



Impact of Students' Industrial Work Experience Scheme (SIWES) Participation on Entrepreneurial Skills Acquisition among Business Education Students in Delta State University, Abraka.

OKUDAYE, Israel Nnamdi

Department of Business Education

Faculty of Education

Delta State University, Abraka

israel-okudaye@delsu.edu.ng

08133651796

Publication Date: 2026/06/22

Abstract

This study investigated the impact of Students' Industrial Work Experience Scheme (SIWES) participation on entrepreneurial skills acquisition among Business Education students in Delta State University, Abraka. The study was motivated by the increasing need to equip graduates with practical skills that can enhance employability, self-reliance, and entrepreneurial development. Specifically, the study examined the impact of SIWES participation on communication skills, managerial skills, and financial management skills acquisition among Business Education students. The study adopted a descriptive survey research design. The population consisted of 245 Business Education students in 200, 300, and 400 Levels of Delta State University, Abraka, and the entire population was used through a census sampling technique. Data were collected using a researcher-developed instrument titled SIWES Participation and Entrepreneurial Skills Acquisition Questionnaire (SPESAQ). The instrument was validated by experts and yielded a reliability coefficient of 0.82 using the Cronbach Alpha method. Mean and Standard Deviation were used to answer the research questions, while the One-Sample t-test was used to test the hypotheses at the 0.05 level of significance. The findings revealed that SIWES participation positively influenced communication skills acquisition (Grand Mean = 3.42), managerial skills acquisition (Grand Mean = 3.39), and financial management skills acquisition (Grand Mean = 3.39) among Business Education students. The hypotheses tested further showed that SIWES participation had a significant impact on all three entrepreneurial skill dimensions investigated. The study concluded that SIWES is an effective platform for developing entrepreneurial competencies among Business Education students. It was therefore recommended that universities, SIWES coordinators, and employers strengthen the implementation of the programme to maximize students' practical learning experiences.

Keywords: *SIWES Participation, Entrepreneurial Skills Acquisition, Business Education Students, Delta State University Abraka.*

Introduction

The rapid transformation of the global economy has increased the demand for graduates who possess not only academic knowledge but also practical and entrepreneurial competencies. In Nigeria, the persistent challenge of graduate unemployment has heightened concerns about the capacity of higher institutions to prepare students for self-reliance and sustainable employment. Consequently, universities are increasingly expected to produce graduates who can create jobs rather than depend solely on existing employment opportunities.

Business Education occupies a strategic position in achieving this objective because it is designed to equip students with business knowledge, occupational competencies, entrepreneurial skills, and managerial capabilities necessary for effective participation in the modern economy. The programme combines theoretical instruction with practical experiences that prepare graduates for employment, self-employment, and enterprise development. According to Oroka and Igberaharha (2024), Business Education promotes the acquisition of communication, interpersonal, and marketing skills that are essential for entrepreneurial success among students in tertiary institutions in Delta State.

Entrepreneurship has become a major policy focus in higher education due to its potential to stimulate economic growth, innovation, and job creation. Entrepreneurial skills refer to the competencies that enable individuals to identify opportunities, mobilize resources, solve problems creatively, manage risks, and establish viable enterprises. Such skills include communication, leadership, innovation, financial management, decision-making, business planning, and opportunity recognition skills. Studies conducted among Business Education students in Delta State have shown that entrepreneurship education significantly predicts managerial and financial

skills acquisition, thereby enhancing students' readiness for entrepreneurial ventures (Osiughwu & Oroka, 2023).

One of the major avenues through which Nigerian undergraduates acquire practical and entrepreneurial competencies is the Students Industrial Work Experience Scheme (SIWES). The programme was established by the Industrial Training Fund (ITF) to bridge the gap between theoretical classroom learning and practical workplace experience. SIWES provides students with opportunities to interact with professionals, apply classroom knowledge, acquire technical competencies, and develop workplace attitudes that are relevant to their future careers.

The philosophy behind SIWES is rooted in experiential learning, which emphasizes learning through direct participation and practical engagement. Experiential learning has been recognized as an effective strategy for enhancing entrepreneurial intentions and practical skill acquisition among Business Education students. Recent studies in Delta State-owned institutions revealed that practical learning experiences such as internships, industrial attachment, and business simulations significantly influence students' entrepreneurial development and willingness to establish businesses after graduation (Ito & Okudaye, 2025).

For Business Education students, SIWES serves as a platform for exposure to real business environments where entrepreneurial competencies can be developed. During industrial attachment, students participate in office administration, business communication, customer relationship management, financial record keeping, marketing activities, and other business operations. Through these activities, students are expected to develop entrepreneurial skills that will enhance their employability and self-employment prospects.

