

INFLUENCE OF STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME ON ACCOUNTING STUDENTS' ACADEMIC PERFORMANCE IN COLLEGES OF EDUCATION IN KOGI STATE

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Abstract

Many students struggle to demonstrate necessary skills in their academic disciplines despite participating in students industrial work experience scheme (SIWES) programme. This discrepancy highlights the need for a well-planned SIWES system to address the shortcomings. To address these challenges, there is therefore the need for a well-planned and executed students industrial work experience scheme system that can begin to address these shortcomings. One research question and hypothesis guided the study. The study adopted a mixed-method research approach. The population of the study was 480 accounting students in three Colleges of Education in Kogi state, Nigeria. Census survey was adopted by the sampling technique. However, for the qualitative aspect of the study, a purposive sampling technique was adopted in selecting from the studies population. A structured questionnaire titled "Influence of Students Industrial Work Experience Scheme on Accounting Students' Academic Performance Questionnaire" (ISIWESASAPQ) was used to gather quantitative data. In-depth one-on-one personal Interview was the instrument used to gather the qualitative data. Mean and standard deviation were used to analyze the data collected to answer the research questions. Hypotheses were tested using independent samples t-test at 0.05 level of significance. The study revealed that Students industrial work experience scheme positively influences accounting students' academic performance (mean 3.36, SD 0.80), there was a significant difference between the mean response scores of male and female respondents regarding the influence of Students industrial work experience scheme on the academic performance of accounting students ($t_{255} 19.37, P < 0.05$). Based on the findings of the study, it was concluded that Students industrial work experience scheme can improve accounting Students' academic performance. It was recommended among others that there is a need for curriculum planners to provide enough activities of students' industrial work experience scheme and other work-based learning programmes in the curriculum to help improve students' academic performance.

Keywords: Students industrial work experience scheme, Accounting, Academic Performance

Introduction

Students' Industrial Work Experience Scheme can have a significant influence on students' academic performance in various positive ways. Students industrial work experience scheme refers to educational experiences that integrate academic instruction with real-world work experiences. These experiences can take the form of internships, Co-op programs, apprenticeships, or other hand-on learning opportunities directly related to students' fields of study. Students industrial work experience scheme (SIWES) is a teaching and learning method that requires students to go through practical training. Students learn theory at higher institutions and apply the acquired academic and technical knowledge at their workplace. Umoru and Oluwafemi (2020) suggested that skill subjects require practice so that learner's behaviour can be modified towards business and opportunities that business offers. Companies oversee offering students' practical skills and evaluating their capability in the workplace. Students industrial work experience scheme is a program particularly designed primarily by institutions of higher learning (perhaps in collaboration with a particular company's

specialized/supervisory organization) to help students gain robust school and workstation information by using real-world labour knowledge as a source of knowledge.

According to McIlveen, Mcnamara, K, Butler Field, Brown and Gamble (2011), Students' Industrial Work Experience Scheme is the title given to a process that combines academic knowledge with its practical use in the workplace. It is a stint that is commonly used to define scenarios whereby students work while they are in school. Students' Industrial Work Experience Scheme enhances a student's understanding of classroom theory through partaking in its use in the work environment (Alfeld et al, 2013). Students' Industrial Work Experience Scheme provides students the chance to apply what they have learnt in the classroom in a real-world setting. According to Umoru (2015), curriculum ensures that learning must be activity-based so that students can discover and produce content rather than consume what the teacher has produced, and students' industrial work experience scheme is activity-based. The purpose of Students industrial work experience scheme according to Keavy and Chakron (2015) was to establish interdisciplinary learning opportunities for problem-solving, critical thinking, and communication skills so that students may relate what they learn in the classroom to the difficulties they will encounter in their future job. These activities should aid students in building competencies like good work habits and other employable skills; create a win-win situation where the needs of learners and the industry's requirements for skilled and talented employees are both met; establish a crucial factor that makes active policies necessary to ensure learning that satisfies the needs of the workplace; and transform entry-level work experiences into career opportunities. Instead of speaking to passive pupils from higher platforms, the utilization of training facilities enables teachers to direct the learning of their students. Since students learn best via discovery and teachers cannot possibly know everything that a student needs to know, the academic achievement of students is crucial to any learning process.

