



TECHNICAL REPORT
ON
STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

HELD AT
RADIO KWARA 99.1 FM
2 POLICE ROAD, GRA, P.M.B 1345, KWARA STATE, NIGERIA

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ND/23/MAC/PT/0065

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CERTIFICATION

This is to certify that this report was written by **ADEGBOYEGA IBRAHIM AYANTOYE**
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DEDICATION

This report is dedicated to Almighty God and my beloved parents



ACKNOWLEDGMENTS

First and foremost, my immeasurable gratitude goes to God Almighty, for giving me the grace and mercy to be a successful partaker of the students industrial work experience scheme (SIWES).

My unquantifiable thanks this time goes to my parent, for their contributions to my education and wellbeing: Mr. and Mrs. Adegboyega. You all shall never lack good things in life.

With all due respect, my profound gratitude goes to the management of MIDLAND FM, Kwara State Polytechnic, also to the Director of Administration in the person of Alhaji Abdulazeez Sikirullah.

To my SIWES Coordinator Muhammed Yahaya, who gave me the opportunity to conquer my fear and assumption during the period, for the progress of my SIWES programme.

Jazakumullahu khairan!



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CHAPTER ONE

INTRODUCTION

1.1 Evolution of ITF and SIWES

The Industrial Training Fund (ITF) is a Nigerian government agency established in 1971 to promote skill acquisition and workforce development. It plays a key role in enhancing industrial efficiency by providing training programs, capacity-building initiatives, and managing the Students Industrial Work Experience Scheme (SIWES). ITF collaborates with industries, educational institutions, and government bodies to bridge the gap between theoretical education and practical work experience. Through various initiatives, including vocational training and entrepreneurship development, ITF contributes to Nigeria's economic growth by equipping individuals with the necessary skills for employment and self-sufficiency in an evolving labor market.



The Students Industrial Work Experience Scheme (SIWES) was established to bridge the gap between theoretical classroom learning and practical industrial experience for students in Nigerian tertiary institutions. It was initiated in 1973 by the Industrial Training Fund (ITF) in response to the growing concerns that graduates of engineering, technology, and other applied science disciplines lacked the necessary hands-on experience required by industries. The Nigerian government, recognizing the need to equip students with practical skills, made SIWES a mandatory component of academic programs in technical and vocational fields (ITF, 2016). Initially, SIWES was limited to students in engineering and technology disciplines, but over

time, its scope expanded to include business administration, mass communication, and social sciences, among others.

Over the decades, SIWES has evolved through various policy changes and structural adjustments. In its early years, funding challenges and poor collaboration between industries and educational institutions hindered its effectiveness (Adebayo, 2018). The Nigerian government later took over the financial responsibilities of the scheme in 1979, ensuring a more stable funding structure. The Industrial Training Fund (ITF) continued to oversee its administration, providing coordination between institutions, industries, and students. The introduction of information and communication technology (ICT) further transformed SIWES, allowing for better record-keeping, monitoring, and evaluation of students' industrial placements. The incorporation of online reporting and digital tracking systems by the ITF improved communication between institutions and industries, enhancing the overall efficiency of the program (ITF, 2021).

One of the primary goals of the SIWES is to help students integrate leadership development into the experiential learning process. Students are expected to learn and develop basic non-profit leadership skills through a mentoring relationship with innovative non-profit leaders. By integrating leadership development activities into the industrial training experience, we hope to encourage students to actively engage in non-profit managements as professional career objectives. However, the effectiveness of the SIWES experience will have varying outcomes based upon the individual student, the work assignment, and the supervisor/mentor requirements. It is vital that each internship position description includes specific, written learning objectives to ensure leadership skill development is incorporated.

Another significant development in SIWES was the introduction of structured learning outcomes and assessment methods to ensure that students derive maximum benefits from their industrial training. Initially, many students viewed SIWES as a mere academic requirement, leading to low commitment levels and inadequate supervision from participating industries (Ogunyemi & Alade, 2020). However, with stricter guidelines and the involvement of professional bodies, SIWES placements became more structured, with industries mandated to provide detailed training programs for interns. This shift ensured that students received practical training that aligned with their academic coursework and future career aspirations. Additionally,

partnerships between universities, polytechnics, and industries grew stronger, creating opportunities for research collaborations, internships, and even post-graduation employment.

In recent years, SIWES has adapted to the dynamic nature of global industries by incorporating emerging trends such as digital skills, entrepreneurship, and remote internships. The COVID-19 pandemic highlighted the need for virtual and hybrid work models, prompting SIWES administrators to explore digital learning platforms and remote industrial training for students. Some institutions partnered with multinational companies to provide virtual internships, allowing students to gain relevant work experience without being physically present at industrial sites (Nwosu & Eke, 2022). This adaptation has expanded the opportunities available to students, making SIWES more inclusive and aligned with global industry practices. As the Nigerian economy continues to evolve, SIWES will remain a crucial component of tertiary education, equipping students with the skills necessary for professional success in an increasingly competitive job market.

1.2 Aim and Objectives of SIWES

The Students Industrial Work Experience Scheme (SIWES) was established to address the gap between theoretical education and practical industrial experience for students in Nigerian tertiary institutions. It aims to equip students with the necessary skills and exposure required to excel in their respective fields. The scheme is coordinated by the Industrial Training Fund (ITF) in collaboration with universities, polytechnics, and industries. However, the specific objectives of the study are as follows:

i. Skills Development



To provide an avenue for students in institutions of higher learning to acquire industrial skills and experience in their course of study.

ii. Practical Knowledge



To expose students to work methods and techniques in handling equipment and machines that may not be available in their institutions.



iii. Corporate Environment

To prepare students for Industrial Work situation they are to meet after graduation.

iv. Networking



To make transition from school to the world of work easier and enhance students' contacts for later job placement.

v. Field Experience



To provide Students with an opportunity to apply their knowledge in real work situation, thereby bridging the gap between theory and practice.

vi. Synergy



To enlist and strengthen employers' involvement in the entire educational process.