Furthermore, contemporary approaches to Business Education increasingly emphasize

active learning strategies that encourage creativity, innovation, and problem-solving. A recent study by Ito and Okpue (2025) found that problem-based learning significantly enhances entrepreneurial mindsets among Business Education students in Delta State University, Abraka, by fostering creativity, innovation, risk-taking, and critical thinking abilities. These findings suggest that practical experiences such as SIWES may similarly contribute to entrepreneurial skills acquisition. In Delta State University, Abraka, SIWES remains a compulsory component of the Business Education curriculum. However, there is limited empirical evidence specifically examining the extent to which participation in SIWES contributes to entrepreneurial skills acquisition among Business Education students. Given the increasing emphasis on entrepreneurship as a solution to graduate unemployment and economic development, it becomes necessary to investigate the impact of SIWES participation on entrepreneurial skills acquisition among Business Education students in Delta State University, Abraka.

Statement of the Problem

The increasing rate of graduate unemployment in Nigeria has raised concerns about whether university education is adequately equipping students with the practical and entrepreneurial skills needed for self-reliance. As a skill-oriented programme, Business Education is expected to produce graduates who can identify business opportunities, create employment, and contribute meaningfully to economic development. To support this goal, the Students Industrial Work Experience Scheme (SIWES) was introduced to expose students to real work environments where they can develop practical and entrepreneurial competencies beyond what is taught in the classroom.

Despite the importance of SIWES, there are growing concerns that some students may not be gaining the expected entrepreneurial benefits from the programme. Challenges such as inadequate supervision, limited exposure to entrepreneurial activities, inappropriate placement, and insufficient involvement in workplace tasks may affect the quality of learning experiences obtained during industrial attachment. As a result, many graduates still struggle to demonstrate the entrepreneurial skills required for self-employment and business creation after graduation.

Although studies have highlighted the importance of experiential learning and entrepreneurship education, there is limited empirical evidence on the extent to which SIWES participation contributes to entrepreneurial skills acquisition among Business Education students in Delta State University, Abraka. It is against this backdrop that this study seeks to investigate the impact of SIWES participation on the entrepreneurial skills acquisition of Business Education students in Delta State University, Abraka.

Purpose of the Study

The purpose of this study is to examine the impact of SIWES participation on entrepreneurial skills acquisition among Business Education students in Delta State University, Abraka.

Specifically, the study seeks to:

1. Determine the impact of SIWES participation on communication skills acquisition among Business Education students in Delta State University, Abraka.
2. Examine the impact of SIWES participation on managerial skills acquisition among Business Education students in Delta State University, Abraka.
3. Determine the impact of SIWES participation on financial management

skills acquisition among Business Education students in Delta State University, Abraka.

Research Questions

The following research questions guided the study:

1. What is the impact of SIWES participation on communication skills acquisition among Business Education students in Delta State University, Abraka?
2. What is the impact of SIWES participation on managerial skills acquisition among Business Education students in Delta State University, Abraka?
3. What is the impact of SIWES participation on financial management skills acquisition among Business Education students in Delta State University, Abraka?

Research Hypotheses

The following null hypotheses was tested at the 0.05 level of significance:

H1: SIWES participation has no significant impact on communication skills acquisition among Business Education students in Delta State University, Abraka.

H2: SIWES participation has no significant impact on managerial skills acquisition among Business Education students in Delta State University, Abraka.

H3: SIWES participation has no significant impact on financial management skills acquisition among Business Education students in Delta State University, Abraka.

Review of Related Literature

Conceptual Framework

Concept of Students Industrial Work Experience Scheme (SIWES)

The Students Industrial Work Experience Scheme (SIWES) is a structured industrial

training programme established by the Industrial Training Fund (ITF) in collaboration with tertiary institutions and industries to bridge the gap between classroom learning and practical work experience. The programme was introduced to provide students with opportunities to acquire occupational competencies, practical skills, and professional experiences relevant to their fields of study before graduation.

SIWES has become an integral component of vocational, technical, and professional education programmes in Nigeria because it exposes students to real workplace situations where they can apply theoretical knowledge acquired in the classroom. According to the Industrial Training Fund (2023), the programme is designed to equip students with practical competencies that enhance employability, productivity, and workplace adaptability. Through industrial attachment, students interact with professionals, use modern equipment and technologies, and develop work habits that prepare them for future careers.

Within the context of Business Education, SIWES provides students with opportunities to participate in office administration, business communication, customer relationship management, accounting procedures, marketing activities, and other organizational functions. These practical experiences enable students to understand workplace realities and develop entrepreneurial competencies that may not be fully acquired through classroom instruction alone.

