills and abilities students would need in their career. It is also an opportunity for students to personally practice the theoretical models in the classroom to enhance their chances of securing employment after graduation. In addition to this advantage, students are re-shaped perceptually and psychologically to be on top of any practical encounter. This psychological disposition serves as a bridge between the world of theoretical learning and practical exposure. In Nigeria, Industrial training for students has not achieved the expected results due to some challenges. It was discovered that inappropriate placement of students and poor supervision during training, reluctance to allow students to use industrial facilities for training have contributed to the ineffectiveness of industrial training. Since employers are looking beyond the graduate's academic knowledge, students who are hit by these short comings become non-competitive. It is however believed that, when industrial training produces favorable effect on graduate's employability, stakeholders would assist in the eradication of the challenges indicated above. Another motivation for this research work was derived from the fact that some developed nations have realized the need to augment the traditional education programs.

Several attempts have been made by successive government in Nigeria from time immemorial to empower the youth with employable skills with a view to alleviating unemployment and poverty. For instance, the establishment of National Poverty Eradication Program (NAPEP) 2000/2001, Structural Adjustment Program (SAP) 1988/89, and National Directorate of Employment (NDE) 1986, among others are government efforts towards eradicating joblessness, unemployment and poverty among the people. However, all these programs and government interventions seem not to address the real foundational problem which is hidden in the Nigerian education system and its products. The Polytechnic education in Nigeria is established to impart the youths with practical and employable skills. Regrettably however, contrary seems to be the situation. Teaming number of polytechnic graduates are unemployed and jobless. This scenario is not far-fetched from the fact that they were ill-equipped with entrepreneurial skills in the course of their education. Thus there is need to assess acquisition of entrepreneurial skills by prospective students of polytechnics in the State of Osun, Nigeria with a view to finding

out the strengths or weaknesses of polytechnic education in equipping the Nigerian youths with necessary and relevant employable skills. Hence, this study becomes very germane. The polytechnic education in Nigeria as in other parts of the world is established with a view to imparting relevant and necessary work skills in prospective students. Every course of study in Nigeria polytechnics has potential for entrepreneurship. It is, however, regrettable that most Nigerian youths, who attend polytechnics, lack entrepreneurial skills which could make them to be employable or self-employed/self-reliant after their graduation from school. Kitzer (2007) defined entrepreneurship as a process in which individuals pursue opportunities, fulfilling needs and wants through innovations, together with the attendant risks. According to Klaipeda Business School (2009) Entrepreneurship is defined as the main skill necessary in order to conform to the conditions of the ever-changing knowledge and information society. Nwanaka and Amaechule (2011) are of the view that Nigeria's social and economic problems will be drastically reduced if students are given adequate vocational training in skills, raw materials, machineries and equipment. According to Maigida, Saba & Namkere (2013), the modern world economy requires innovation, training, reinventing in vocational education and entrepreneurship training that will significantly favor the youth. World over, there is always job for the skilled. Dhenak (2010) laments that though there is abundant labor supply there is generally scarcity of skills at all levels of socio-economy. There is no doubt that joblessness and unemployment continue to grow unabated in Nigeria due to poor acquisition of entrepreneurial/vocational skills. According to Osemeke (2012), a skill implies an ability which can be developed, not necessarily inborn, and which is manifested in performance, not merely in potential.

RESEARCH METHODOLOGY INTRODUCTION

This study deals with the methods and procedures used in the study. The strategies adopted in the collection of data are discussed under the following sub-headings, design of the study, and population of the study, sample size, sampling techniques, instrumentation, and procedure for data collection and method of data analysis.

Research Design

Research design is the framework which specifies the types of information to be collected, the sources of data and data collection technique, a good design always ensure that the information gathered is consistent with the study objectives and the data are collected through the most accurate procedure (Anyawu, 1994). This study adopted descriptive research design.

Area of the Study

This study examines the statistical analysis on the effect of industrial training on HND 1 students with a particular reference to Federal College of Animal Health and Production Technology, Vom.

POPULATION OF THE STUDY

The population of this study comprises of all the students in the selected departments in Federal College of Animal Health and Production Technology, Vom.
which is 425 students. Emphasis was placed on respondent's knowledge and information concerning the subject of the study.

SAMPLE SIZE AND SAMPLING TECHNIQUES

The sampling technique used in the study was stratified random sampling technique. This method was chosen because it gives the subjects in the population equal chance of being selected. A sample size of (260) two hundred and sixty was used. This

number was randomly selected form the total population of 425 respondents.

RESEARCH INSTRUMENT

We developed the questionnaire on the statistical analysis on the effect of industrial training on HND 1 students as the major instrument for data collection.