1.3 Significance of SIWES

SIWES is a crucial part of professional education, offering benefits to students, academic institutions, and industries.

i. Benefits to the Student:

- **Practical Experience:** IT provides hands-on exposure, helping students apply theoretical knowledge in real-world scenarios.
- **Skill Development:** Enhances technical, communication, problem-solving, and teamwork skills.
- **Career Readiness:** Prepares students for the job market by improving employability and work ethics.
- **Networking Opportunities:** Connects students with professionals and potential employers, opening doors for future job opportunities.
- **Confidence Building:** Boosts self-confidence by familiarizing students with workplace expectations and challenges.
- **Industry Exposure:** Offers insight into industry trends, tools, and best practices.

ii. Benefits to the Institution

- **Curriculum Enhancement:** Institutions can tailor academic programs to align with industry needs based on feedback from students and industry partners.
- **Improved Reputation:** Strong industry collaborations boost the institution's credibility and attractiveness to prospective students.
- **Research & Development Opportunities:** Collaboration with industries can lead to joint research and innovation.
- **Alumni Success & Employability Rates:** Students who undergo industrial training tend to perform better in their careers, enhancing the institution's reputation.

iii. Benefits to the Industry

- **Talent Pipeline:** IT serves as a recruitment platform, allowing companies to identify and nurture potential employees.
- **Fresh Perspectives:** Students bring new ideas, technological insights, and innovative approaches to problem-solving.
- **Workforce Development:** Helps bridge the gap between academia and industry, ensuring a steady supply of skilled professionals.
- **Cost-Effective Labor:** Industries benefit from cost-effective temporary workers who contribute to ongoing projects.

- **CSR & Educational Contribution:** Participating in industrial training fosters corporate social responsibility (CSR) by supporting education and skill development.

1.4 Scope of the Report

This report provides a comprehensive account of the Student Industrial Work Experience Scheme (SIWES) undertaken at Midland 99.1 FM, a subset of Radio Kwara, Ilorin. It covers various aspects of the training, including the organization's profile, assigned responsibilities, acquired skills, challenges encountered, and the overall impact of the experience. The scope of this report is structured into five key chapters, each focusing on a specific area of the industrial training experience.

The report begins with an introduction to SIWES, highlighting its objectives, significance, and relevance to academic and career development. It also provides a background of Radio Kwara FM, including its history, organizational structure, vision, and mission, as well as the services it offers in the broadcasting industry. This section helps to contextualize the internship experience within the professional environment of a media house.

Furthermore, the report details the specific duties and responsibilities carried out during the internship. These include content production, news reporting, on-air presentation, editing, and the use of various broadcasting tools and equipment. It also highlights the technical and professional skills acquired during the training and how they relate to theoretical knowledge gained in school. The challenges faced during the training, such as adapting to a fast-paced work environment, learning new software, and handling on-air pressure, are also discussed.

Additionally, the report examines the impact of the training, evaluating how the experience contributed to professional growth and enhanced career prospects. Finally, it concludes with observations and recommendations for improving SIWES, the educational institution, and for future interns. The report is structured to provide insights into practical media operations and bridge the gap between classroom learning and industry practice.

1.5 Organization of the Report

This report is structured into five chapters, each covering different aspects of the Student Industrial Work Experience Scheme (SIWES) at Radio Kwara (Midland 99.1 FM), Ilorin.

Chapter One: This chapter provides an overview of the SIWES program, its objectives, significance, and relevance to career development. It also outlines the scope of the report and how it is structured.

Chapter Two: This section presents detailed information about Radio Kwara, including its history, mission, vision, organizational structure, and the services it offers in the broadcasting industry. It also highlights the station's contributions to media development in Kwara State.

Chapter Three: This chapter covers the specific tasks and responsibilities assigned during the internship. It details the various activities undertaken, including news reporting, content production, on-air presentation, and technical operations. The challenges encountered and safety measures observed during the training are also discussed.

Chapter Four: This section evaluates the practical skills and knowledge gained during the internship. It examines how the training experience relates to academic learning, its contribution to career development, and recommendations for future improvements.

Chapter Five: The final chapter summarizes the key experiences of the training, observations made, and recommendations for Radio Kwara, the educational institution, and future interns. It provides suggestions for enhancing SIWES for better student engagement and industry exposure.

CHAPTER TWO

ORGANIZATION OF ATTACHMENT (Radio Kwara)

2.1 Evolution of Radio Kwara

Ilorin was the first location in Kwara State where broadcasting services were provided by the Kwara State Broadcasting Corporation (also known as “Radio Kwara”). These services began in 1956 as a relay station. In those days, people referred to it as the provincial broadcasting

Network. The one quarter kilowatt (kW) medium wave transmitter that was employed at the time could only reach an area within an eight kilometer radius of Ilorin. However, the Kwara State Broadcasting Corporation as it is now was not one of the beneficial byproducts of the



first state to be created in Nigeria. It did not come into existence until the adoption of the Kwara Edict No. 3 of 1979, but it took effect back on April 10th, 1978.