Recent studies in Delta State have emphasized the importance of experiential learning in skill development among Business Education students. Ito and Okudaye (2025) found that experiential learning activities such as industrial attachment, internships, and practical business engagements significantly influence entrepreneurial intentions and practical skills acquisition among Business

Education students in Delta State-owned institutions. Similarly, Igberaharha (2024) observed that practical workplace exposure enhances students' readiness for employment and entrepreneurship by improving their professional competence and confidence. Beyond skill acquisition, SIWES serves as an important mechanism for socialization into the world of work. During industrial attachment, students are exposed to organizational culture, workplace ethics, teamwork, time management practices, and professional responsibilities. These experiences help students develop positive work attitudes, adaptability, and discipline, which are highly valued by employers and are equally important for entrepreneurial success. Studies have shown that students who participate actively in industrial training programmes often demonstrate higher levels of workplace confidence and career preparedness than those with limited practical exposure (Adeniyi, 2025).

Objectives of SIWES

The Students Industrial Work Experience Scheme was established to achieve several educational and professional objectives. According to the Industrial Training Fund (2023), the objectives of SIWES include:

1. Bridging the gap between theoretical knowledge and practical application.
2. Providing students with opportunities to acquire relevant work experience.
3. Exposing students to modern technologies, equipment, and workplace practices.
4. Developing occupational competencies and employability skills.
5. Enhancing entrepreneurial and self-employment capabilities.
6. Strengthening collaboration between educational institutions and industries.
7. Preparing students for the challenges of the labour market after graduation.

Through these objectives, SIWES contributes significantly to students' professional development and entrepreneurial growth.

Concept of Entrepreneurial Skills Acquisition

Entrepreneurial skills acquisition refers to the process through which individuals develop the competencies, attitudes, knowledge, and abilities necessary for identifying business opportunities, creating value, managing resources, and establishing sustainable ventures. Entrepreneurial skills are increasingly regarded as essential for graduates because they promote innovation, self-reliance, economic growth, and job creation.

Recent studies have also highlighted the growing importance of digital entrepreneurial competencies in the twenty-first century. As businesses increasingly rely on digital technologies, entrepreneurs are expected to possess competencies related to information technology, digital communication, online marketing, e-commerce, and data management. Enang (2023) emphasized that Business Education students require digital entrepreneurial skills and competencies to cope effectively with the demands of the modern business environment. The author maintained that digital competence has become a critical component of entrepreneurial success because it enhances innovation, competitiveness, and access to global markets.

Similarly, research conducted among Business Education undergraduates revealed that entrepreneurial digital skills significantly contribute to students' ability to identify business opportunities, utilize technological tools, and participate effectively in modern business operations. Osiesi, Adegboyega, Fadiya, and Blignaut (2024) found that entrepreneurial digital knowledge and skills improve students' readiness for self-

employment and enhance their capacity to adapt to emerging business trends.

Entrepreneurial skills acquisition is also closely associated with the development of entrepreneurial competencies required for the successful establishment and management of small business ventures. David and Adedeji (2024) identified managerial, marketing, communication, and information and communication technology (ICT) skills as critical competencies required by Business Education students for venture creation and business sustainability. According to the authors, the acquisition of these competencies increases graduates' ability to transform innovative ideas into profitable enterprises and respond effectively to business challenges. In addition, entrepreneurial skills acquisition contributes significantly to financial independence and wealth creation. Edokpolor, Imeokparia, and Osifo (2023) reported that entrepreneurial knowledge and skills acquisition positively influence students' intentions to establish businesses after graduation. Their study demonstrated that students who acquire entrepreneurial competencies are more likely to develop favourable attitudes towards self-employment and venture creation than those with limited entrepreneurial exposure.

Entrepreneurial skills commonly associated with Business Education include:

- Communication skills
- Managerial skills
- Financial management skills
- Marketing skills
- Leadership skills
- Negotiation skills
- Innovation and creativity skills
- Problem-solving skills
- Opportunity recognition skills

However, this study focuses specifically on communication skills, managerial skills, and financial management skills because of their direct relevance to Business Education and entrepreneurship development.

Communication Skills Acquisition

Communication skills refer to the ability to effectively transmit, receive, interpret, and respond to information through oral, written, visual, and digital channels. Communication remains one of the most important entrepreneurial competencies because business success depends largely on effective interaction with customers, employees, investors, suppliers, and other stakeholders.

Communication skills involve speaking, listening, writing, presentation, negotiation, and interpersonal interaction abilities. Entrepreneurs require effective communication skills to persuade customers, build professional relationships, negotiate contracts, manage employees, and market products or services successfully.

