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ASSESSING THE IMPACT OF SIWES ON FOSTERING ENTREPRENEURIAL SKILLS AMONG TEXTILE DESIGN STUDENTS

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Abstract

In recent times, the development of entrepreneurial skills among students has become essential in most developing countries, particularly in specialised fields like textile design. The Students' Industrial Work Experience Scheme (SIWES) is a pivotal bridge connecting theoretical knowledge with practical application. Through an in-depth assessment of students' experiences, challenges, and achievements during SIWES programmes, this study assessed the impact of practical and hands-on learning on their entrepreneurial expertise. The study adopted a survey research design using a questionnaire as the data gathering tool. The population of the study are textile design students and graduates in selected schools in Southwest Nigeria. One hundred and forty-three (143) students were sampled using random sampling techniques while one hundred and four (104) graduates were sampled using snowball sampling techniques. The data collected was analysed quantitatively through descriptive analysis using frequency, percentage, and mean score. The result of the research revealed that SIWES plays a major role in the entrepreneurial development of textile students. It was recommended that tertiary institutions should increase their partnership with the industry to create opportunities to students to undergo their SIWES programmes without stress.

Keywords: SIWES, entrepreneurial, development, textile design, students

Introduction

The global economy today demands skilled professionals who possess not only theoretical knowledge but also practical and real-world expertise. This is obvious in the field of textile design. Textile design, as a discipline, is not merely an art form but a thriving industry where creativity, commerce, and innovation blend to enhance the marketability of textile products and services (Undiyaundeye, 2015). Educational programmes play a vital role in shaping the future workforce, equipping students with the necessary skills and experiences to thrive in the textile design sector.

Students Industrial Work Experience Scheme (SIWES), a programme established by the Nigerian government is one of the mechanisms through which students gain practical experience in their chosen fields. SIWES provides students with an opportunity to bridge the gap between theoretical knowledge gained in the classroom and the practical applications of that knowledge in real-world work environments. SIWES serves as a crucial pathway, offering textile students a glimpse into the intricacies of the textile industry, nurturing their skills, and preparing practically for the requirements and challenges of a professional career (Uloko & Ejinkonye, 2010). While SIWES has been an integral part of the curriculum in the Nigerian educational system, its effectiveness in nurturing entrepreneurial skills among textile design students remains a topic of considerable interest (Undiyaundeye, 2015). Entrepreneurship in textile design goes beyond the establishment of traditional business ventures, it entails creativity, innovation, and marketing skills for a successful entrepreneurial engagement.

The textile design industry is characterized by a synergy of artistry and technology. It is an industry that demands professionals who excel in both the creative aspects of their craft and also understand the intricacies of entrepreneurship. This understanding includes the ability to identify market demands, create commercially viable products, establish, and maintain client relationships, and navigate the complexities of supply chains. Thus, the role of SIWES in nurturing these multifaceted entrepreneurial skills among textile design students necessitates this research. This research aims to assess the connection of SIWES and entrepreneurial development in textile design education by examining the experiences of students who have undergone SIWES programs.

Literature Review

Overview of SIWES

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

designed to bridge the gap between theoretical knowledge acquired in academic institutions and practical skills required in the workplace (Udo, 2015). SIWES has become a major aspect of Nigeria's education system, serving as a crucial link between academia and industry. Under this scheme, students from various disciplines, including textile design, spend a specified period working, mostly six months for university students and one year for polytechnic students in industries related to their fields of study. This practical exposure provides students with first-hand experience in real-world work environments, enabling them to apply classroom theories to practical situations (Ogundele, Akingbade & Akinlabi, 2012). SIWES is characterized by its engaging and practical nature, allowing students to engage with industry professionals, learn essential skills, and gain insights into the complexities of their chosen fields.

Objectives of SIWES

The objectives of SIWES are multidimensional to achieve several key goals within the educational sector. The primary objective of SIWES is to expose students to the industrial work environment, allowing them to familiarize themselves with the day-to-day operations, challenges, and best practices of the industry (Undiyaundeye, 2015). This exposure will enable students to gain a comprehensive understanding of their future professions, preparing them for the demands of the job market.