The decree that transferred the federal radio station in Ilorin to the government of the state of Kwara in 1978 allowed the federal government to boost the transmitting capacity of Radio Kwara, which was a service of the Kwara state government. After then, the station emitted two medium-wave signals of 50 kilowatts each at Budo Eko. As a result of this turn of events, the state government gave its stamp of approval to a suggestion made by the corporation to build four imported 10 kW medium wave transmitters in the periphery area of what was then the state

of Kwara in order to ensure adequate coverage. The Egba title was bestowed to two of them. One of them was located at Okike, close to Okene (both of which are now in Kogi State), and the other was located at Koro, in New Bussa (which is now in Nigeria Skew). Each of the three stations that had been reserved was eventually built and put into operation.

Between the years 2000 and 2002, efforts were made to resurrect the station. As a result of these efforts, a new tower mast and a 50 kW thom cast transmitter were installed so that normal broadcast could resume. In spite of the efforts made by the administration of Alhaji Mohammed Lawal, there was still an insufficient amount of transmitter. On the other hand, the government of Dr. Bukola Saraki, who took office in May 2003 and immediately began renovating the station, awarded a contract for the provision of contemporary studio equipment and an additional 50Kw Harris transmission, bringing the total cost to nearly #300,000,000.

Initially operating under the Kwara State Broadcasting Corporation, Radio Kwara started as an AM station before transitioning to FM broadcasting to improve audio quality and reach. Over the years, the station has played a significant role in promoting government policies, fostering cultural identity, and keeping residents informed on local, national, and international affairs. Its establishment marked a major shift in the media industry in Kwara State, as it provided an alternative to national broadcasts, giving the people a local perspective on important



issues.

As technology advanced, Radio Kwara adapted to the changing media landscape by upgrading its facilities and expanding its programming. The introduction of frequency modulation (FM) broadcasting in the 1990s marked a major milestone in the station's development. This shift improved sound clarity and enabled the station to attract a wider audience. With the emergence of 99.1 FM, the station expanded its coverage beyond Ilorin, reaching neighboring states and further strengthening its influence. The station's content also evolved to include a mix of news, talk shows, music, and interactive programs that engaged listeners across different demographics. It became an essential platform for discussing social, political, and economic issues affecting the people of Kwara State. Furthermore, the introduction of indigenous language programming allowed the station to connect with a broader audience, fostering inclusivity and cultural preservation.

The digital revolution brought new challenges and opportunities for Radio Kwara. The rise of the internet and social media platforms changed the way people consumed news and entertainment. To stay relevant, the station embraced online broadcasting, allowing audiences to tune in via live streaming and social media platforms. This digital transformation not only expanded the station's reach but also enhanced audience engagement. Listeners could now participate in programs via phone calls, text messages, and social media interactions. Additionally, the station leveraged digital tools to enhance news reporting, incorporating multimedia elements to provide more dynamic and interactive content. These innovations positioned Radio Kwara as a modern and competitive broadcasting outfit, capable of meeting the evolving needs of its audience.

Despite its progress, Radio Kwara has faced several challenges, including funding constraints, infrastructure decay, and competition from private radio stations. The commercialization of the media industry introduced stiff competition, as newer stations with better equipment and diverse content offerings entered the market. However, Radio Kwara has continued to adapt by restructuring its operations, improving content quality, and seeking strategic partnerships. Government interventions and investments in media development have also contributed to the station's resilience.

It is worthy to note that Radio Kwara operates in multiple forms and the station has been fragmented into three other forms via: Midland 99.1 FM, Ilorin, Nootia 90.7 FM, Okuta and

Kakakin 91.7 FM, Ilorin. However, the intern was deployed to Midland 99.1FM, Ilorin for the 6 months internship programme.

2.2 Organization Structure

operates under a structured hierarchy that ensures smooth administration, efficient program production, and effective service delivery. The organizational structure consists of the following key positions:

1. General Manager (GM)

- i. The highest-ranking official responsible for the overall management and operations of Radio Kwara.
- ii. Oversees strategic planning, policy implementation, and regulatory compliance.
- iii. Reports to the Kwara State Government or the broadcasting regulatory body.

2. Deputy General Manager (DGM)

- i. Assists the General Manager in supervising the station's daily operations.
- ii. Acts on behalf of the GM when necessary.

3. Heads of Departments and Units

- i. Head of News and Current Affairs Department
- ii. Head of Programs Department
- iii. Head of Engineering and Technical Services Department
- iv. Head of Marketing and Commercial Department
- v. Head of Administration and Human Resources Department
- vi. Head of Finance and Accounts Department
- vii. Head of ICT and Digital Media Unit
- viii. Head of Production Unit
- ix. Head of Public Affairs Unit

2.3 Nature of Operations in Mid-land FM

Radio Kwara, Ilorin, is a government-owned broadcasting station that provides a range of services to inform, educate, and entertain the public. The station operates on 99.1 FM and 612 kHz AM, catering to a wide audience across Kwara State and beyond. Its core operations revolve around news dissemination, public enlightenment, entertainment, and commercial broadcasting. Below are the key services and activities of Radio Kwara:

1. News and Current Affairs:

- i. Broadcasts local, national, and international news updates.
- ii. Provides breaking news coverage and live reports on critical events.
- iii. Airs current affairs programs, interviews, and political discussions.

2. Public Enlightenment and Educational Programs

- i. Produces programs that educate the public on health, governance, agriculture, and social issues.
- ii. Collaborates with government agencies, NGOs, and educational institutions to provide informative content.
- iii. Runs civic education programs to promote awareness on policies, elections, and social responsibilities.

3. Entertainment and Cultural Programs

- i. Airs music programs, drama series, and storytelling sessions that reflect Nigerian culture.
- ii. Provides comedy, talk shows, and audience participation programs.
- iii. Promotes indigenous language content to preserve cultural heritage.

4. Sports Broadcasting

- i. Covers live sports events, match commentaries, and analysis.
- ii. Features discussions on both local and international sports.