VALIDATION OF RESEARCH INSTRUMENT

An instrument said to be valid when it measures what it intended to be measured (Ekott & Nseyen, 2006). Thus, the research instrument was first submitted to the supervisor who read through, vetted, scrutinized and made comment(s) before approval for distribution. This was done to ensure that the contents conform to the subject of the study.

ADMINISTRATION OF THE INSTRUMENT

We personally administered the research instrument (questionnaire) to the target population in Federal College of Animal Health and Production Technology, Vom.

This was done to ensure that at least 260 sample of the total people where sampled. Besides, the respondents were given instructions on how to complete the questionnaire for possible collection of data for analysis.

METHOD OF DATA ANALYSIS

The responses obtained from respondents in Federal College of Animal Health and Production Technology, Vom, formed the data. The data were treated statistically in accordance with research questions generated earlier in study one of this study. Frequency and Simple percentages tool was used. All data were coded using Statistical Package for Social Sciences (SPSS).

PRESENTATION AND ANALYSIS INTERPRETATION OF DATA

INTRODUCTION

This study entails the presentation of data analysis and interpretation of data collected. The data collected was through the use of questionnaire while the analysis was based on research questions stated earlier in study one of this study.

PRESENTATION AND ANALYSIS OF DATA

Frequency Table

Table 1: Administration of Questionnaire

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 or less	25	11.4	11.4	11.4
	16-30	168	76.4	76.4	87.7
	31-50	27	12.3	12.3	100.0
	Total	220	100.0	100.0	

Source: Field Survey, 2023

Table 1 above shows that out of 260 copies of questionnaire structured and distributed to the students in the selected departments in Federal College of Animal Health and Production Technology, Vom. 220 of the returned questionnaire while 40 copies of questionnaire not returned. While 25 (11.4%) are 15 years or less, 168 (76.4%) 16-30, 27 (12.3%) are 31-50 years old.

Table 2:

What is your marital status?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	170	77.3	77.3	77.3
	Married	39	17.7	17.7	95.0
	Divorced	7	3.2	3.2	98.2
	Widowed	4	1.8	1.8	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 170 (77.3%) student are single 39 (17.7%) married 7 (3.2%) divorced and 4 (1.8%) widowed.

Table 3:

What gender are you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	116	52.7	52.7	52.7
	Female	104	47.3	47.3	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 116 (52.37%) student are male while 104 (47.3%) are female.

Table 4:

Occupational status?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	civil servant	27	12.3	12.3	12.3
	self employed	20	9.1	9.1	21.4
	unemployed	36	16.4	16.4	37.7
	Students	137	62.3	62.3	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 27 (12.3%) are civil servant 20 (9.1%) self-employed 36 (16.4%) unemployed 137(62.3%) student.

Table 5:

department?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AH	45	20.5	20.5	20.5
	VLT	23	10.5	10.5	30.9
	APT	20	9.1	9.1	40.0
	AEM	10	4.5	4.5	44.5
	AGT	12	5.5	5.5	50.0
	A	25	11.4	11.4	61.4
	CS	23	10.5	10.5	71.8
	EHT	19	8.6	8.6	80.5
	FIT	23	10.5	10.5	90.9
	SLT	20	9.1	9.1	100.0
	Total	220	100.0	100.0	

Interpretation

The above table indicate the number and percent of student from each department which the questionnaires where been shared. AH 45 (20.0%) VLT 23 (10.5%) APT 20 (9.1%) AEM 10

(4.5%) AGT 12 (5.5%) A 25 (11.4%) CS 23 (10.5%) EHT 19 (8.6%) FIT 23 (10.5%) SLT 20 (9.1%).

Table 6:

Are you aware of the one year IT after your ND program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	191	86.8	86.8	86.8
	NO	29	13.2	13.2	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 191 (86.8%) are aware of the one-year IT after their ND program while, 29 (13.2%) are not aware of the one-year IT after the ND program.

Table 7:

If yes did you participate in it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	166	75.5	75.5	75.5
	No	54	24.5	24.5	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 166 (75.5%) student participated in the one-year IT after their ND program while, 54 (24.5%) did not participated in the one-year IT after the ND program.

Table 8:

Do students often embark on 1 year I.T ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	132	60.0	60.0	60.0
	No	88	40.0	40.0	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 132 (60.0%) student embarked on the one-year IT after their ND program while, 88 (40.0%) did not embarked on the one-year IT after the ND program.

Table 9:

Did you gain or learn anything from the one year I.T?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	170	77.3	77.3	77.3
	No	50	22.7	22.7	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 170 (77.3%) student learned or gain from the one-year IT after their ND program while, 50 (22.7%) did/ not learn or gain from the one-year IT after the ND program.

Table 10:

would you say that the student interest can affect how he/she participate in the I.T?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	102	46.4	46.4	46.4
	No	118	53.6	53.6	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 102 (46.4%) student believes that one's interest can affect how he/she participate in the one-year IT after their ND program while, 118 (53.6%) believes that one's interest cannot affect how he/she participate the one-year IT after the ND program.

