

REPORTS ON

**STUDENTS' INDUSTRIAL WORK EXPERIENCE
SCHEME (SIWES)**

DONE AT

**OLA AKOREDE CLINIC AND MATERNITY
NO 17 BUDO AWE EYENKORIN,
ILORIN, KWARA STATE**

BY

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TABLE OF CONTENTS

Title Page

Certification Page

Dedication

Acknowledgements

CHAPTER ONE

1.0 Introduction

1.1 History Background of Students' Industrial Work Experience Scheme (SIWES)

1.2 Objectives of SIWES

CHAPTER TWO

2.0 History of Ola Akorede Clinic and Maternity

2.1 Organizational Chart (Organogram)

2.2 In Conclusions

CHAPTER THREE

3.0 My Experience at Ola Akorede Clinic and Maternity

CHAPTER FOUR

Conclusion

Recommendations

ABSTRACTS

The Students' Industrial Work Experience Scheme (SIWES) is an accepted skills acquisition programme which forms part of the approved academic standard in the degree programme for Nigeria University.

In 1974, the federal government of Nigeria introduced the national policy on industrial training, called the Students Industrial Work Experience Scheme (SIWES).

This programmes is under the umbrella of the ministry of education through the industrial training fund (ITF), was designed to help students acquire the necessary practical education/experience in their field of study and other related professions. This is an effort which was created on order to bridge the existing gap between the theory taught in the classroom and practice of science, agriculture, medicine, engineering, technology and other professional programmes in the Nigeria tertiary institution.

The programme was established basically to impact elaborate practical understanding to students with respect to their various disciplines.

This report is a summary of the experience I acquired during my Students' Industrial Work Experience Scheme (SIWES) in Mamtess Supermarket, Ibrahim Taiwo Isale Ilorin. I served as an intern in the News Department of the organization.

CHAPTER ONE

1.0 INTRODUCTION

The origin of industrial training could be traced to the advent of industrial revolution which ushered in steam engines, power-driven machines and a new system of production in Europe.

To function satisfactorily then, workers needed to depart from their craft capabilities and embrace knowledge and understanding which the new technologies offered in work-settings via practical training. Therefore, the need prompted higher citadels of learning to commence application of practical and technical affairs.

The concept thrived between 1824 and 1830 extensively to warrant the creation of technical and engineering courses. These courses were established first at the Rensselaer Polytechnic Institute, USA, and secondly at Colombia University based on the new scientific curriculum that necessitated the Greek or Latin, language inclusion. The effect of this concept has been argued and it led to the spread or escalation of science, engineering and technical education in several tertiary institutions in America and Europe, towards the end of 19th century.

The products of these institutions were trained through systematic instruction with a body of knowledge in engineering and science which was theoretical and universal. Hence, they had broad ideas on fundamental knowledge to the workability of various engineering systems but lacked an in-depth foundation on practical knowledge needed for effective production in certain jobs.

The gap between theoretical knowledge and practical training was therefore noticed for bridging and it necessitated science and engineering students

complementing their theoretical knowledge with practical training in industries so as to become productive in their career after graduation. This prompted the innovation that later took place in the 20th century with the introduction of cooperative education through Herman Schneider, the Dean, College of Engineering, University of Cincinnati. Therefore, engineering students started attending classes to acquire theoretical knowledge and also engaged in trainings with the same duration in companies for practical experiences.

Although studies have shown some variations in cooperative education in work-settings across the globe till date, but it is still a striking fact that Schneider's innovation of 1906 serves as the foundation for all training in science, engineering and technology in developed nations such as North America and Western Europe, with little impacts in some developing countries.

1.1 HISTORY BACKGROUND OF STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

Students' Industrial Work Experience Scheme (SIWES) is a programme designed to expose and prepare students of Universities, Polytechnics, Colleges of Technology, Colleges of Agriculture and Education for Industrial Work situation which they are likely to meet after graduation. It is a skills training programme which affords students the opportunity of familiarizing, acquiring and exposing themselves with the needed experience in handling industrial equipment and machinery that are not usually available in their institutions.

Students' Industrial Work Experience Scheme (SIWES) is a human capital formation programme through industrial attachment for which students are expected to have a practical experience on the basis of theories and principles acquired in the teaching-learning process. However, the prevalence of the inability

of participants of SIWES to secure employment after the programme casts doubt on the continuing relevance of SIWES to the contemporary industrial development drive in Nigeria.

Human resource development constitutes the most critical factor in the development process and the quality must therefore be inherent in the productive capacity of people. Human societies in the quest for development have identified and developed institutional as well as structured training and educational programmes as major avenues for processing human beings to acquire the necessary skills and technical competence for their roles in the development of the society.