SIWES is also expected to enhance students' technical skills and competencies. Active participation in industry-specific tasks and projects refines students' practical abilities and skills that are vital for their professional growth. SIWES aligns with the broad educational goal of producing graduates who are not only academically proficient but also technically skilled, making them valuable assets to prospective employers. SIWES serves as a platform for students to develop essential soft skills such as communication, teamwork, time management, and problem-solving abilities. Interacting with colleagues, supervisors, and clients in the real world makes students more adaptable and effective in diverse work environments (Udo, 2015). The scheme fosters a sense of professionalism and work ethic, instilling in students the values of punctuality, discipline, and integrity.

Impact of SIWES on Students' Skill Development

The Students' Industrial Work Experience Scheme (SIWES) can be described as a transformative force in the Nigerian educational system, significantly influencing students' skill development across various disciplines, including textile design. Numerous research has been conducted to assess the impact of SIWES on students, shedding light on how this program shapes their skills, competencies, and employability. SIWES provides students with invaluable hands-on experience which allows them to apply theoretical knowledge in real-world industrial settings (Emidun, Akinnibosun & Adeloye, 2023). This programme exposes textile design students to enhanced technical

skills such as pattern making, fabric selection, and garment construction (Udoh, 2015). Direct engagement with industrial tools and technologies enables students to gain proficiency which boosts their confidence in executing complex design tasks. Okolocha and Okolocha (2012) highlighted SIWES' role in refining students' technical abilities, ensuring they are well-equipped to meet industry standards after graduation. Beyond technical expertise acquired by students during the SIWES programme, the program also instills soft skills essential for professional success. Olabiyi, Okafor, and Peter (2012) highlighted the positive impact of SIWES on students' soft skills, making them more versatile and resilient in the face of diverse work scenarios.

SIWES also instills a sense of professionalism and work ethic in students shaping them into responsible, ethical, and disciplined professionals (Comfort & Bonaventure, 2012). Exposure to workplace norms helps them to develop a positive attitude to work such as punctuality, reliability, and integrity (Okolocha and Okolocha, 2012). Students become aware of the importance of ethical conduct and adherence to industry standards which prepares them for ethical decision-making in their future careers. Olabiyi et al (2012) illuminated how SIWES contributes to the development of students' ethical consciousness, ensuring they enter the workforce with a strong and well-guided moral foundation. SIWES serves as a breeding ground for entrepreneurial skills for textile design students by exposing them to the business side of the industry, including market analysis, cost estimation, and client relations, students gain insights into entrepreneurship. This exposure fosters creativity and innovation, enabling students to envision and create marketable products (Okolocha & Okolocha, 2012). SIWES enhances entrepreneurial thinking in students, nurturing them as entrepreneurs and not just skilled artisans. Udo (2015) emphasized SIWES' pivotal role in fostering entrepreneurial skills among textile design students, empowering them to venture into business endeavours confidently.

Comparative Analysis of SIWES with Other Industrial Training Programs in Different Countries

Ojo, Anyaegbunam, Adeleke, Akpoyovware, Oluwunmi, Olowookere & Agubo (2019) reviewed the SIWES program in four different countries: USA, Turkey, Germany, and Nigeria. The study revealed that the USA adopted the apprenticeship system, students observed workers in the industry to learn and were adequately remunerated. Muhammadu (2017) noted that different countries across the world have regulatory bodies monitoring the conduct of industrial training programs. The Industrial Training Funds Act regulates SIWES in Nigeria while the National Apprenticeship Act of the United States is responsible for that of the USA. For maximum impact in the USA, the apprenticeship period spans for about 5 years depending on the nature of training under special supervision. The students are usually not exempted from class activities during the training period (Muhammadu, 2017).

Ojo et al (2019) noted that in Turkey, industrial training starts at a very young age, as early as ten years old. Students are encouraged to acquire practical vocational skills before being enrolled in a higher institution. Like their American counterparts, the training period takes many years of discipline, hard work, and strict supervision. Practical training is a major aspect of the educational system in Germany (Muhammadu, 2017). Students are mandated to go through a dual education system: classroom training and practical learning in organisation (a combination of bureaucratic practice and market model). Students at the time of graduation already have adequate job experience and proficiency in skills required for their profession. Students are also not exempted from class activities during the training period (Ojo et al., 2019).
In Nigeria, SIWES is usually done within the space of 6months and one year, depending on the institution (Akinnibosun, 2024). This scheme requires better monitoring as some students claim they undergo the scheme under unfavourable conditions and are not even paid at the end of the training.