Table 11:

Is your experience from lectures the same from that of the I.T?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	118	53.6	53.6	53.6
	No	102	46.4	46.4	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 118 (53.6%) student believes that the student experience from lectures is the same from that of the one-year IT after their ND program while, 108 (46.4%) believes that experience from lectures is different from that of the one-year IT after their ND program.

Table 12:

Do you think the students attitude towards the one year I.T has an effect on their learning ability?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	154	70.0	70.0	70.0
	No	66	30.0	30.0	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 154 (70.0%) students believes that student's attitude towards the one-year IT after their ND program has an effect on their learning ability while, 66 (30.0%) student believes that student's attitude towards the one-year IT after their ND program has no effect on their learning ability.

Table 13:

should the one year I.T be gradable?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	147	66.8	66.8	66.8
	No	73	33.2	33.2	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 147 (66.8%) students believes that the one-year IT after their ND should be gradable while, 73 (33.2%) student believes that the one-year IT after their ND program should not be gradable.

Table 14:

should the one year I.T be made compulsory or voluntary?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Compulsory	128	58.2	58.2	58.2
	Voluntary	65	29.5	29.5	87.7
	Undecided	27	12.3	12.3	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 128 (58.2%) students believes that the one-year IT after their ND should be made compulsory, 65 (29.5%) student believes that the one-year IT after their ND

program should not be made compulsory, while 27(12.3) had no decision whether the one-year IT after their ND program should not be made compulsory or not.

Table 15:

what impact does the one year I.T has on your academic performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	154	70.0	70.0	70.0
	Negative	22	10.0	10.0	80.0
	Undecided	44	20.0	20.0	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 154 (70.0%) students believes that the one-year IT after their ND program has a positive impact, 22 (10.0%) student believes that the one-year IT after their ND program has negative impact while 44 (20.0%) believes that the one-year IT after their ND program is undecided.

Table 16:

how will you describe the impact of the one year I.T

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	147	66.8	66.8	66.8
	Negative	48	21.8	21.8	88.6
	Undecided	25	11.4	11.4	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 147 (68.8%) students believes that the one-year IT after their ND program has a positive impact, 48 (21.8%) student believes that the one-year IT after their ND program has negative impact while 25 (11.4%) believes that the one-year IT after their ND program is undecided.

Table 17:

Do you think the one year I.T is a waste of study time for the student?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	18	8.2	8.2	8.2
	Agree	76	34.5	34.5	42.7
	Disagree	62	28.2	28.2	70.9
	strongly disagree	64	29.1	29.1	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 18 (8.2%) students strongly agreed that the one year IT is a waste of study time for the students, 76 (34.5%) Agreed 62 (28.2) Disagreed while 64 (29.1%) strongly disagree that the one year IT is a waste of study time for the students.

Table 18:

Do you think the one year I.T contributes to students' knowledge in his or her field of study?

		Frequency	Percent	Valid Percent	Cumulative Percent
%Valid	strongly agree	73	33.2	33.2	33.2
	Agree	122	55.5	55.5	88.6
	Disagree	25	11.4	11.4	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 73 (33.2%) students strongly agree that the one year IT contributes to the student knowledge in his/her field of study, 122 (55.5%) Agreed that the one year IT contributes to the student knowledge in his/her field of study while 25 (11.4%) Disagreed that the one year IT contributes to the student knowledge in his/her field of study.

Table 19:

Do you think after the one year I.T experience student would be sufficient enough to start a job in his or her field?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	121	55.0	55.0	55.0
	Agree	67	30.5	30.5	85.5
	Disagree	26	11.8	11.8	97.3
	strongly disagree	6	2.7	2.7	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 121(55.0%) students strongly agreed that the one year IT is a waste of study time for the students, 67(30.5%) Agreed,26(11.8) disagreed that the one year IT is a waste of study time for the students. while 6(2.7%) strongly agreed that the one year IT is a waste of study time for the students.

Table 20:

Do you think the experience gained in the process of the I.T helps students know more about their fields of study?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	139	63.2	63.2	63.2
	Agree	64	29.1	29.1	92.3
	Disagree	13	5.9	5.9	98.2
	strongly disagree	4	1.8	1.8	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 139(63.2%) students strongly agreed that the experience gained in the process of the I.T helps students to know more about their fields of study, 64(29.1%) Agreed,13(5.9) disagreed that the experience gained in the process of the I.T helps students to know more about their fields of study, while 4(1.8%) strongly agreed that the that the experience gained in the process of the I.T helps students to know more about their fields of study.