In this context, it is observed that, it is not only in advanced nations that science and technology are spreading, but that, they are increasingly valued whenever people value their nation's independence, prosperity, power and prestige, and also, where nations seek a high standard of living, improved health or better education. In most discussions on human resource management, training and development represents the most significant.

SIWES was established by ITF (industrial training fund) in the year 1973 to solve the problem of lack of adequate proper skills for employment of tertiary institution graduates by Nigeria (SIWES) was founded to be a skill training programme to help expose and prepare students of University, polytechnic and college of education for the industrial work situation to be met after graduation, this scheme serve as a smooth transition from the class room to the world of work and further help in the application of knowledge the scheme provide students with the opportunity of acquiring and exposing themselves to the experience required in

handling and managing of equipment and machinery that are usually not made available in their institution.

In Nigeria, SIWES was introduced in 1973 to enable undergraduate students in Science and engineering acquire practical skills needed to function satisfactorily in work-settings. Industrial training commenced in the country due to the reliance of companies or industries on technical proficiencies, for production process and preservation of company resources.

In practice, it is said to originated from the then Yaba Technical Institute, now Yaba College of Technology. At that point, students were being sponsored by various government owned institutions and other private firms. The practice permitted students to return to work with their employers during long vacations. Through this, students were having work-related experience and the training available in companies then must have been responsible for the quality of graduates in organizations in those early days.

However, it could be observed that the quality of the Nigerian graduates began to diminish afterwards due to the dearth of faculties to impart quality education on students in tertiary institutions. As military imperialists began to unleash terror on social critics, most of which were faculty members, they decided to find greener pastures abroad. To fill the vacuum, unqualified faculty members' were recruited into the academics. To worsen the situation, most of the expatriates left Nigeria for their countries of origin; the vacuum created could not be filled satisfactorily with the skills of fresh graduates from the nation's educational systems.

Given this, multinational companies in Nigeria such as Flour Mill Nigeria Plc, Bagco Plc, Nigerite, Nigerian Breweries Plc, Unilever Nigeria Plc, Texaco

Overseas (TO), Chevron Nigeria Limited (CNL) established training schools: Also, Shell Petroleum Intensive Training Programme was established in 1998 for technical skill acquisition through hands-on experience.

Since independence, the issue that has attracted the interest of succeeding Governments in Nigeria has been that of human resource development. From the beginning of Nigeria's nationhood, it was imminent that the pace of national development through technological advancement devolved not so much on the availability of means or resources, rather, on the articulation and effective utilization of the vast human and material resources. It is on this basis that investment on training of the human factor becomes a serious challenge as science and technology related courses are requisite for national development.

Therefore, it is observed that, initial efforts aimed at achieving rapid national development were concentrated on the expansion of formal educational institutions, though these considerably increased in number, yet did not and were not expected to have acquired the skilled, knowledge and varied technological expertise required to meet the needs of special and vital sectors of the economy. However, the fundamental role of education in human resource development is a matter of priority for any developing country to evolve a functional education policy. This is necessary because, only through such priority can a country lay a solid foundation for a future, stable and result-oriented human resource development. Thus, growth and development, which will result from effective organizational change, depend on a well educated and adequately skilled human capital that is capable of applying vision, knowledge and creativity to their economic activities. Thus, industrial education which can be achieved through the formal or/and informal educational approach(es) attracted the attention of Government and individuals, in contemporary development environment.

1.2 OBJECTIVES OF STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME

The core objectives of the Scheme are as follow:

1. To expose the students to work method and techniques.
2. To provide an avenue for students to acquire industrial skills.
3. Enhancing student contact with potential employers while on training.
4. To help students appreciate the role their professional play in the society.