Entrepreneurial Skills and their Relevance in the Textile Design Industry

Entrepreneurial skills, creativity, and innovation are fundamental in the textile design industry. Creativity helps in the conception of original designs, while innovation drives the adaptation of new materials, techniques, and technologies. Textile designers with entrepreneurial intelligence focus on conceptualisation of unique patterns, colour schemes, and fabric textures that will make their designs stand out in the competitive textile market (Zairruddin, 2010). Entrepreneurial textile designers excel in market analysis and trend awareness. Understanding consumer preferences, emerging fashion trends, and cultural influences enables textile designers to align their products and services with market demands (Adeloye, Akinbogun & Ogunduyile, 2023). Comprehensive market research allows entrepreneurial designers identify gaps, anticipate shifts, and tailor their designs to meet evolving customer needs (Adeloye, Ogunduyile & Akinbogun, 2023). This user-centered approach ensures the commercial viability of their designs, enhancing their appeal and patronage by manufacturers, retailers as well as end users.

Entrepreneurial success in textile design requires a level business intelligence and financial literacy. Designers' proficiency in budgeting, cost estimation, and pricing strategies optimize their profitability (Fernandes, 2019). The knowledge of supply chain management, procurement, and negotiation skills are vital for effective collaboration with manufacturers and suppliers (Ubong, 2018). Entrepreneurial textile designers must have a grip of the financial aspects of their ventures, enabling them to make informed decisions and sustain their businesses in the long run (Udoh, 2015). Entrepreneurial skills extend to networking and relationship building, crucial in establishing robust and industry connections.

Methodology

A survey research design was adopted for the research. The population for this research is textile design students and textile design graduates from selected tertiary institutions in Southwest Nigeria. The total number of textile students in the selected tertiary institutions in Southwest Nigeria is two hundred and twenty-seven (227). The sample size for students, according to the sample size calculator at 95% confidence level and 5% margin is 143 while the sample size for textile design graduates is 104. Random sampling technique was used for sampling the students to avoid bias in the sampling process and snowball sampling technique was used for the graduates. Snowball sampling was used because there is no official data source for graduates of textile design in Southwest Nigeria and the population is widely dispersed. Snowball sampling is a referral sampling method where a known sample refers the researcher to other unknown samples. The sample size of this sampling method is determined by the number of referred samples that are willing to be part of the research.

This study used structured questionnaires to get the relevant data required for the actualization of the research objectives. A modified Likert scale which ranges from "strongly agree" to "strongly disagree" (5='Strongly Agree', 4='Agree', 3= 'Neutral',2= 'Disagree' and 1=Strongly Disagree) was used to reflect the opinion of the respondents' using questionnaires. The data collected was analysed quantitatively through descriptive analysis using frequency, percentage, and mean score. Cronbach alpha was calculated to ascertain the reliability of the research instrument. Cronbach alpha's value equals 0.883. Since this value is greater than 0.7, this suggests a good level of reliability for the questionnaire items, indicating that the items are sufficiently consistent to indicate the measure is reliable. Table 1 shows the Cronbach alpha's calculation.

Table 1: Cronbach Alpha's Calculation

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.883	.886	8

Data Analysis

Data was gathered from textile design students and graduates independently using questionnaires with eight (8) items to assess their views about the influence of SIWES on entrepreneurial exposure.

Influence of SIWES on entrepreneurial exposure (Undergraduates' view)

Data was collected from textile design students in the selected schools to assess the influence of their SIWES experience on their entrepreneurial proficiency. Variable 1 (V1) assessed how SIWES exposed them to the business aspects of Textile design. Sixty-three (44.1%) students strongly agreed that SIWES opened their eyes to the business aspects of textiles, 34 (23.8%) agreed, none were neutral, 10 (7.0%) disagreed and none strongly disagreed. The mean score for this is 4.41. This suggests that the SIWES program was an eye-opener for most students to the business aspect of textile design.