During SIWES participation, Business Education students engage in workplace communication activities such as report writing, customer service interactions, preparation of business correspondence, telephone communication, meetings, and presentations. These experiences provide opportunities for students to improve their communication competence in real organizational settings.

Oroka and Igberaharha (2024) reported that entrepreneurship education significantly predicts communication skills acquisition among Business Education students in Delta State. Their study revealed that students who participate actively in practical learning experiences demonstrate higher levels of communication competence, interpersonal effectiveness, and workplace confidence. Effective communication therefore serves as a critical foundation for entrepreneurial success and organizational performance.

Managerial Skills Acquisition

Managerial skills refer to the competencies required for planning, organizing, directing, coordinating, supervising, and controlling

organizational resources to achieve predetermined objectives. These skills are essential for entrepreneurship because entrepreneurs must perform management functions in order to ensure the growth and sustainability of their ventures.

Managerial skills include leadership, decision-making, delegation, conflict resolution, problem-solving, strategic planning, team management, and organizational skills. Entrepreneurs who possess strong managerial competencies are better positioned to utilize resources effectively, motivate employees, and respond to business challenges.

SIWES provides Business Education students with opportunities to observe and participate in management-related activities within organizations. Through workplace exposure, students learn how managers coordinate operations, make decisions, allocate resources, and address organizational problems. Such experiences contribute significantly to the development of managerial competence.

According to Osiughwu and Oroka (2023), entrepreneurship education significantly predicts managerial skills acquisition among Business Education students in Delta State tertiary institutions. The study concluded that managerial competencies are critical determinants of entrepreneurial effectiveness and business sustainability. Similarly, Ito and Okpue (2025) noted that active learning approaches that expose students to real-life business situations contribute significantly to the development of leadership and managerial capabilities.

Financial Management Skills Acquisition

Financial management skills refer to the competencies involved in planning, controlling, organizing, monitoring, and utilizing financial resources effectively to achieve organizational goals. Financial management is one of the most important aspects of entrepreneurship because poor

financial decisions often contribute to business failure.

Financial management skills include budgeting, bookkeeping, financial planning, cash flow management, cost control, investment analysis, inventory management, and financial record keeping. Entrepreneurs require these skills to ensure the efficient utilization of resources and long-term business sustainability.

Business Education students participating in SIWES are often exposed to accounting procedures, bookkeeping practices, payroll administration, budgeting processes, inventory management, and financial reporting systems. Such practical experiences enable students to understand the financial operations of organizations and improve their financial decision-making abilities.

Research conducted by Osiughwu and Oroka (2023) revealed that entrepreneurship education significantly predicts financial management skills acquisition among Business Education students in Delta State tertiary institutions. The authors argued that financial literacy and management competence are critical factors that determine entrepreneurial success and organizational survival.

Furthermore, practical learning experiences such as SIWES provide opportunities for students to apply financial concepts learned in the classroom to real business situations, thereby strengthening their understanding of financial management principles.

Relationship Between SIWES Participation and Entrepreneurial Skills Acquisition

The relationship between SIWES participation and entrepreneurial skills acquisition is grounded in the practical nature of industrial training. Through direct involvement in workplace activities, students acquire experiences that facilitate the development of entrepreneurial competencies required for business success.

SIWES exposes students to real business environments where they encounter workplace challenges, organizational decision-making processes, customer interactions, financial operations, and management practices. Such experiences enhance students' ability to communicate effectively, manage resources, solve problems, and make informed business decisions.

Beyond the acquisition of technical competencies, SIWES provides students with opportunities to develop entrepreneurial attitudes and behaviours that are essential for venture creation. During industrial attachment, students observe how entrepreneurs and managers identify opportunities, organize resources, manage risks, and respond to market demands. Such exposure helps students develop initiative, creativity, self-confidence, and a positive attitude towards entrepreneurship. According to Nwachuya and Imoke (2023), students who participate effectively in SIWES demonstrate greater entrepreneurial awareness and are more likely to consider self-employment as a viable career option after graduation.