5. Commercial Advertisements and Sponsorships

- i. Offers airtime for advertisements from businesses, corporate organizations, and government agencies.
- ii. Provides sponsorship opportunities for branded programs.
- iii. Assists in jingles, voice-over production, and marketing promotions.

6. Religious and Inspirational Programs

- i. Airs Christian and Islamic religious programs, sermons, and prayer sessions.
- ii. Provides a platform for religious organizations to spread messages of faith and moral values.

7. Special Announcements and Public Notices

- i. Broadcasts government announcements, public service messages, and emergency alerts.
- ii. Serves as an official medium for disseminating state and national policies.

8. Live Event Coverage and Outside Broadcasting (OB Services)

- i. Provides live coverage of major state events, political rallies, and cultural festivals.
- ii. Deploys outside broadcast (OB) teams to bring live reports from various locations.

2.4 Vision, Mission and Objectives of Radio Kwara

2.4.1 Vision:

To be the most trusted and influential public service broadcaster in Kwara State and beyond, delivering quality programs that inform, educate, entertain, and promote socio-cultural and economic development.

2.4.2 Mission:

- i. To promote the rich cultural heritage and values of Kwara State and Nigeria through diverse and engaging content.
- ii. To uphold professional ethics and journalistic integrity in all broadcasting activities.
- iii. To educate, inspire, and entertain audiences through innovative programming that reflects the interests and aspirations of the people.
- iv. To contribute to national development by airing programs that address health, education, agriculture, and entrepreneurship.

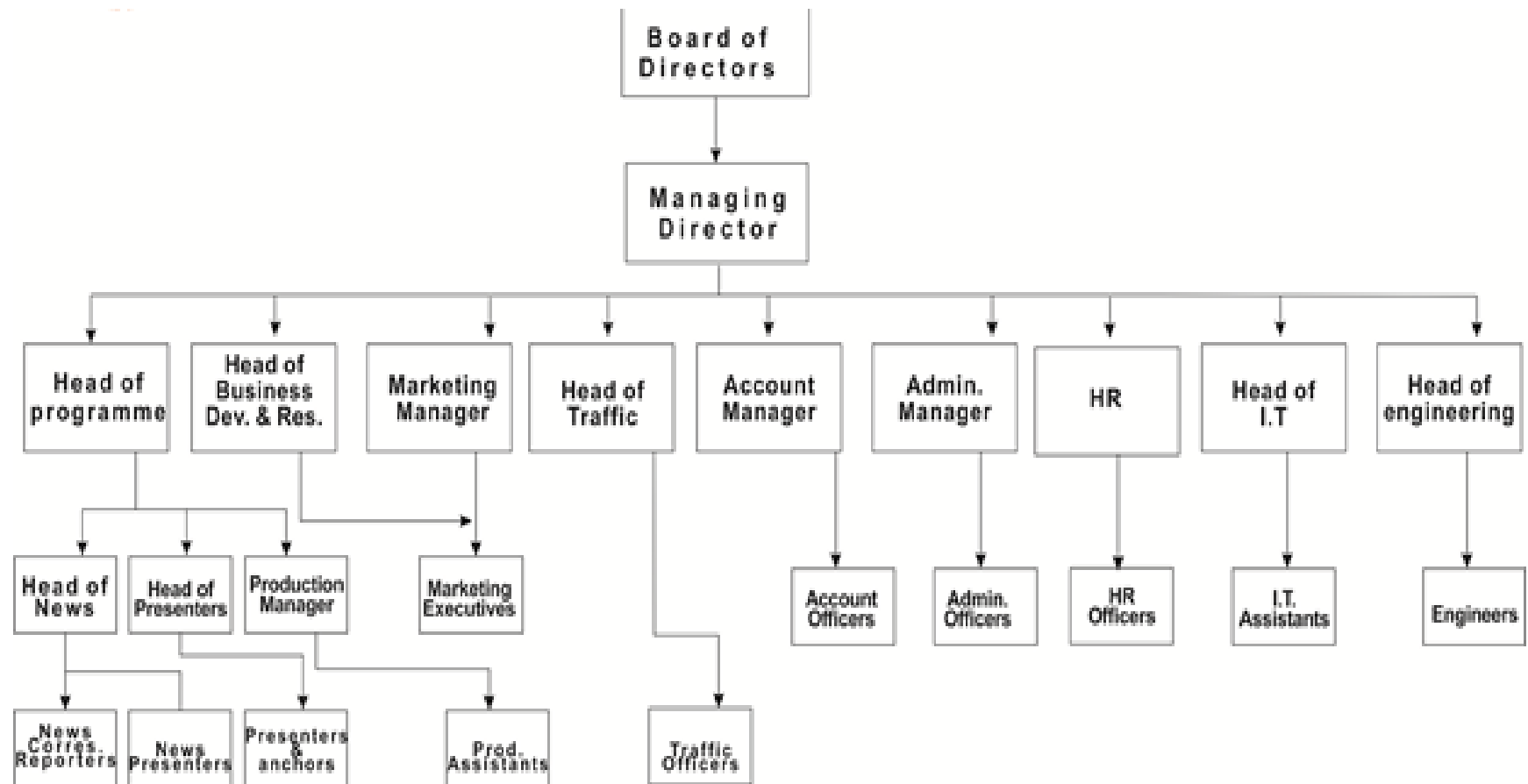
2.4.3 Objectives:

- i. To ensure the dissemination of truthful and unbiased news reports that promote peace and unity in society.
- ii. To create programs that educate listeners on important issues such as health, governance, and environmental sustainability.
- iii. To enhance the participation of citizens in governance and decision-making through interactive radio discussions.
- iv. To support economic growth by promoting local businesses, entrepreneurship, and investment opportunities.
- v. To provide a voice for the marginalized and underserved communities through inclusive broadcasting.
- vi. To embrace digital transformation and online streaming to reach a wider audience beyond Kwara State.