Variable 2 (V2) addressed the influence of SIWES on students' practical skills in textile design. Fifty-seven (39.9%) strongly agreed that SIWES sharpened their practical skills in textile design and 47 (32.9%) agreed. None of the respondents was neutral, disagreed, or strongly disagreed. The mean score for this variable is 4.55. This suggests that SIWES has a positive influence on the practical skills of textile design students. Variable 3 (V3) assessed the influence of SIWES on the quality of works produced by students. Sixty-two (43.4%) strongly agreed that SIWES enabled them to produce marketable textile products, 38 (26.6%) agreed, and 4 (2.8%) were neutral. None of the respondents disagreed or strongly disagreed. The mean score for this variable is 4.56. This aligns with the inference from variable 2 that SIWES enhances the practical skills of textile students. Variable 4 (V4) assessed how SIWES influenced students' relationships with customers. Seventy (49.0%) strongly agreed that SIWES enabled them to understand customers' relationships better and 34 (23.8%) agreed. None of the respondents was neutral, disagreed or strongly disagreed. The mean score for this variable is 4.67. This suggests that the SIWES program enhanced students' relationships with customers.

Variable 5 (V5) assessed how SIWES influenced the knowledge about demand for textile products. Fifty-six (39.2%) strongly agreed that SIWES enlightened them about the demand for textile products, 43 (30.1%) agreed and 5 (3.5 %) were neutral. None of the respondents disagreed or strongly disagreed. The mean score for this variable is 4.50. This suggests that SIWES greatly informed students about the demand for textile products. Variable 6 (V6) assessed the role of SIWES in students' discovery of their areas of strength. Forty-eight (33.6%) strongly agreed that SIWES helped them discover their area of strength, 48 (33.6%) also agreed and 8 (3.6%) were neutral. None of the respondents disagreed or strongly disagreed. The mean score for this variable is 4.39. This suggests that SIWES was instrumental to the discovery of the area of strength of most textile students. Variable 7 (V7) assessed how SIWES influenced textile students' knowledge about valuing their products and services. Forty-six (32.2%) students strongly agreed that SIWES helped them to know how to adequately value their products and services, 52 (36.4%) agreed and 6 (4.2%) were neutral. None of the students disagreed or strongly disagreed. The mean score for this variable is 4.39. This suggests that SIWES exposed students to market factors and guided them on how to place momentary value on their services. Variable 8 (V8) assessed the influence of SIWES on knowledge about material sourcing. Fifty-six (39.2%) strongly agreed that SIWES enlightened them about material sourcing for the execution of textile projects, 43 (30.1%) agreed and 5 (3.5 %) were neutral. None of the respondents disagreed or strongly disagreed. The mean score for this variable is 4.50. This suggests that SIWES greatly enlightened students about material sourcing for projects. The missing system of 39 (27.3%) for all the variables in Table 2 captures the students that could not attend to the set of questions because they are yet to go through the SIWES programme.

Table 2: Influence of SIWES on entrepreneurial exposure (Undergraduates' view)

Varia	Strongly	Agree	Neutral	Disagr	Strongly	Mean	Rema	Missing

bles	Agree			ee	Disagree	Score	rks	System
V1	63 (44.1)	34 (23.8)	-	10 (7.0)	-	4.41	SA	39 (27.3)
V2	57 (39.9)	47 (32.9)	-	-	-	4.55	SA	39 (27.3)
V3	62 (43.4)	38 (26.6)	4 (2.8)	-	-	4.56	SA	39 (27.3)
V4	70 (49.0)	34 (23.8)	-	-	-	4.67	SA	39 (27.3)
V5	56 (39.2)	43 (30.1)	5 (3.5)	-	-	4.50	SA	39 (27.3)
V6	48 (33.6)	48 (33.6)	8 (3.6)	-	-	4.39	SA	39 (27.3)
V7	46 (32.2)	52 (36.4)	6 (4.2)	-	-	4.39	SA	39 (27.3)
V8	56 (39.2)	43 (30.1)	5 (3.5)	-	-	4.50	SA	39 (27.3)

Researcher's Fieldwork, 2023)

KEYS: SD= Strongly Agree; A = Agree; N = Neutral; D= Disagree; SD = Strongly Disagree

Mean score rating Key: 1.00 – 1.80 (SD); 1.81 - 2.60 (D); 2.61 - 3.40 (N); 3.41 – 4.20 (A); 4.21 – 5.00 (SA)

V1 Industrial Training program (SIWES) opened my eyes to the business aspect of textile design

V2 Industrial Training program (SIWES) sharpened my practical skills in textile design.

V3 Industrial Training program (SIWES) enabled me to produce marketable textile products

V4 Industrial Training program (SIWES) enabled me to understand customer relationship

V5 Industrial Training program (SIWES) enlightened me about the demand for textile design products

V6 Industrial Training program (SIWES) helped me to discover my area of strength in textile design

V7 Industrial Training program (SIWES) helped me to know how to value (cost) my services as a textile designer.