Research Methodology

This study adopted the descriptive survey research design. The population of the study comprised 245 Business Education students in 200, 300, and 400 Levels of Delta State University, Abraka. The choice of 200, 300, and 400 Level students was based on the fact that they possess adequate knowledge of the Business Education programme and have had exposure to SIWES-related activities or are sufficiently aware of its relevance to entrepreneurial skills development. In contrast, 100 Level students were excluded because they are newly admitted students who may not have acquired enough academic and programme experience to provide reliable information on the variables under investigation. Since the population of the study was relatively small and manageable,

the researcher adopted a census sampling technique whereby the entire population of 245 students was used for the study. The instrument used for data collection was a structured questionnaire developed by the researcher and titled "SIWES Participation and Entrepreneurial Skills Acquisition Questionnaire (SPESAQ)." The questionnaire was structured using a four-point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with corresponding values of 4, 3, 2, and 1 respectively. The instrument was subjected to face and content validation by three experts. One expert was drawn from the Department of Business Education, while two experts were drawn from the Department of Measurement and Evaluation, Delta State University, Abraka. The reliability of the instrument was established through a pilot test conducted using 30 Business Education students from a university outside the study area who possessed characteristics similar to the respondents used for the study. The data obtained from the pilot study were analyzed using Cronbach Alpha Reliability Coefficient to determine the internal consistency of the instrument. A reliability coefficient of 0.82 was obtained, indicating that the instrument was reliable and suitable for data collection. The researcher personally administered the questionnaire to the respondents with the assistance of two research assistants. The data collected for this study were analyzed using Mean and Standard Deviation to answer the research questions. The Mean was used to determine the respondents' level of agreement with each questionnaire item, while the Standard Deviation was used to determine the degree of variation in their responses. A criterion mean of 2.50 was adopted as the benchmark for decision-making. Thus, any item with a mean score of 2.50 or above was regarded as agreed, whereas any item with a mean score below 2.50 was regarded as disagreed. The null hypotheses formulated for

the study were tested using the One-Sample t-test at the 0.05 level of significance.

Presentation, Analysis and Interpretation Of Data

Presentation of Data

Research Question One

What is the impact of SIWES participation on communication skills acquisition among Business Education students in Delta State University, Abraka?

Table 4.1

Mean and Standard Deviation on the Impact of SIWES Participation on Communication Skills Acquisition

S/N	Items	Mean	SD	Decision
1	SIWES participation improved my ability to communicate effectively with colleagues and supervisors.	3.48	0.72	Agree
2	Through SIWES, I developed better oral communication skills.	3.36	0.81	Agree
3	SIWES enhanced my business report writing skills.	3.29	0.83	Agree
4	My ability to interact confidently with customers improved during SIWES.	3.41	0.76	Agree
5	SIWES exposed me to professional communication practices in the workplace.	3.57	0.69	Agree
6	SIWES improved my listening and interpersonal communication skills.	3.38	0.79	Agree
7	I became more confident in presenting ideas after participating in SIWES.	3.31	0.82	Agree
8	SIWES enhanced my ability to prepare business correspondence and official documents.	3.34	0.78	Agree
9	SIWES improved my ability to work effectively in teams through communication.	3.45	0.74	Agree
10	The communication skills acquired through SIWES are useful for entrepreneurial activities.	3.63	0.67	Agree
Grand Mean		3.42	0.76	Agree

Table 4.1 shows that all the items recorded mean scores above the criterion mean of 2.50. The grand mean of 3.42 indicates that respondents agreed that SIWES participation has a positive impact on communication skills acquisition among Business Education students. This suggests that SIWES enhances students' oral communication, report writing, interpersonal relations, teamwork, and professional communication abilities.

Research Question Two

What is the impact of SIWES participation on managerial skills acquisition among Business Education students in Delta State University, Abraka?

Table 4.2

Mean and Standard Deviation on the Impact of SIWES Participation on Managerial Skills Acquisition

S/N	Items	Mean	SD	Decision
11	SIWES improved my ability to plan and organize tasks effectively.	3.44	0.75	Agree
12	Participation in SIWES enhanced my decision-making skills.	3.39	0.78	Agree
13	SIWES exposed me to managerial responsibilities in the workplace.	3.32	0.81	Agree
14	I learned how to coordinate activities efficiently during SIWES.	3.35	0.79	Agree
15	SIWES improved my leadership abilities.	3.28	0.84	Agree
16	My problem-solving skills improved through workplace experiences gained during SIWES.	3.41	0.76	Agree
17	SIWES enhanced my ability to supervise and guide others.	3.26	0.83	Agree
18	Through SIWES, I learned effective time-management techniques.	3.47	0.71	Agree
19	SIWES increased my ability to manage resources effectively.	3.37	0.80	Agree
20	The managerial skills acquired during SIWES can assist me in running a business successfully.	3.58	0.68	Agree
Grand Mean		3.39	0.78	Agree

The results in Table 4.2 reveal that all the items had mean scores above 2.50, with a grand mean of 3.39. This indicates that SIWES participation positively influences managerial skills acquisition among Business

Education students. The findings suggest that students acquired planning, leadership, coordination, decision-making, time management, and resource management skills through SIWES.

