



## **INFLUENCE OF GENDER ON SATISFACTION OF LIBRARY SCHOOL STUDENTS WITH SIWES IN TAI SOLARIN UNIVERSITY OF EDUCATION**

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### **ABSTRACT**

*Students' Industrial Work Experience Scheme (SIWES) is critical in the training of undergraduates in Library and Information Science (LIS) Programs in Library Schools worldwide. Students' satisfaction is an important means of assessing the training including SIWES. Understanding students' perceptions and satisfaction is important in efforts to enrich the students' learning experiences. Gender difference has also become significant in teaching and learning. Many studies have been carried on SIWES and satisfaction, but it is observed that in the context of Nigeria, significant studies have not probe the impact of gender on satisfaction of SIWES. This study therefore investigated the influence of gender on level of satisfaction of LIS Undergraduates of Tai Solarin University of Education (TASUED), Ijagun, Ogun State. Descriptive survey design was adopted using total enumeration technique to collect data from all 130 LIS undergraduates of TASUED using the questionnaire. One hundred and twenty copies of the questionnaire were returned and used for the analysis. The study found out that the level of satisfaction of the undergraduates was moderate as the overall mean is 1.78 and there is significant difference in the level of satisfaction of undergraduates based on gender as ( $t=0.55$ ;  $P<0.05$ ). The study recommended that stakeholders should be considering the satisfaction of the students and the impact gender plays in the level of satisfaction of the students when planning and implementing SIWES programmes.*

**Keywords:** SIWES, Gender, Undergraduates Satisfaction

### **Introduction**

Students' Industrial Work Experience Scheme (SIWES), is a phase in librarianship education when undergraduates in library schools are given the opportunity to acquire practical experience in a library setting, which constitutes a core aspect of the programme in library school. That is why Jorosi (2001) posited that it is mandatory in every LIS education programme in library schools. The library practice affords the undergraduates opportunity to learn the practical skills that will make them function professionally when they eventually get employed in Libraries and Information centers after their



graduation. SIWES is very important component of training of undergraduates in LIS and it is made compulsory for undergraduates offering LIS in Nigeria and overseas.

SIWES is a skill acquisition/training which affords students the opportunity of familiarizing and exposing them to the needed experience in handling industrial equipment and machinery that are not usually available in library schools. That is why it is right to say that the scheme was planned to serve as a bridge between educational institutions and industrial employers with the latter providing general and specific occupational skills and knowledge (Oyeniyi, 2011). The issue of SIWES became more imperative in Nigeria when it was obvious that there were shortcomings in job performance of graduates of library schools in libraries and information centers. The inability of these graduates to perform up to expectations of the employers necessitated the inclusion of the SIWES for them in Nigerian polytechnics and universities by Industrial Training Fund in 1993/1994 (ITF, 2002).

In order to achieve the objectives of SIWES, various bodies are involved in its management Industrial Training Fund (ITF), National Universities Commission (NUC). The functions of these bodies include ensuring adequate funding of the scheme, establishing SIWES in the approved institutions, formulating policies and guidelines for participatory bodies and institutions as well as appointing SIWES coordinators and support staff (ITF, 2002). This practical affords students among the opportunity to; interact with the working systems of libraries and information centres, interact with users and machines as well as tools, learn about work ethics and other useful tips that will equip them to perform professionally if they are eventually employed (Mafe, 2010).

Tai Solarin University of Education (TASUED) is one of the accredited library schools by National Universities Commission (NUC). The Bachelor of Library and Information Science spans a period of three academic sessions for direct entry students and four academic sessions for those admitted through University Tertiary Matriculation Examination (UTME) in Nigeria (Nwalo, 2000). The SIWES is for six months and it is compulsory for undergraduates in the Department of Library and Information Science of the University. In TASUED, all undergraduates in the Department must participate and pass in the SIWES programme. In order to ensure quality assurance, students are only allowed to undertake the practical in Libraries and Information centers enlisted by the department. A total of six (6) credits are assigned to SIWES, which is calculated with the cumulative point average of students.