Table 21:

would you say that the students who participated in one year I.T have more practical experience than those who did not?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	126	57.3	57.3	57.3
	Agree	70	31.8	31.8	89.1
	Disagree	17	7.7	7.7	96.8
	strongly disagree	7	3.2	3.2	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 126(57.3%) students strongly agreed that their participation in the I.T has more practical experience than those who did not. 70(31.8%) Agreed,17(7.7) disagreed that their participation in the I.T has more practical experience than those who did not. while 7(3.2%) strongly agreed that their participation in the I.T has more practical experience than those who did not.

Table 22:

Do you think the one year I.T improve students' performance academically?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	61	27.7	27.7	27.7
	Agree	118	53.6	53.6	81.4
	Disagree	29	13.2	13.2	94.5
	strongly disagree	12	5.5	5.5	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 61(27.7%) students strongly agreed that the 0ne year I.T improves students' performance academically. 118(53.6%) Agreed,29(1327) disagreed that the 0ne year I.T improves students' performance academically. while 12(5.5%) strongly agreed that the 0ne year I.T improves students' performance academically.

Table 23:

would you say that the student IT enhance students interest on his or her field of study?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	63	28.6	28.6	28.6
	Agree	116	52.7	52.7	81.4
	Disagree	29	13.2	13.2	94.5
	strongly disagree	12	5.5	5.5	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 63(28.6%) students strongly agreed that the 0ne year I.T enhances students on his/her field of study. 116(52.7%) Agreed,29(13.2) disagreed that the 0ne year I.T enhances students on his/her field of study. while 12(5.5%) strongly agreed that the 0ne year I.T enhances students on his/her field of study.

Table 24:

Do you think that the one year IT should be strongly supervised?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	75	34.1	34.1	34.1
	Agree	44	20.0	20.0	54.1
	Disagree	71	32.3	32.3	86.4
	strongly disagree	30	13.6	13.6	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 75(34.1%) students strongly agreed that the 0ne year I.T should be strongly supervised. 44(20.0%) Agreed,71(32.3) disagreed that the 0ne year I.T should be strongly supervised. while 30(13.6%) strongly agreed that the 0ne year I.T should be strongly supervised**.**

Table 25:

Would you say that the student's interest can affect how he or she participates in the I.T?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	70	31.8	31.8	31.8
	Agree	107	48.6	48.6	80.5
	Disagree	27	12.3	12.3	92.7
	strongly disagree	16	7.3	7.3	100.0
	Total	220	100.0	100.0	

Interpretation

The table above indicates that 70(31.8%) students strongly agreed that the students' interest can affect how he/she participate in the I.T. 107(48.6%) Agreed,27(12.3) students strongly agreed that the students interest can affect how he/she participate in the I.T should be strongly supervised. while 16(7.3%) strongly agreed that the students' interest can affect how he/she participate in the one-year industrial training.

DISCUSSION OF FINDINGS

This study was carried out to examine the statistical analysis on the effect of industrial training on HND 1 students with a particular reference to Federal College of Animal Health and Production Technology, Vom.

To achieve these objectives a well-structured questionnaire was used as the main instrument to gather data from 260 students in the selected departments in Federal College of Animal Health and Production Technology, Vom. Out of this number, 220 copies of questionnaire were appropriately completed and returned for data analysis.

The data collected from the respondents were analyzed using simple percentage. All data were coded using SPSS statistical package. The findings revealed that:

a) The Industrial training program have an impact on the employability of the student.

b) The Industrial training program have impact on the academic performance of HND1 student.

c) The Industrial training program enhance students' interest on his or her field of study.

d) The Industrial training program helps student know more about their fields of study.

b) The Industrial training program is sufficient enough to help student start a job in their field of study.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

This study presents the summary, conclusion and recommendations based on the findings of this study.

SUMMARY

This study was carried out to examine the statistical analysis on the effect of industrial training on HND 1 students with a particular reference to Federal College of

Animal Health and Production Technology, Vom. A well-structured questionnaire was used as the main instrument to gather data from 260 students in the selected departments in Federal College of Animal Health and Production Technology, Vom. Out of this number, 220(100.0%) copies of questionnaire were appropriately completed and returned for data analysis.

The data collected from the respondents were analyzed using simple percentage. All data were coded using SPSS statistical package. The findings revealed that:

a) Industrial training program have an impact on the employability of the student.

b) Industrial training program have impact on the academic performance of HND1 student.

CONCLUSION

Based on the findings of this study and subsequent recommendations of the study, it is concluded that SIWES contributes to better academic achievement irrespective of gender. SIWES plays a significant role in human resources. It helps students to develop new skills. Students should be aware of what the present society holds for them and adapt accordingly.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1) Students should be deployed in area that relate to their area of study.

2) Proper supervision by industry based and lectures in the department is very important.

3) The one-year industrial training should be made compulsory for all student going to HND 1.

4) Student should be enlightened on the positive effect of industrial training on their academic performance and field of study.

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