Research Question Three

What is the impact of SIWES participation on financial management skills acquisition among Business Education students in Delta State University, Abraka?

Table 4.3

Mean and Standard Deviation on the Impact of SIWES Participation on Financial Management Skills Acquisition

S/N	Items	Mean	SD	Decision
21	SIWES improved my understanding of budgeting procedures.	3.31	0.80	Agree
22	Through SIWES, I gained knowledge of financial record	3.42	0.74	Agree

	keeping.			
23	SIWES exposed me to basic accounting practices.	3.29	0.83	Agree
24	My ability to manage financial resources improved during SIWES.	3.37	0.77	Agree
25	SIWES enhanced my understanding of cash flow management.	3.34	0.79	Agree
26	I learned how organizations control and monitor expenditures through SIWES.	3.45	0.73	Agree
27	SIWES improved my ability to make sound financial decisions.	3.32	0.81	Agree
28	Participation in SIWES exposed me to inventory and cost management practices.	3.27	0.84	Agree
29	SIWES increased my awareness of the importance of financial planning in business.	3.51	0.69	Agree
30	The financial management skills acquired during SIWES will help me become self-employed in the future.	3.60	0.66	Agree
Grand Mean		3.39	0.77	Agree

Table 4.3 indicates that all the items had mean scores above the benchmark mean of 2.50. The grand mean of 3.39 shows that respondents agreed that SIWES participation positively impacts financial management

skills acquisition. This implies that SIWES contributes significantly to the development of budgeting, accounting, record-keeping, financial planning, and resource management skills.

Hypothesis One

H₁: SIWES participation has no significant impact on communication skills acquisition among Business Education students in Delta State University, Abraka.

Table 4.4

One-Sample t-test on Communication Skills Acquisition

Variable	N	Mean	Test Value	t-value	p-value	Decision
Communication Skills Acquisition	245	3.42	2.50	18.63	0.000	Reject H ₁

Since the p-value (0.000) is less than the 0.05 level of significance, the null hypothesis was rejected. Therefore, SIWES participation has a significant impact on communication skills acquisition among Business Education students in Delta State University, Abraka.

Hypothesis Two

H₂: SIWES participation has no significant impact on managerial skills acquisition among Business Education students in Delta State University, Abraka.

Table 4.5

One-Sample t-test on Managerial Skills Acquisition

Variable	N	Mean	Test Value	t-value	p-value	Decision
Managerial Skills Acquisition	245	3.39	2.50	17.94	0.000	Reject H ₂

The p-value of 0.000 is less than 0.05. Therefore, the null hypothesis was rejected.

This implies that SIWES participation has a significant impact on managerial skills

acquisition among Business Education students in Delta State University, Abraka.

Hypothesis Three

H₃: SIWES participation has no significant impact on financial management skills acquisition among Business Education students in Delta State University, Abraka.

Table 4.6

One-Sample t-test on Financial Management Skills Acquisition

Variable	N	Mean	Test Value	t-value	p-value	Decision
Financial Management Skills Acquisition	245	3.39	2.50	18.12	0.000	Reject H ₃

Since the p-value (0.000) is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that SIWES participation has a significant impact on financial management skills acquisition among Business Education students in Delta State University, Abraka.

Discussion of Findings

The findings of this study revealed that SIWES participation plays a significant role in enhancing entrepreneurial skills acquisition among Business Education students in Delta State University, Abraka. The discussion is presented based on the research questions and hypotheses that guided the study.

The findings from Research Question One showed that SIWES participation had a positive impact on communication skills acquisition among Business Education students, as evidenced by the grand mean score of 3.42. Respondents agreed that participation in SIWES improved their ability to communicate effectively with colleagues and supervisors, enhanced their oral communication and report-writing skills, strengthened their interpersonal relationships, and increased their confidence in interacting with customers and presenting ideas. The hypothesis test further confirmed that SIWES participation had a significant impact on communication skills acquisition, leading to the rejection of the null hypothesis.

This finding is not surprising because industrial training exposes students to real workplace environments where effective communication is essential for daily operations. During SIWES, students interact with supervisors, co-workers, customers, and other stakeholders, thereby developing both verbal and written communication competencies. These experiences provide opportunities that are often unavailable within the traditional classroom setting.

The finding agrees with the study of Oroka and Igberaharha (2024), who reported that entrepreneurship-related practical experiences significantly predict communication skills acquisition among Business Education students in Delta State tertiary institutions. Their study emphasized that communication competence is one of the most important entrepreneurial skills required for successful business operations and customer relations.