### **Statement of the Problem**

It is obvious that one of the key objectives of SIWES is to relate theory with practice. It is a very important component of training of Library and Information Science (LIS), no wonder it is compulsory in library schools worldwide. Undergraduates are crucial stakeholders in the SIWES as they are the ones the training is meant for. To use the words of Moro-Egido & Panadés (2010), they are consumers; hence, their satisfaction is crucial.

Adequate assessment of the practical training is important in the realisation of its objectives; one of such is by examining the satisfaction of the students with such training. The level of satisfaction of students perhaps might go a long way in determining the extent of participation and interest of the undergraduates in SIWES. There has been great interest on gender studies in recent times. Gender has been an important issue in studies relating to satisfaction of students as documented in various studies which include (LPC, 2009; Perry, Sekelsy & Skarsten, 2003; Sax & Harper, 2005; Umbach & Porter, 2002) found that gender has significant influence on student's satisfaction levels, while others (Dirkin, Mishra, & Altermatt, 2005; Mupinga, Nora, & Yaw, 2006; Witowski, 2008; Ilias, 2008; Carey, Cambiano & De Vore 2002; Strayhorn & Saddler, 2009) found no significant difference between male and female students regarding satisfaction. That is why it is not out of place to investigate if gender might have influence on the level of satisfaction of the undergraduates with the SIWES programme. In spite of the importance of satisfaction and likely effect of gender on undergraduates of LIS on SIWES, there have been significant studies that have probe the impact of gender on satisfaction of SIWES in recent times in



Nigeria. It is based on the foregoing that the influence of gender on satisfaction of undergraduates of LIS of Tai Solarin University of Education with SIWES is worthy of investigation, hence the need for this study.

### **Research Objectives**

The main objective of this study was to determine the influence of gender on satisfaction of library school students with SIWES in Tai Solarin University of Education. The following were the specific objectives of this study:

1. To ascertain the level of satisfaction of LIS undergraduates of TASUED with the SIWES programme.
2. To find out if there is significant gender difference in level of satisfaction of students with SIWES programme.

### **Review of Related Literature**

Students' Industrial Work Experience Scheme (SIWES) is a skill training programme designed to expose and prepare students of universities and other tertiary institutions for the industrial work situation they are likely to meet after graduation. It is therefore a planned and structured programme based on stated and specific career objectives which are geared towards developing the occupational competencies of participants (Mafe, 2009). Consequently, the SIWES programme is a compulsory graduation requirement for all Nigerian university students offering certain courses, including LIS programmes. Oyeniyi (2011) remarked that SIWES was established to achieve the following objectives:

- 1) Provide an avenue for student in institutions of higher learning to acquire industrial skills and experience in their course of study.
- 2) Expose students' to work method and techniques in handling equipment machinery that may not be available in their institution.
- 3) Prepare students' for industrial work situation they are to meet after graduation
- 4) Make the transition from school to the world of work easier and enhancing student content for better job placement.
- 5) Provide students' with the opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practical.
- 6) Enlist and strengthen employers' involvement in the entire educational process and prepare in industrial and commerce.

Yuliana (2016) further added that internship provides avenue for students to gain the working experience that is not available in the classroom, and apply those skills from the classroom to the real situations. Second, they had better edge in the job market, since the employers are more concerned with the working experience, so internship could help the students securing a job in the future. It is therefore imperative that undergraduates be exposed to the right environment, which will later culminate into the real world of work. Student satisfaction is an important part of the effort to successfully market higher education (Hermans, Haytko & Mott-Stenerson, 2009).

Juillerat and Schreiner (1996) define student satisfaction as "a student's perception of an institution's effectiveness", and it is directly related to whether students' expectations have been met (Bowman, Nicholas & Smedley, 2012). Satisfaction is a well-researched topic across several disciplines including organizational behavior, human resource management, social psychology, and higher education (Chee, Pino & Smith, 2005; Weiss, 2002). Research on satisfaction has been conducted in both work place and academic settings. Job satisfaction has been defined in a number of ways by various scholars (e.g., Locke, 1976; Robbins & Judge, 2008).