- vii. To maintain a competitive edge in the broadcasting industry by continually improving content quality and adopting innovative media strategies.



2.4 Organogram of the Station



CHAPTER THREE

IN-HOUSE STYLES AND TRAINEE PERFORMANCE

3.1 Description of Assigned Duties and Responsibilities

The Student Industrial Work Experience Scheme (SIWES) at Radio Kwara, Ilorin, provided me with a unique opportunity to gain hands-on experience in the field of mass communication and broadcasting. My training at the station exposed me to various aspects of radio operations, including news reporting, program production, on-air presentation, and audience engagement. Through my assigned duties, I developed practical skills essential for a career in the media industry.

- i. **News Gathering and Reporting:** One of my primary responsibilities during the internship was news reporting and editing. I was assigned to the News and Current Affairs Department, where I assisted in gathering news from different sources, including press releases, live events, and field reports. I participated in news editing, ensuring clarity, accuracy, and professionalism in scriptwriting before stories were aired. I also observed and contributed to the news bulletin preparation, learning how journalists verify facts and structure reports for effective delivery. Additionally, I attended press conferences and assisted in conducting interviews with public officials, business owners, and community leaders, which improved my research and communication skills.
- ii. **Content Production and Program Scheduling:** Another significant aspect of my training involved content production and program scheduling. Under the supervision of experienced producers, I assisted in planning and structuring radio programs, ensuring smooth and engaging content delivery. I contributed ideas for entertainment shows, talk programs, and educational discussions, which enhanced my creativity in media production. My tasks included scripting program segments, voicing promotional materials, and coordinating guest interviews. These activities provided me with practical insights into how radio stations create engaging and informative content for their listeners.
- iii. **On-air Presentation Training:** I was privileged to co-host some segments of radio programs, particularly in entertainment and discussion-based shows. I observed professional presenters and learned the art of voice modulation, timing, and audience interaction. During live phone-in programs, I engaged with listeners, responded to their

inquiries, and helped manage conversations on air. This experience boosted my confidence in public speaking and broadened my understanding of how radio presenters maintain audience engagement.

- iv. **Studio Operations and Technical Assistance:** My internship also involved studio operations and technical assistance, where I was introduced to the use of broadcasting equipment. I learned how to operate microphones, audio mixers, and digital consoles, which are essential tools for radio transmission. Under the guidance of studio engineers, I assisted in adjusting sound levels, ensuring clear audio output, and troubleshooting minor technical issues. This hands-on training deepened my appreciation for the technical aspects of radio broadcasting and the teamwork required to ensure smooth operations.

3.2 Tools, Equipment, and Technologies Used



A computer system is used to enhance efficiency by automating program scheduling, live streaming, and audio editing. It manages advertisements, stores music libraries, and facilitates real-time news updates. Additionally, it enables audience interaction via social media and supports remote broadcasting, improving overall productivity and broadcast quality.



Speakers are essential for monitoring audio output, ensuring sound quality before broadcasting. They help presenters, producers, and engineers assess clarity, volume, and balance. Speakers also assist in live mixing, playback of pre-recorded content, and cueing, ensuring seamless and professional radio production and



Microphones are used to capture and convert sound waves into electrical signals for broadcasting. They enable presenters, producers, and engineers to communicate clearly. Microphones are used in live broadcasts, interviews, and recordings, ensuring high-quality audio. They help maintain clarity, reduce background noise, and enhance the overall listener experience.



An audio console in a radio studio is essential for mixing, processing, and routing sound signals. It allows broadcasters to control microphone inputs, music, ads, and external feeds. The console adjusts volume levels, balances audio quality, and applies effects, ensuring clear and professional broadcasts for an engaging listener experience.



A transmitter in a radio studio converts audio signals into radio waves and broadcasts them over a specific frequency. It ensures signal strength, allowing listeners within the coverage area to receive clear audio. The transmitter is essential for reaching audiences, enabling mass communication, and maintaining consistent, high-quality radio transmission.



A headset in a radio studio allows presenters, producers, and guests to monitor audio in real-time without external noise interference. It ensures clear communication during live broadcasts, interviews, and recordings. Headsets help in cueing, sound mixing, and reducing audio feedback, ensuring smooth and professional radio production and



An audio playback system in a radio studio is essential for playing pre-recorded content such as music, jingles, advertisements, and interviews. It ensures seamless transitions between segments, maintains broadcast flow, and enhances audience engagement. Playback systems also allow presenters to cue and control audio files for smooth, professional



A radio mast supports antennas used for transmitting and receiving radio signals over long distances. It elevates the antenna to improve signal strength, reduce interference, and extend broadcast coverage. Essential for radio stations, it ensures clear transmission, reliable connectivity, and effective mass communication to a wide audience.