V8 Industrial Training program (SIWES) enabled me to be able to source quality materials and tools for textile design projects.

Influence of SIWES on entrepreneurial exposure (Graduates' view)

Data was collected from textile design graduates from the selected schools to assess the

influence of their SIWES experience on their entrepreneurial proficiency. Variable 1 to variable 8 of the questionnaire administered to graduates was used to address this. Variable 1 (V.1) assessed how SIWES exposed them to the business aspects of Textile design. Forty-two (40.4%) respondents strongly agreed that SIWES opened their eyes to the business aspects of textiles, 44 (42.3%) agreed, 12 (11.5%) were neutral, 4 (3.8%) disagreed and 2 (1.9%) strongly disagreed. The mean score for this is 4.15. This suggests that the SIWES program was the eye-opener of most textile design graduates to the business aspect of textile design. Variable 2 (V.2) addressed the influence of SIWES on practical skills enhancement in textile design. Sixty-two (59.6%) strongly agreed that SIWES sharpened their practical skills in textile design 34 (32.7%) agreed, 6 (5.8%) were neutral, 2 (1.9%) disagreed and none strongly disagreed. The mean score for this variable is 4.50. This suggests that SIWES has a positive influence on the practical skills enhancement of textile design graduates. Variable 3 (V.3) assessed the influence of SIWES on the quality of works produced by respondents. Thirty-three (31.7%) strongly agreed that SIWES enabled them to produce marketable textile products, 55 (52.9%) agreed, 6 (5.8%) were neutral, 10 (9.6%) disagreed and none of the respondents strongly disagreed. The mean score for this variable is 4.07. This aligns with the inference that SIWES enhanced the practical skills of the respondents. Variable 4 (V.4) assessed how SIWES influenced respondents' relationships with customers. Forty-eight (38.5%) strongly agreed that SIWES enabled them to understand customers' relationships better 41 (39.4%) agreed, 15 (14.4%) were neutral, 8 (7.7%) disagreed and none strongly disagreed. The mean score for this variable is 4.09. This suggests that the SIWES program enhanced respondents' relationships with clients.

Variable 5 (V.5) assessed how SIWES influenced the knowledge about demand for textile products. Thirty-two (30.8%) strongly agreed that SIWES enlightened them about the demand for textile products, 57 (54.8%) agreed 5 (4.8 %) were neutral, 10 (9.6%) disagreed and none of the respondents strongly disagreed. The mean score for this variable is 4.07. This suggests that SIWES greatly informed respondents about the demand for textile products. Variable 6 (V.6) assessed the role of SIWES in the discovery of respondents' areas of strength in textile design. 31 (29.8%) strongly agreed that SIWES helped them discover their area of strength, 51 (49.0%) agreed, 12 (11.5%) were neutral and 10 (9.6%) disagreed and none of the respondents strongly disagreed. The mean score for this variable is 3.99. This suggests that SIWES was instrumental to the discovery of the area of strength of a good number of textile design graduates. Variable 7 (V.7) assessed how SIWES influenced respondents' knowledge about valuing their products and services. Thirty-seven (35.6%) respondents strongly agreed that SIWES helped them to know how to adequately value their products and services, 43 (41.3%) agreed 14 (13.5%) were neutral, 8 (7.7%) disagreed 2 (1.9%) strongly disagreed. The mean score for this variable is 4.01. This suggests that SIWES positively guided respondents on how to place momentary value on their services. Variable 8 (V.8) assessed the influence of SIWES on knowledge about material sourcing. Forty-five (43.3%) strongly agreed that

SIWES enlightened them about material sourcing for the execution of textile projects, 42 (40.4%) agreed, 7 (6.7%) were neutral, 10 (9.6%) disagreed and none of the respondents strongly disagreed. The mean score for this variable is 4.17. This suggests that SIWES greatly enlightened respondents about material sourcing for textile projects. It can be deduced from this analysis that the view of both the textile design students and textile design graduates about the influence of SIWES on enhancing entrepreneurial skills aligns.