Olugbenga (2009) in a survey on the satisfaction of undergraduates in selected tertiary institutions in North-east, Nigeria, towards the adequacy of the skills acquired during their participation in SIWES. The study concluded that many of the undergraduates are not satisfied with the skills acquired during the



SIWES programme. This was because of the short duration and lack of modern facilities in their place of industrial training among other factors. Wodi and Dokubo (2009) also evaluated the extent to which the agencies involved in the operation and management of SIWES function to achieve the objectives of the programme. The findings revealed that lack of adequate supervision, non-signing of necessary materials like ITF Form 8 and Students' Logbooks at their places of attachment, difficulties of students in getting placement, unnecessary delay in the payment of students and supervisors' allowance, among others, were areas of weaknesses revealed and causes of dissatisfaction among the undergraduates. In another study on students' perception out of a total of 350 (100%) students sampled with regards to satisfaction on supervision, 66% of them agreed to the fact that supervisors were very supportive in areas of mentoring them and 60.6% were not satisfied with the duration of the attachment (Asare, Antwiadjei-Manu & Ababio, 2015).

Similarly, Bao and Fang (2008) cited in Jean, Kawai, Rong, Chi and Yin (2012) investigated the satisfaction level of students toward their internship experience in the hospitality and tourism industry and factors that affect their overall satisfaction. The study found out that students were dissatisfied with their internship experience as indicated through the low mean scores. In addition, Yuliana (2016) found out that the students felt satisfied with their internship, which meant that this work experience will likely affect their future career choices. Furthermore, Jean, Kawai, Rong, Chi and Yin (2012) found out that individual factors (i.e academic preparedness and positive attitude), university support (supervisor, internship office), job characteristics (skill variety, task identity and autonomy) and organizational environment (site supervisor, task clarity and learning opportunities) are predictors of internship satisfaction.

Gender is a term that is often used when differentiating male creatures from female ones biologically. The concept of gender is a word primarily applied to human beings, (Mokhlis 2012). According to Russell and Lehman (2008) gender identity is complicated. Some people, perhaps most, do not question their assigned gender. But others perceive themselves as belonging to the opposite sex. Still others, some of whom identify themselves as gender queer see themselves as neither male nor female, or perhaps as both, or as rotating between genders, or even as not belonging to any gender categorization at all.

In the past, the concept of gender gaps in higher education has been viewed from the perspective of inequalities faced by females as they progress through the educational pipeline. Even today, the topic of gender differences continues to receive a momentous attention at both the institutional and national levels (Sax, Bryant & Harper, 2005). Gender differences in education continue in all over the world despite decades of intense scrutiny and policy changes. Gender has been therefore been identified as one of the major factors affecting the students' educational attainment (Peter, Ayedun, Oloyede, Adedamola, Oluwatobi & Emeghe, 2016). Numerous studies have been conducted to examine the influence of gender on students' satisfaction. While some researchers (Sax & Harper, 2005; Umbach & Porter, 2002) found that gender has significant influence on student's satisfaction levels, others (Dirkin, Mishra, & Altermatt, 2005; Ilias, 2008; Carey, Cambiano & De Vore, 2002) found no significant difference between male and female students regarding satisfaction.

In a study on accounting students' evaluation of internship experiences from a skills perspective, gender was not significant on most items, though the study observed a significant gender difference on knowledge on external auditing (Warinda, 2013). Similarly, Asare, Antwiadjei-Manu and Ababio (2015) study found out that gender and marital status negatively relate to students' perception about industrial attachment for place of industrial attachment. In a related study on Hospitality student satisfaction regarding internship in Jakarta, Indonesia Yuliana (2016) findings revealed that there is no significant difference in satisfaction during the internship between male and female students, factors listed (job and location) are found to affect the students' overall satisfaction. In a similar study by Bupo and Okiridu (2017) using z-test, the hypothesis was tested at 0.05 level of significance and the result showed that male



Business Education Students did not significantly differ from their female counterparts in the level of difficulty they encountered during their Students' Industrial Work Experience Scheme.