3.3 Challenges Faced During the Training

- i. **Adaptation to fast-paced environment:** One of the major challenges I faced was adapting to the fast-paced environment of a radio station. The media industry operates under tight deadlines, especially in news reporting, where updates need to be timely and accurate. At first, I struggled to keep up with the speed at which news was gathered, edited, and broadcast. To manage this, I improved my time management skills by organizing my tasks efficiently, taking notes during briefings, and observing how experienced journalists handled pressure. With time, I adapted to the workflow and became more confident in my ability to contribute effectively.
- ii. **Technical difficulties:** Another significant challenge was technical difficulties with broadcasting equipment. I had limited knowledge of studio operations when I started, and handling microphones, audio consoles, and recording software was intimidating. Initially, I made errors in adjusting sound levels and operating the control panels, which affected the quality of some recordings. To overcome this, I sought guidance from the station's engineers and technicians, who patiently explained how the equipment worked. I also practiced using the equipment during off-air hours, which helped me gain confidence in handling live broadcasts and recordings.
- iii. **Public speaking anxiety:** Although I had some theoretical knowledge of radio presentation, speaking on air was a different experience. My first few attempts at co-hosting programs were nerve-wracking, and I sometimes hesitated or lost track of my words. To build confidence, I practiced speaking clearly and concisely, rehearsed my scripts before going on air, and observed professional presenters to learn from their delivery techniques. Gradually, I improved and became more comfortable engaging with the audience during live programs.
- iv. **Fact-checking:** Additionally, information verification and fact-checking in news reporting posed a challenge. I quickly learned that every news story must be verified to maintain credibility. However, verifying facts, especially in breaking news situations, was sometimes difficult due to limited sources or conflicting reports. To manage this, I relied on multiple credible sources, cross-checked information with senior journalists, and followed ethical guidelines in news reporting. This experience taught me the importance of responsible journalism and accuracy in media content.

- v. **Workload and multitasking:** These were challenging, especially when handling multiple responsibilities such as assisting in news editing, program scheduling, and social media management. At times, I felt overwhelmed by the amount of work that needed to be done within tight deadlines. To handle this, I created a schedule prioritizing tasks based on urgency and importance. I also improved my teamwork skills by collaborating with other interns and staff members, which helped in managing the workload more effectively.
- vi. **Financial constraints:** A major challenge I faced was financial constraints. As a student intern, I had personal expenses, including transportation to and from the radio station daily, feeding, and other logistical costs. Since SIWES placements are often unpaid, managing finances was difficult. To cope with this challenge, I planned my expenses carefully, minimized unnecessary spending, and sought financial support from my family when necessary. Additionally, I took advantage of free learning resources available at the station to gain more knowledge without incurring extra costs.

3.4 In-house Style and Ethical Standards of the Organization

Radio Kwara, as a reputable broadcasting station in Ilorin, operates under a well-defined in-house style and adheres to strict ethical standards to ensure professionalism, credibility, and quality in its operations.

3.4.1 In-House Style of Radio Kwara

1. News Writing and Presentation:

- i. News scripts follow a formal, concise, and objective structure, adhering to the principles of clarity, accuracy, and brevity.
- ii. Reports must be balanced, avoiding sensationalism or biased narratives.

2. Language and Broadcasting Style:

- i. English and Yoruba are the primary languages used, ensuring accessibility to a broad audience.
- ii. Presenters are required to maintain a professional yet engaging tone, avoiding slang, vulgarity, or inflammatory language.

3. Content Production and Scheduling:

- i. Programs are scheduled in line with audience demographics and listening habits, ensuring a mix of news, entertainment, sports, and public affairs discussions.
- ii. Advertisements and sponsorships must align with the station's values and regulatory guidelines.

4. Dress Code and Professional Conduct:

- i. Employees and interns are expected to dress professionally, especially when appearing on public assignments.
- ii. Proper decorum is required in dealings with guests, callers, and the public.

3.4.2 Ethical Standards of Radio Kwara

1. Objectivity and Accuracy:

- i. News reporting must be factual, verifiable, and free from personal bias or misinformation.
- ii. Journalists and presenters are required to cross-check facts before broadcasting to avoid spreading false information.

2. Impartiality and Fairness:

- i. Political neutrality is maintained, ensuring that all parties are given equal opportunities for coverage.
- ii. Opinions and editorial pieces must be clearly distinguished from factual reports.

3. Respect for Privacy and Confidentiality:

- i. The station does not air sensitive personal information without consent.
- ii. Ethical journalism practices, such as protecting sources and avoiding defamation, are strictly followed.

4. Adherence to Regulatory Bodies:

- i. Radio Kwara operates under the guidelines of the **National Broadcasting Commission (NBC)** and complies with Nigerian broadcasting laws.
- ii. The station upholds media ethics as outlined by professional bodies such as the **Nigeria Union of Journalists (NUJ)** and the **Broadcasting Organization of Nigeria (BON)**.

5. Avoidance of Hate Speech and Incitement:

- i. Content that promotes discrimination, violence, or unrest is strictly prohibited.

- ii. Presenters and guests must refrain from making inflammatory statements during live broadcasts.



CHAPTER FOUR

IMPACT OF THE TRAINING

4.1 Relevance of Training to Academic Programme of Kwara State Polytechnic, Ilorin

The Student Industrial Work Experience Scheme (SIWES) at Radio Kwara, Ilorin, provided me with invaluable practical exposure that complemented my academic studies in Mass Communication. The training allowed me to bridge the gap between classroom theories and real-world media practices, enhancing my understanding of broadcasting, journalism, and communication techniques.

1. Practical Application of Theoretical Knowledge

During my coursework, I studied subjects such as news writing, media ethics, broadcast journalism, and public relations. The SIWES training provided an opportunity to apply these concepts practically. For instance, I was able to write, edit, and present news bulletins, applying journalistic principles such as accuracy, objectivity, and fairness. This reinforced my classroom learning and improved my media writing skills.

2. Hands-on Experience in Radio Broadcasting

My training involved working with audio production equipment, editing software, and live broadcasting tools. While theoretical classes introduced me to the basics of radio operations, SIWES allowed me to work directly in a studio, operate recording consoles, and assist in program production. This practical experience deepened my understanding of radio station workflow, programming, and audience engagement.