Table 3: Influence of SIWES on entrepreneurial exposure (Graduates' view)

Variables	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Remarks
V. 1	42 (40.4)	44 (42.3)	12 (11.5)	4 (3.8)	2 (1.9)	4.15	A
V. 2	62 (59.6)	34 (32.7)	6 (5.8)	2 (1.9)	-	4.50	SA
V. 3	33 (31.7)	55 (52.9)	6 (5.8)	10 (9.6)	-	4.07	A
V. 4	48 (38.5)	41 (39.4)	15 (14.4)	8 (7.7)	-	4.09	A
V. 5	32 (30.8)	57 (54.8)	5 (4.8)	10 (9.6)	-	4.07	A
V. 6	31 (29.8)	51 (49.0)	12 (11.5)	10 (9.6)	-	3.99	A
V. 7	37 (35.6)	43 (41.3)	14 (13.5)	8 (7.7)	2 (1.9)	4.01	A
V. 8	45 (43.3)	42 (40.4)	7 (6.7)	10 (9.6)	-	4.17	A

Researcher's Fieldwork, 2023)

KEYS: SD= Strongly Agree; A = Agree; N = Neutral; D= Disagree; SD = Strongly Disagree

Mean score rating Key: 1.00 – 1.80 (SD); 1.81 - 2.60 (D); 2.61 - 3.40 (N); 3.41 – 4.20 (A); 4.21 – 5.00 (SA)

V.1 Industrial Training programme (SIWES) opened my eyes to the business aspect of textile design

V.2 Industrial Training programme (SIWES) sharpened my practical skills in textile design

V.3 Industrial Training programme (SIWES) enables me to produce marketable textile products

V.4 Industrial Training programme (SIWES) enabled me to understand customer relationship

V.5 Industrial Training programme (SIWES) enlightened me about the demand for textile design products

V.6 Industrial Training programme (SIWES) helped me to discover my area of strength in textile design

V.7 Industrial Training programme (SIWES) helped me to know how to value (cost) my services as a textile designer.

V.8 Industrial Training programme (SIWES) enabled me to be able to source quality materials and tools for textile design projects.

Discussion of findings

Eight variables were used for both textile design students and graduates. The first variable addressed how SIWES exposed students to the business aspects of textiles. For the undergraduates, the high mean score of 4.41 suggests that the SIWES program significantly enhanced students' understanding of the business side of textile design. This exposure likely equipped them with insights into market dynamics, pricing strategies, and customer interactions, essential for entrepreneurial success. The second variable addressed how SIWES enhanced the practical skills of textile students. The absence of neutral, disagreeing, or strongly disagreeing responses, along with a mean score of 4.55, indicates a unanimous consensus among students. This suggests that SIWES played a pivotal role in enhancing their hands-on skills, a crucial aspect of entrepreneurship in the textile industry. The third variable addressed how SIWES influenced the quality of works produced by textile design students. The responses garnered are like the second variable. Again, the absence of negative responses emphasizes the positive influence of SIWES. The high mean score of 4.56 aligns with the second variable, indicating that practical skills honed during SIWES translated into the production of high-quality, market-ready textile products. This proficiency is vital for entrepreneurial success as marketable products are the backbone of any business venture. The fourth variable addressed the influence of SIWES on customer relationship enhancement, the lack of neutral or negative responses and the high mean score of 4.67 underscore the significant impact of SIWES on students' interpersonal skills. Understanding customer needs and fostering positive relationships are critical entrepreneurial skills, and the SIWES programme contributed substantially to this area.

The fifth variable addressed how SIWES influenced students' textile demand awareness. The absence of any negative responses and the high mean score of 4.50 emphasize that SIWES played a pivotal role in informing students about market demands. Understanding demand is foundational for entrepreneurial success, enabling students to align their production with market needs. The sixth variable addressed how SIWES helped in the discovery of areas of strength. The absence of disagreement and the mean score of 4.39 indicates that SIWES was instrumental in guiding students toward recognising their strengths within the textile industry. This self-awareness is crucial for students to carve out their niche and specialize in areas where they excel, laying a strong foundation for entrepreneurial ventures. The seventh variable addressed how SIWES helped students in valuing their products and services. The lack of negative responses and the mean score of 4.39 highlight SIWES's role in imparting knowledge about market factors and pricing strategies. Understanding the value of their products and services is vital for students when entering the competitive market, ensuring they can price their

products appropriately. The eighth variable addressed the relationship between SIWES and material sourcing knowledge. The absence of disagreement and the mean score of 4.50 underscore the SIWES' significant impact on students' knowledge about sourcing materials. This awareness is essential for entrepreneurs, enabling them to identify reliable suppliers, maintain product quality, and manage production costs effectively.