### **Methodology**

Descriptive survey research design of the ex-post facto type was adopted for the study. The population of the study comprises of the 300 level undergraduates in the Department of Library and Information Science. Total enumerative technique was used to capture the entire students that participated in SIWES in the sessions. Influence of Gender on Satisfaction of Students with SIWES (IGSSWS) questionnaire was designed for the study and had three sections. Section A dealt with the demographical data of the respondents, while the remaining sections dealt with questions relating to research question set for the study. Satisfaction measures used to gauge students' satisfaction of the SIWES programme are related to facilities, equipment, coordination, supervision and components of the programme. In order to measure the level of satisfaction of the undergraduates with the SIWES, twelve (12) items were generated in respect of the training.

The statements in the questionnaire are rated on a four-point Likert-Scale as follows; Highly Satisfy four (4); Satisfied (3), Dissatisfied (2), Highly dissatisfied (1) and the respondents were asked to rate the level of their satisfaction with the SIWES. A total of 130 copies questionnaire were administered, while 120 copies of the questionnaires were returned and found useful for the analysis. Frequency counts, Mean, Standard deviation and Student T-test were for data analysis.

### **Results**

#### **Level of Satisfaction of LIS Undergraduates with the SIWES Programme**

<b>Level of Satisfaction</b>	<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Highly Dissatisfied</b>	<b>Mean</b>	<b>Std.dev</b>	<b>Remarks</b>
1. ICT section component of the training	69(57.5%)	44(36.7%)	6(5%)	1(0.8%)	2.16	.889	Satisfied
2. Technical Services training component	65(54.2%)	43(35.8%)	11(9.2%)	1(0.8%)	2.02	.944	Satisfied
3. Reference and information Services training	60(50%)	50(41.7%)	6(5.0%)	4(3.3%)	1.94	.990	Satisfied
4. Equipment/ tool	46(38.3%)	66(55%)	7(5.8%)	1(0.8%)	1.82	.710	Satisfied
5. Facilities/equipment available	42(35%)	71(59.2%)	4(3.3%)	3(2.5%)	1.81	.781	Satisfied
6. Availability and accessibility of trainers	53(44.2%)	50(41.7%)	12(10%)	5(4.2%)	1.78	.712	Satisfied
7. Coordination from Industrial- based Supervisor	45(37.5%)	58(48.3%)	12(10%)	5(4.2%)	1.74	.804	Dissatisfied
8. Training pertaining to Readers services	41(34.2%)	62(51.7%)	15(12.5%)	2(1.7%)	1.7	.645	Dissatisfied
9. Coordination from the SIWES office	40(33.3%)	50(41.7%)	18(15%)	12(10%)	1.69	.619	Dissatisfied
10. Lecturer supervision	50(41.7%)	39(32.5%)	19(15.8%)	12(10%)	1.62	.735	Dissatisfied
11. Duration of the	29(24.2%)	53(44.2%)	28(23.3%)	10(8.3%)	1.57	.695	Dissatisfied



programme							
12. Coordination from the department	43(35.8%)	63(52.5%)	11(9.2%)	3(2.5%)	1.49	.635	Dissatisfied
				Average mean		1.78	

**Decision Rule:** A mean of 1.75 and above was considered positive and satisfied while a mean rating of less than 1.74 was regarded as Unsatisfied.

Result in Table 1 presents the mean responses on the level of satisfaction of LIS undergraduates with the SIWES programme. The table revealed that the respondents were satisfied with items 1 to 6 while item 7 to 12 shows dissatisfaction level of the undergraduates. Average mean of 1.78 shows that undergraduate level of satisfaction with the SIWES programme was moderately low.

#### Gender Difference in Level of Satisfaction of Students with SIWES Programme

	N	Mean	SD	t-cal	t-crit	Df	P	Decision
Male	43	21.72	5.34	0.55	1.98	118	0.05	Reject
Female	77	21.16	5.17					

From Table 2, the calculated t-value 0.55 is less than the t-critical value of 1.98 at 0.05 alpha level and this implies that there is significant gender difference in level of satisfaction of students with SIWES programme.