3. Exposure to Media Ethics and Professional Conduct

Ethical journalism is a core part of Mass Communication studies. Through SIWES, I observed how professionals at Radio Kwara adhered to ethical standards such as balanced reporting, fact-checking, and respecting privacy. I also learned about regulatory guidelines from the National Broadcasting Commission (NBC) and how media houses operate within legal frameworks.

4. Development of Communication and Presentation Skills

One of the most significant aspects of my training was improving my verbal and written communication skills. I learned how to speak confidently on air, conduct interviews, and

engage with listeners. This experience helped me develop clarity, fluency, and professionalism—essential skills for a successful career in broadcasting.

5. Understanding Media Management and Advertising

The training exposed me to the business aspect of radio broadcasting, including advertisement scheduling, sponsorship deals, and content monetization. This knowledge complements my academic coursework on media management and helps me understand how media houses sustain operations financially.

6. Teamwork and Problem-Solving Skills

Working in a radio station required collaboration with news reporters, producers, presenters, and technical staff. This enhanced my ability to work as part of a team, manage deadlines, and solve unexpected challenges such as technical glitches and live broadcast errors. These soft skills are essential for professional growth and workplace adaptability.

4.2 Comparisons between Theory and Practical Applications

The Student Industrial Work Experience Scheme (SIWES) at Radio Kwara, Ilorin, provided an opportunity to compare theoretical knowledge acquired in the classroom with real-world broadcasting and journalism practices. While classroom learning lays the foundation for understanding media concepts, practical experience enhances skills and exposes students to industry realities. Below are key areas of comparison:

1. News Writing and Reporting

- a. **Theory:** In class, we were taught that news writing follows the inverted pyramid style, where the most important details come first, followed by supporting information. We also learned about objectivity, accuracy, and fairness in reporting.
- b. **Practice:** At Radio Kwara, I saw how journalists work under tight deadlines to gather, verify, and edit news before broadcasting. Unlike in the classroom, where we had ample time to draft and review assignments, real-life reporting requires speed and efficiency without compromising accuracy.

2. Radio Broadcasting and Presentation

- a. **Theory:** Courses on broadcast journalism emphasize voice modulation, pronunciation, and audience engagement when presenting news or programs.

- b. **Practice:** During my training, I learned that on-air presentation is not just about reading scripts but also about maintaining energy, interacting with the audience, and handling unexpected live broadcast situations. I also observed how professional presenters manage transitions between segments and engage listeners through phone-in programs.

3. Use of Broadcasting Equipment

- a. **Theory:** We were introduced to studio equipment such as microphones, mixers, and editing software in textbooks and classroom demonstrations.
- b. **Practice:** At Radio Kwara, I gained hands-on experience in operating studio consoles, adjusting audio levels, and editing recordings using software like Adobe Audition. Unlike theoretical learning, where errors have no consequences, in real-world broadcasting, a single technical mistake can affect an entire live program.

4. Ethical and Legal Considerations

- a. **Theory:** Media ethics courses stress adherence to the Nigerian Broadcasting Code, fairness in reporting, and avoiding hate speech or defamation.
- b. **Practice:** In the newsroom, I saw how reporters and editors carefully verify facts and avoid controversial statements that could violate broadcasting regulations. I also witnessed how media professionals handle sensitive news, ensuring accuracy before airing information that could impact public perception.

5. Audience Engagement and Feedback

- a. **Theory:** We learned that media organizations must consider audience preferences when designing content, using tools like ratings, surveys, and feedback mechanisms.
- b. **Practice:** At the station, I saw how producers analyzed listener responses from phone calls, social media, and SMS messages to shape future programs. Unlike classroom discussions, where audience engagement is theoretical, in practice, feedback directly influences programming decisions.

6. Time Management and Work Pressure

- a. **Theory:** Assignments and projects in school have flexible deadlines and can be revised before submission.

- b. **Practice:** In the professional world, especially in radio broadcasting, time is critical. Live news updates must be ready before scheduled airtime, and presenters must adapt quickly if unexpected events occur. Working under such pressure was different from the controlled classroom environment.

4.3 Contribution of the Experience to Career Development

- i. **Enhanced Broadcasting and Journalism Skills:** During my training, I gained practical experience in news writing, reporting, and radio presenting. I improved my ability to write clear, concise, and engaging news scripts suitable for broadcasting. Working under real newsroom conditions taught me how to gather and verify information quickly, enhancing my investigative and analytical skills essential qualities for a successful career in journalism.
- ii. **Technical Proficiency in Media Production:** One of the most valuable aspects of the training was learning how to operate radio studio equipment, audio editing software, and live broadcasting tools. I became familiar with microphones, sound mixers, and digital editing programs like Adobe Audition, which are crucial for radio production. These technical skills will give me an advantage in media-related jobs, including radio and television broadcasting, podcasting, and multimedia production.
- iii. **Development of Communication and Public Speaking Skills:** Presenting on air and assisting in live programs helped me build confidence in speaking fluently and articulating thoughts clearly. I learned how to engage an audience effectively, maintain a professional tone, and adapt to different presentation styles. These skills are valuable not only in broadcasting but also in public relations, corporate communication, and media consultancy.
- iv. **Understanding of Media Ethics and Regulatory Guidelines:** A major part of my learning experience involved understanding the ethical and legal responsibilities of media professionals. Exposure to the National Broadcasting Commission (NBC) Code and other regulatory frameworks gave me a strong foundation in ethical journalism. This knowledge will guide my professional conduct, ensuring I adhere to best practices in any media organization I work for.
- v. **Improved Time Management and Adaptability:** The fast-paced nature of radio broadcasting required me to develop quick thinking, time management, and multitasking

abilities. Meeting deadlines, handling breaking news, and assisting in live shows taught me how to work efficiently under pressure. These skills are transferable to any career path within the media industry, where meeting tight deadlines is a constant requirement.