This research paints a clear picture of SIWES as a transformative experience for textile design students. It not only equips them with practical skills but also imparts essential knowledge about market demands, self-discovery, pricing strategies, and material sourcing.

The analysis of the responses from textile design graduates concerning the impact of the SIWES (Students Industrial Work Experience Scheme) programme provides significant insights into their entrepreneurial proficiency and skills enhancement. The first variable for textile design graduates also addressed how SIWES influenced their exposure to the business aspect of textiles. The mean score of 4.15 suggests that SIWES was instrumental in exposing many graduates to the business facet of textile design. This exposure likely equipped them with insights into market dynamics, customer relations, and pricing strategies, essential for entrepreneurial success. The second variable addressed how SIWES enhanced graduates' practical textile skills. The high mean score of 4.50 indicates unanimous agreement about SIWES's positive influence on enhancing their hands-on skills. This practical proficiency is vital for graduates as they enter the competitive entrepreneurial landscape. The third variable addressed how SIWES influenced the quality of works produced by textile design graduates. The mean score of 4.07 suggests that the practical skills perfected during SIWES translated into the production of high-quality textile products. This is crucial for entrepreneurial success. The fourth variable addressed how SIWES influenced graduates' customer relationships. The mean score of 4.09 emphasizes the significant impact of SIWES on graduates' interpersonal skills with clients.

The fifth variable addressed the role of SIWES in demand awareness. The mean score of 4.07 suggests that SIWES significantly informed graduates about market demands which is fundamental for entrepreneurship. The sixth variable addressed how SIWES helped graduates to discover their area of strength in textile design. The mean score of 3.99 indicates that SIWES played a substantial role in guiding graduates towards recognising their strengths within the textile design, thus providing a strong foundation for entrepreneurial ventures. The seventh variable assessed how SIWES influenced the valuing of products and services. The mean score of 4.01 emphasizes SIWES' positive guidance on pricing strategies for profitability. The eighth variable addressed how SIWES helped with material sourcing. The mean score of 4.17 highlights SIWES' substantial impact on graduates' knowledge about sourcing materials. This awareness is

essential for textile entrepreneurs.

The consistent alignment between the views of textile design students and graduates regarding the impact of SIWES on enhancing entrepreneurial skills signifies the program's efficacy. SIWES, through practical exposure and industry insights, has equipped graduates with essential skills, market awareness, and self-awareness. This comprehensive knowledge positions them as valuable assets in the entrepreneurial landscape of the textile design industry. The program's role in shaping the entrepreneurial mindsets of both students and graduates highlights its importance in preparing individuals for successful and sustainable careers in the field of textile design.

Limitations of the Study

The major limitation of this research is the lack of an accurate data base for the graduate population. This led to the adoption of the snowball sampling technique which has the disadvantage of non-probabilistic sample and unscientific sample size. Another limitation is that the population of the study is widely dispersed, this made it impossible for the researcher to have physical contact with the respondents to collect qualitative data through physical interviews or focus groups.

Conclusion

The impact of SIWES on students' skill development is profound and multifaceted. Through technical skills enhancement, soft skills development, professionalism cultivation, and entrepreneurial skills cultivation, SIWES plays a pivotal role in shaping well-rounded graduates who are not only proficient in their disciplines but also equipped with the essential skills and qualities demanded by the contemporary job market. The essential role of Students' Industrial Work Experience (SIWES) cannot be over-emphasized. The scheme serves as a bridge between education and industry, exposing students to real-world dynamics. The findings highlight SIWES as a transformative force, not just enhancing practical skills but also fostering a profound understanding of market demands and entrepreneurial strategies. This practical exposure significantly contributes to the graduates' ability to recognize market needs and align their skills accordingly.

The study strongly affirms that industrial training is essential for the preparation of students for effectiveness in the industry and to be self-reliant after graduation. Policymakers in Nigeria need to place more emphasis on the SIWES programme to ensure students are adequately engaged and trained. As obtainable in other countries, the duration of SIWES can also be increased to allow students more time to acquire more entrepreneurial Skills from experts in the industry. Good remuneration will also encourage students to be dedicated during the program.

Recommendations

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

1 Tertiary institutions should strengthen ties with textile industry stakeholders to facilitate internships and practical training opportunities for students.
2 The duration of the SIWES program should be increased from six months to 12 months in Nigerian universities.

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