#### Discussion of the Findings

This study showed that the level of satisfaction of the undergraduates is moderate with the SIWES programme. The study revealed high scores in the areas that border on Information Communication component of the training, Technical Services, resources and differentiation service training equipment and facilities, while low scores were recorded in the areas that on training received on the Readers Services' component, Coordination from SIWES Office, Lecturer supervision, Duration of the programme, Coordination from the Department and that of supervision of the industrial –based supervisor in the various libraries and information centres the student undertook the SIWES. The non-satisfaction in some of the items was responsible for the moderate low satisfaction of the undergraduates. The finding suggests that the students' understanding and performance in the programme would be moderate as studies by (Ramsden & Entwistle, 1981; Palmer & Holt, 2006) established a link with students' perception of satisfaction with their learning environment and their quality of learning (level of engagement and learning outcome), which then infer that the students have been able to achieve some of the learning expected outcome from the SIWES.

However, it is pertinent to mention that the non-satisfaction of the students in supervision by lecturers might be adduced to the fact that supervising lecturers only visit to evaluate the students once on the field throughout their stay in the libraries and information centres during the SIWES. This situation might not give enough room for the adequate interaction with the students and which might also affect the evaluation of the students in the programme. On the non-satisfaction of the undergraduates with the duration of the SIWES, this could be attributed to the timing of the programme as students usually embark on SIWES almost the same time they were to go for teaching practice, which is also compulsory for this set of students.

On the non-satisfaction with the coordination from the department, this might be as a result of common rejections the students receive from some libraries and information centres and other complaints



they experienced during the SIWES programme, which students were sometimes left alone to solve without much intervention from the department that posted them for training. With regards to coordination from industrial-based supervisors, the non-satisfaction reported by the undergraduates might be as a result of prolonged strike action embarked by Academic Staff Union of Universities (ASUU) when this set of students went for the exercise. The implication of this strike is that the academic librarians that supposed to be with the students to put them through and supervise them thoroughly especially in technical and professional duties were not around during the period of the SIWES, this might affect the way the students rated their level of satisfaction in the respect of supervision from industrial-based supervisors.

This study also revealed that there is significant gender difference in level of satisfaction of students with SIWES programme of the undergraduates surveyed, this is similar to the finding of Sanjai, Parahoo, Heather, Harvey and Rana (2013) that found that there was gender difference displayed in the factors influencing satisfaction of university students in the Gulf region. This finding also tallies with Gonzalez-Gomez, Guardiola, Rodriguez and Montero (2012), who found that female students are more satisfied than male students with the e-learning subjects as female tend to assign more importance to the planning of learning, as well as to being able to contact the teacher in various ways.

Similarly, this finding is in line with those of Bowman and Smedley (2012) who found that women and female students are more satisfied with their training in universities. The finding is also incongruent with the finding of Abeer, Hiyam and Maya (2014) that reported significance influence of gender on satisfaction of pharmacy students on pharmacy Practice in Malaysia. This finding however disagrees with (Ossama, 2016) in a research conducted on students' satisfaction with the Information Systems programs of a public college in New York in which gender was not found to have a direct impact on satisfaction. This finding also contradicts the revelation of Kuo, Walker, Belland and Schroder (2013) that there was no significant relationship between gender and satisfaction of university students in online educational programme. This finding is not also consistent with other studies done by (Robinson, Murrells & Clinton, 2006; Ziae, Ahmadinejad & Morravedji, 2004; Tessema, Ready & Yu 2012; Espeland and Indrehus 2003).

## **Conclusion**

The study concluded that undergraduates surveyed had a moderate level of satisfaction with the SIWES and there is significant gender difference in level of satisfaction of the students with programme.

## **Recommendations**

Based on the findings of the study, there is need for all the agencies viz: SIWES office, University and NUC to urgently overhaul the scheme so as to raise the level of satisfaction of the undergraduates. This has become imperative as the level of satisfaction goes a long way in determining level of interest and participation of the undergraduates. This is very important in as much as SIWES is the only avenue for the undergraduates to acquire practical experience in the training of future Library and Information professionals in Nigeria. In addition, policies that will be introduced to overhaul the scheme to beef satisfaction of the students should give adequate consideration to the gender of the students.



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