Students' Industrial Work Experience Scheme supports what is called a "work-based facilitator" as well as a "university tutor" (Dalrymple, Kemp, & Smith, 2014). Instructors are encouraged to facilitate learning and teaching activities that open up opportunities for autonomous learning, creativity, innovation, and critical thinking. Accordingly, students learn to master theories and practice skills (Christensen, Henriksen, Thomsen, Lund, & Morcke, 2017) to gain knowledge, master competencies and work towards achieving expertise (Pojani, Johnson, Darchen & Yang, 2018).

SIWES promotes what is called a work-based facilitator as well as a university tutor (Dalrymple, Kemp, & Smith, 2014). Instructors are encouraged to facilitate learning and teaching activities that open opportunities for autonomous learning, creativity, innovation, and critical thinking. Accordingly, students learn to master theories and practice skills (Christensen, Henriksen, Thomsen, Lund, & Morcke, 2017) to gain knowledge, master competencies, and work towards achieving expertise (Pojani, Johnson, Darchen, & Yang, 2018)

Academic performance according to Morgan (2010) is an assessment strategy by which the evidence about students' learning is gathered through students' work on a performed task. It is an observable or measurable behaviour of an individual in a particular situation, usually an experimental situation. This, therefore, means that performance measures the behaviours or an aspect of a feat that can be observed at a specific period. Students' performance is very important because it appears to be the major criterion by which the effectiveness and success of any educational institution could be judged. Considerable research evidence shows that poor academic performance at any educational level is a product of the teacher, school and home environment and so on.

Academic performance is the extent to which students, teachers, or institutions have achieved their short or long-term educational goals. It is reflected in the Cumulative Grade Point Average (CGPA) and completion of educational qualifications such as High School Certificates and bachelor's degrees. Areas of achievement and failure in a student's academic career should be evaluated to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in the institute and about a constant standard to which all students are held. Performance results also allow learners to be ranked and sorted on a numerically obvious scale, minimizing complaints by holding teachers and schools accountable for the components of every grade. Performance can be evaluated through regular grading. Students demonstrate their knowledge by

taking written or oral tests, performing Presentations, turning in homework, and participating in in-class activities and discussions. The subjectivity of academic performance evaluation has lessened in recent years, though it has not been eliminated. It may also not be possible to fully remove subjectivity from the current evaluation methods, since most are biased towards students that respond best to traditional teaching methods (Tobias, 2011). Students' academic is highly needed if the educational goals of Nigerian institutions of learning are to be achieved.

Okoro (2011) mention that there is a significant change in the learning and academic performance of males and females in some subjects, for in financial accounting, males and females adapt differently to different teaching methods, strategies and approaches. This kind of situation, therefore, calls for continuous research works on gender and academic performance.

Research Questions

Does students’ industrial work experience scheme influence the academic performance of accounting students of College of Education?

Research Hypothesis

H₀₁: There is no significant difference between the mean response ratings of male and female respondents regarding the influence of Students industrial work experience scheme on the academic performance of accounting students.

Methodology

The study adopted a description survey research design. The population of the study was 257 year III accounting students in Colleges of Education in Kogi State, comprising of 80 students in Kogi State College of Education (Technical) Mopa, 71 students in Kogi State College of Education Ankpa and 106 students in Federal College of Education Okene. The researcher believed that year III students were in a better position to understand the work-based performance indices because of their exposure for three months to Students Industrial Work Experience Scheme (SIWES) and their long academic stay in their institutions.