- vi. **Exposure to Media Business and Entrepreneurship:** Beyond content creation, I gained insights into the business side of broadcasting, including advertisement management, sponsorship deals, and revenue generation strategies. This experience has inspired me to explore opportunities in media entrepreneurship, such as podcasting, digital marketing, and content monetization.
- vii. **Networking and Professional Relationships:** Working alongside experienced journalists, presenters, and producers allowed me to build valuable professional connections. These relationships could provide mentorship, career guidance, and future job opportunities in the media industry.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The Student Industrial Work Experience Scheme (SIWES) at Radio Kwara, Ilorin, provided a valuable platform for practical learning and professional development. The training exposed me to the realities of radio broadcasting, journalism, media production, and newsroom operations, complementing the theoretical knowledge gained in my Mass Communication academic program.

Throughout the internship, I was actively involved in news writing, reporting, program presentation, and studio operations. I acquired hands-on experience in using broadcasting equipment, editing audio content, and managing live radio programs. Additionally, I learned the importance of media ethics, regulatory compliance, and audience engagement, which are essential for maintaining professionalism in the industry.

The training also enhanced my communication skills, time management, adaptability, and problem-solving abilities, all of which are crucial for success in the media sector. I faced challenges such as tight deadlines, technical difficulties, and working under pressure, but these experiences helped me develop resilience and efficiency. Exposure to the business aspect of broadcasting, including advertisement and sponsorship management, provided insights into media entrepreneurship and financial sustainability.

Overall, my SIWES experience at Radio Kwara significantly contributed to my career development by strengthening my technical skills, expanding my professional network, and preparing me for future roles in journalism, broadcasting, and media-related fields. This training has been an essential stepping stone in my journey towards a successful career in Mass Communication.

5.2 CONCLUSION

The Student Industrial Work Experience Scheme (SIWES) is an essential part of the Mass Communication curriculum, designed to provide students with hands-on experience in the media industry. My training at Radio Kwara, Ilorin, offered a unique opportunity to apply theoretical knowledge in a real-world broadcasting environment, significantly enhancing my professional and technical skills.

Throughout the internship, I was actively involved in news writing, reporting, program presentation, studio operations, and content production. These activities improved my ability to write and deliver news effectively, operate broadcasting equipment, and engage an audience professionally. The experience also deepened my understanding of media ethics, journalistic standards, and regulatory frameworks, particularly those set by the National Broadcasting Commission (NBC).

One of the most significant aspects of my training was exposure to the financial and business side of radio broadcasting, including advertising, sponsorship deals, and revenue generation. Understanding how media organizations sustain themselves financially has broadened my perspective on media entrepreneurship and content monetization.

Despite facing challenges such as tight deadlines, technical issues, and adapting to a fast-paced work environment, I was able to develop strong problem-solving, time management, and teamwork skills. These challenges strengthened my ability to work under pressure while maintaining professionalism and efficiency.

In conclusion, my experience at Radio Kwara has been a valuable and transformative journey. It has bridged the gap between theory and practice, preparing me for future roles in journalism, broadcasting, public relations, and digital media. The skills, knowledge, and professional exposure gained during this training will serve as a strong foundation for my career in Mass Communication, enabling me to contribute meaningfully to the media industry.

5.3 RECOMMENDATIONS

Based on my SIWES experience at Radio Kwara, Ilorin, I have identified several areas for improvement that would benefit future Mass Communication students, the institution, the media organization, and government agencies. Below are my recommendations to various stakeholders:

1. To the Management of Radio Kwara

- i. **Provide More Hands-on Training:** Interns should be given more opportunities to handle live broadcasts, edit programs, and conduct field reporting to enhance their practical knowledge.

- ii. Upgrade Equipment and Technology: The station should invest in modern broadcasting tools, editing software, and digital equipment to align with industry advancements.
- iii. Develop a Structured Internship Program: A well-documented training schedule should be designed to ensure interns are engaged in meaningful tasks and receive mentorship from experienced professionals.

2. To Kwara State Polytechnic and Other Higher Institutions

- i. Enhance Practical-Based Learning: The institution should integrate more practical courses in the curriculum, such as radio production, digital journalism, and multimedia storytelling, to prepare students for industry demands.
- ii. Strengthen Industry Partnerships: Collaboration between the school and media organizations should be improved to ensure more internship slots, better supervision, and enhanced student engagement.
- iii. Improve SIWES Supervision: Regular visits by academic supervisors to students' workplaces would help monitor progress, address challenges, and ensure a meaningful learning experience.

3. To the Federal and State Governments

- i. Increase Funding for Media Training: More resources should be allocated to state-owned media organizations like Radio Kwara to facilitate the training of interns and improve broadcasting facilities.
- ii. Support Digital Transformation in Media Houses: Government agencies should introduce grants, subsidies, and training programs to help traditional media stations transition to modern digital platforms.
- iii. Review and Strengthen SIWES Policies: Policies should be revised to ensure interns receive stipends or allowances to reduce financial burdens and enhance their productivity.

4. To Future SIWES Students

- i. Be Proactive and Willing to Learn: Interns should take initiative, ask questions, and engage in practical tasks beyond their assigned duties.
- ii. Develop Technical and Soft Skills: Learning how to use audio editing software, social media for broadcasting, and news writing techniques will improve employability in the media industry.

- iii. Build Professional Networks: Interns should establish connections with media professionals and industry experts to gain mentorship and future career opportunities.

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