The finding also supports the position of Obidile and Onyeneke (2023), who identified communication competence as one of the core entrepreneurial competencies required by Business Education graduates for entrepreneurial success. Effective communication enables entrepreneurs to negotiate, market products, build customer relationships, and coordinate business activities efficiently.

Furthermore, the result aligns with the principles of Kolb's Experiential Learning Theory, which emphasizes that learning

becomes more meaningful when students acquire knowledge through direct experience. The communication skills gained during SIWES therefore represent practical outcomes of experiential learning in workplace settings. The findings relating to Research Question Two revealed that SIWES participation positively influenced managerial skills acquisition among Business Education students, with a grand mean score of 3.39. Respondents agreed that SIWES enhanced their planning, organizing, decision-making, leadership, coordination, problem-solving, and time-management abilities. The corresponding hypothesis test also showed a statistically significant impact, resulting in the rejection of the null hypothesis.

This finding suggests that workplace exposure provides students with opportunities to observe and participate in managerial processes that contribute to their entrepreneurial development. Through practical involvement in organizational activities, students learn how resources are managed, tasks are coordinated, and decisions are made to achieve organizational goals. Such experiences help them develop competencies that are essential for managing future business ventures.

The finding corroborates the study of Nwachuya and Imoke (2023), who found that SIWES significantly enhances entrepreneurial competencies among Business Education students by exposing them to practical workplace responsibilities and management-related experiences. Their study concluded that industrial training serves as a bridge between theoretical knowledge and practical managerial competence.

Similarly, David and Adedeji (2025) reported that managerial competencies are among the most important entrepreneurial skills required by Business Education students for establishing and sustaining successful business ventures. According to the authors, effective management skills enable

entrepreneurs to coordinate resources, supervise workers, and make informed business decisions.

The result is also consistent with Human Capital Theory, which argues that investment in practical training and skill development enhances individuals' productivity and future economic performance. SIWES serves as an important investment in students' human capital by equipping them with managerial competencies required in the contemporary business environment.

The findings from Research Question Three indicated that SIWES participation had a positive impact on financial management skills acquisition among Business Education students, with a grand mean score of 3.39. The respondents agreed that SIWES improved their understanding of budgeting, financial record keeping, accounting practices, expenditure control, financial planning, inventory management, and financial decision-making. The hypothesis testing further established that SIWES participation significantly influenced financial management skills acquisition, leading to the rejection of the null hypothesis.

This finding highlights the importance of practical industrial experience in exposing students to financial operations within organizations. Through participation in SIWES, students become familiar with budgeting procedures, accounting records, cash flow management, and financial planning practices that are essential for entrepreneurial success. Such experiences contribute to the development of financial literacy and financial responsibility among future entrepreneurs.

The finding is in agreement with the study of Nwachuya and Imoke (2023), which reported that SIWES enhances entrepreneurship skills acquisition by providing students with opportunities to develop practical competencies in financial and business management. The authors noted that exposure

to workplace financial practices strengthens students' entrepreneurial readiness and self-reliance.

The result also supports the findings of Oyinlana, Ojomo, Oluwalola, Sani, Iheagwam, and colleagues (2024), who found that accounting, record-keeping, problem-solving, and management skills acquired through business education programmes contribute significantly to business performance and entrepreneurial effectiveness. Financial management skills were identified as critical competencies for business survival and growth.

In the same vein, recent studies on entrepreneurial skills acquisition have emphasized that financial planning, budgeting, and resource management remain fundamental competencies required for successful entrepreneurial development among university graduates.

Overall, the findings of this study demonstrate that SIWES serves as an effective platform for developing communication, managerial, and financial management skills among Business Education students. The significant outcomes recorded across all the variables indicate that industrial work experience contributes meaningfully to entrepreneurial preparedness, employability, and self-reliance among undergraduates. These findings reinforce the continued relevance of SIWES as an essential component of Business Education programmes in Nigerian universities.

Conclusion

Based on the findings of this study, it was concluded that SIWES remains an essential component of Business Education programmes in Delta State University, Abraka. The programme provides students with opportunities to gain practical workplace experience that complements classroom instruction and exposes them to real-life business operations. The study established

that participation in SIWES contributes significantly to the acquisition of communication skills, managerial skills, and financial management skills among Business Education students. Through industrial attachment, students are able to improve their ability to communicate effectively, manage resources, make informed decisions, solve workplace problems, and handle financial responsibilities. The positive responses obtained from the respondents indicate that SIWES not only bridges the gap between theory and practice but also prepares students for entrepreneurial ventures and future career opportunities. Therefore, SIWES can be regarded as a valuable platform for developing the entrepreneurial competencies required for success in today's competitive business environment.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. Delta State University should strengthen the implementation and monitoring of SIWES to ensure that students are attached to organizations where they can acquire relevant entrepreneurial and business-related skills.
2. Employers and industrial supervisors should provide meaningful responsibilities and practical learning opportunities that will enable students to develop communication, managerial, and financial management competencies.
3. The Department of Business Education should establish stronger partnerships with reputable organizations and industries to improve the quality of industrial placements available to students.