Census sampling techniques were used as the study was very small and manageable. The instrument used in data collection was a questionnaire titled “Students Industrial Work Experience Scheme on Students Academic Performance Questionnaire” (SIWESSAPQ) designed by the researcher. The instrument was subjected to face and content validation by three experts from the Department of Business and Entrepreneurship Education at Kwara State University, Malete. A pilot study was carried out at the Kwara State College of Education, Ilorin, while the reliability of the instrument was determined using the Cronbach Alpha reliability with coefficient of 0.87. Data collected for this study were analyzed using mean and standard deviation for the research question, while an independent sample t-test was used to test the null hypotheses formulated at 0.05 level of significance. The questionnaire consisted of 15 carefully selected items after an extensive review of the literature. The items were structured on a 4-point modified Likert scale rating scale of Strongly Agreed (SA) SA = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD).

Results

Research Question:

H₀₁: How does Students’ Industrial Work Experience Scheme influence the academic performance of accounting students of college of education?

Table 1: Responses on Student Industrial Work Experience Scheme on accounting students' academic performance in Colleges of Education

S/N	Item Statements	X	SD	Remark
1.	Student Industrial Work Experience Scheme improves students’ accounting principles, which leads to students' better academic performance	3.46	0.80	Agree
2.	Student Industrial Work Experience Scheme improves students' knowledge and academic performance,	3.53	0.69	Strongly Agree
3.	Students Industrial Work Experience Scheme offers students with practical experience, which improves their academic	3.60	0.62	Strongly Agree

performance.			
4. Students that participate in industrial attachment show improvement in their academic performance.	3.30	0.81	Agree
5. Students' academic performance is influenced by their level of participation in Student industrial work experience scheme	3.34	0.80	Agree
6. SIWES creates an opportunity for the learning institution to improve practical lectures for better students' performance.	3.31	0.82	Agree
7. Student Industrial Work Experience Scheme increases students' retention.	3.28	0.82	Agree
8. SIWES gives students retentive memory to learn faster which improves their academic performance.	3.38	0.82	Agree
9. Student Industrial Work Experience Scheme (SIWES) introduces students to soft skills.	3.27	0.86	Agree
10. Student Industrial Work Experience Scheme (SIWES) influences students' ability to bridge the gap between theory and practice.	3.22	0.91	Agree
11. SIWES introduces students to the importance of their courses	3.38	0.77	Agree
12. Student Industrial Work Experience Scheme impacts students with technical knowledge	3.46	0.72	Agree
13. Difficult academic activities become easier when Student Industrial Work Experience Scheme is practiced	3.24	0.87	Agree
14. Student industrial work experience scheme makes students more interested in their academics	3.34	0.76	Agree
15. Student Industrial Work Experience Scheme permits students to be well-disciplined	3.25	0.92	Agree
Weighted average	3.36	0.80	Agree

Source: Field Survey, 2025

Analysis of data in Table 1 shows the mean and standard deviation of responses on the influence of students' industrial work experience scheme on accounting students' academic performance in college of educations. The Table reveals that the respondents agreed that students industrial work experience scheme introduce students to state-of-the-art practices, which leads to students' better academic performance, students who participate in industrial attachment show improvement in their academic performance and Student's academic performance is influenced by their level of participation in students' industrial work experience scheme (mean = 3.46, 3.30 and 3.34 respectively). The respondents strongly agreed that students industrial work experience scheme improves students' knowledge and academic performance and students industrial work experience scheme offers students with practical experience which improves their academic performance (mean = 3.53 and 3.60 In the same way, the respondents agreed that SIWES creates an opportunity for the learning institution to improve practical lectures for better students' academic performance, Students industrial work experience scheme increases students' retention, SIWES gives students retentive memory to learn faster which improves their academic performance and students industrial work experience scheme introduce students to soft skills (mean = 3.31, 3.28, 3.38 and 3.27 respectively). The respondents strongly agreed that Students' Industrial Work Experience Scheme influences students' ability to bridge the gap between theory and practice, SIWES introduced students to the importance of their courses and Student industrial work experience scheme impacts students with technical knowledge (mean 3.22, 3.38 and 3.46 respectively. In addition, the respondents agree that difficult academic activities become easier learning is practiced, students industrial work experience scheme makes students more interested in their academics and students industrial work experience scheme allows students to be well disciplined for academic performance (mean = 3.24. 3.34 and 3.25 respectively).

All the 15-item constructs have standard deviations ranging from 0.62 to 0.92. This means that

the responses of the respondents are not widespread as they are close to the mean. Table I shows a grand calculated weighted average mean and standard deviation of 3.36 and 0.80, which indicated that all the constructions influence accounting students' academic performance in College of Education. This implies that students' industrial work experience scheme influences accounting students' academic performance in colleges of education (mean = 3.36, SD = 0.80) and that students industrial work experience scheme should, therefore, be adopted by students to improve their academic performance.

H₀₁: There is no significant difference between the mean response scores of male and female respondents regarding the influence of Students' Industrial Work Experience Scheme on the academic performance of accounting students.

Table 2: Summary of t-test of difference between male and female accounting students.

Group	N	Mean	SD	t-cal	df	p-value	decision
Male	95	4.00	0.00	19.37	255	0.00	Rejected
Female	162	2.97	0.74				

Source: Field Survey, 2025

p<0.05

Data in Table 2 revealed that there are 95 male respondents and 162 female respondents. The male and female responses show that Students industrial work experience scheme has positively influenced the academic performance of accounting students (x 4.00; SD 0.00) and (x = 2.97; SD = 0.74). Their responses are close to the mean as the standard deviations are very low. According to the table, there is a statistically significant difference in the mean response scores of male and female respondents when it comes to the impact of students' industrial work experience scheme on the academic performance of accounting students, or accounting students. ($t_{255} - 19.37, P < 0.05$). Therefore, the null hypothesis shows that there is a significant difference in the mean response scores of male and female respondents on the impact of students' industrial work experience scheme on the academic performance of accounting students, or accounting students. This implies that male and female respondents differ significantly in their responses regarding the influence of Students industrial work experience scheme on the academic performance of accounting students Accounting Students. Their responses show that male respondents rated the influence of Students industrial work experience scheme on the academic performance of accounting Students higher than the female respondents (mean difference = 1.03). SIWES provides students with educational opportunities that typically cannot be replicated in the classroom. Work experiences are designed to connect information learned in the classroom with skills obtained in an occupational setting as an apprentice or intern.

Discussion of Findings

The study was conducted to determine the influence of Students' industrial work experience scheme on accounting students' academic performance. The study revealed that students' industrial work experience schemes have a positive influence on academic performance because it introduced students to state-of-the-art practices which lead to student's better academic performance. This finding agreed with Dalrymple, Kemp, and Smith, (2014), who posited that instructors are encouraged to facilitate learning and teaching activities that open opportunities for autonomous learning, creativity, innovation, and critical thinking. They also indicated further that Students' Industrial Work Experience Scheme offers students practical experience for academic performance. This is also in line with Christensen, Ilenriksen, Thomsen, Lund, and Morcke, (2017), who stated that students learn to master theories and practice skills. Raelin (2016) also agrees that Students' Industrial Work Experience Scheme is parallel with integration between theories and practices, acknowledging explicit and tacit knowledge individually and collectively.

Conclusion

Based on the research findings, Students' Industrial Work Experience Scheme plays a vital role in the academic performance of accounting students, thereby having a positive influence on their

academic performance in Nigerian Colleges of education. It was, therefore, concluded from the findings that Students' Industrial Work Experience Scheme had a positive influence on accounting Students' academic performance. Where SIWES are lacking, students will not have the opportunity of adequate theory and practical knowledge, hence they graduate having low grades and incompetent skills. Students from Colleges of Education who are well trained in accounting field and with appropriate training equipment and skills in place will acquire the necessary skills required for academic performance.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. There is a need for curriculum planners to provide enough time for Students' Industrial Work Experience Scheme programmes in the curriculum to help improve the academic performance of students.
2. Education stakeholders should support and enhance Students' Industrial Work Experience Scheme programmes as they are the opportunities students have to acquire practical skills such as problem-solving, critical thinking, and self-motivation. The possession of these skills will better their academic performance.

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