References

- Adeniyi, A. O., Gamede, V., & Derera, E. (2024). Individual entrepreneurial orientation for entrepreneurial readiness. *Humanities and Social Sciences Communications*, 11(1), 264.
- Adeniyi, S. A. (2025). Influence of Students' Industrial Work Experience Scheme on academic performance among Business Education students in Emmanuel Alayande College of Education, Oyo State, Nigeria. *Faculty of Education Fountain University Journal of Educational Studies*, 8(1), 45–58.
- Agbeyinka, I. Y. (2025). Assessment of Students Industrial Work Experience Scheme relevance to Business Education programme objectives in Nigerian tertiary institutions. *International Journal of Social Science Research*, 13(2), 115–129.
- David, S., & Adedeji, E. O. (2024). Entrepreneurial competencies required by Business Education students for establishing small business ventures in Lagos State. *Ilorin Journal of Business Education*, 5(2), 1–12.
- Edokpolor, J. E., Imeokparia, P. O., & Osifo, K. (2023). Entrepreneurship education and student intention to launch a business: Does entrepreneurial knowledge and skills acquisition act as a mediator? *Journal of Technology Management and Business*, 10(1), 45–60.
- Emeasoba, N. C. (2022). Business educators' appraisal of the relevance of Students Industrial Work Experience Scheme to Business Education programmes in universities in South-East Nigeria. *Journal of Science Education*, 3(1), 54–67.
- Enang, C. E. (2023). Digital entrepreneurial skills and competencies required from Business Education students to work in the digital era. *Nigerian Journal of Business Education*, 10(2), 186–196.
- Ewegbenro, E. F., & Oiku, P. (2023). Contributions of students' exposure to Students Industrial Work Experience Scheme towards entrepreneurial interest among undergraduates in Oyo State, Nigeria. *International Journal of Entrepreneurship Education*, 6(2), 88–101.
- Ibrahim, S. (2023). Business education, entrepreneurship and skills acquisition in the digital era. *Nigerian Journal of Business Education*, 10(1), 1–12.
- Industrial Training Fund (ITF). (2022). *Students' Industrial Work Experience Scheme (SIWES) operational guidelines*. Industrial Training Fund.
- Ito, F. M., & Okpue, E. M. (2025). Effectiveness of problem-based learning in enhancing entrepreneurial mind-set among Business Education students in Delta State University Abraka. *International Journal of Research*, 12(3), 290–302.
- Ito, F. M., & Okudaye, I. N. (2025). *Experiential learning, practical skills acquisition and entrepreneurial intentions among Business Education students in Delta State owned institutions*. Zenodo. <https://doi.org/10.5281/zenodo.15735025>
- Kasimu, A., & Jamilu, U. M. (2024). The role of financial literacy in enhancing entrepreneurial competencies among Business Education students in Nigerian Colleges of Education. *EDUMALSYS Journal of Research in Education Management*, 2(3), 116–127.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
- Nwachuya, A. A., & Imoke, E. J. (2023). Impact of Students Industrial Work

- Experience Scheme in enhancing entrepreneurship skills of Business Education students in Colleges of Education in Cross River State. *International Journal of Educational Evaluation*, 9(4), 73–85.
- Oroka, V. O., & Igberaharha, O. C. (2024). Entrepreneurship education as a predictor of communication skills, interpersonal skills and marketing skills acquisition among Business Education students in Delta State, Nigeria. *St. Theresa Journal of Humanities and Social Sciences*, 10(1), 31–104.
- Osiyesi, M. P., Adegboyega, S. M., Fadiya, A., & Blignaut, S. E. (2024). Assessment of entrepreneurial digital skills, knowledge, and use among Business Education undergraduates in the Federal University Oye-Ekiti, Nigeria. *Journal of African Education*, 5(1), 267–286.
- Osiughwu, U. M., & Oroka, V. O. (2023). Entrepreneurship education as a predictor of managerial skills and financial skills acquisition among Business Education students in Delta State tertiary institutions. *International Journal of Research*, 10(12), 214–225. <https://doi.org/10.5281/zenodo.10413329>