CHAPTER TWO

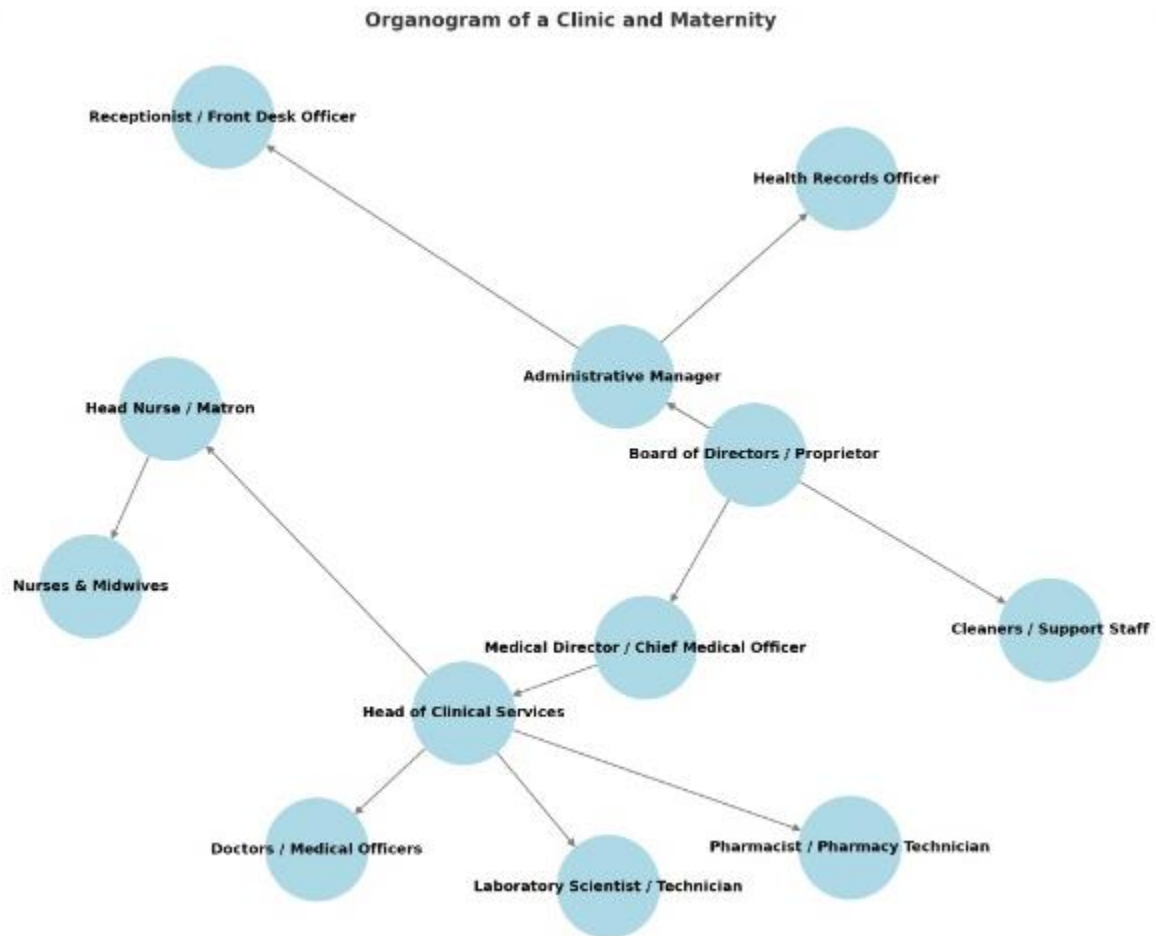
2.0 BRIEF HISTORY OF OLA AKOREDE CLINIC AND MATERNITY EYENKORIN ILORIN, KWARA STATE

Ola Akorede Clinic and Maternity was established with a vision to provide quality and affordable healthcare services to the residents of Eyenkorin and its surrounding communities in Ilorin, Kwara State. Founded by a dedicated healthcare professional, the clinic has grown over the years into a trusted medical facility known for its compassionate care and commitment to maternal and child health.

Since its inception, Ola Akorede Clinic and Maternity has served as a beacon of hope for expectant mothers, children, and families in need of medical attention. The clinic offers antenatal and postnatal care, general outpatient services, immunizations, and emergency medical support. Its team of experienced doctors, nurses, and midwives work tirelessly to ensure the well-being of every patient, upholding high medical standards and ethical practices.

With a mission to improve healthcare accessibility in the community, the clinic continues to expand its services, incorporating modern medical techniques and fostering partnerships with local and international health organizations. Today, Ola Akorede Clinic and Maternity remains committed to delivering quality healthcare, saving lives, and enhancing the well-being of the people of Ilorin and beyond.

2.1 ORGANIZATIONAL CHART (ORGANOGRAM)



CHAPTER THREE

3.0 MY EXPERIENCE AT OLA AKOREDE CLINIC AND MATERNITY

During my four-month Students Industrial Work Experience Scheme (SIWES) at Ola Akorede Clinic and Maternity, Eyenkorin Iorin, I had the opportunity to work as a receptionist, a role that exposed me to the administrative and operational aspects of healthcare. This experience gave me firsthand knowledge of how a medical facility functions, particularly in managing patient flow, maintaining records, and ensuring smooth communication between patients and healthcare providers. From the very first day, I realized that being a receptionist in a clinic is more than just welcoming patients-it is about providing support, organization, and efficiency to the entire medical team.

One of my primary responsibilities was handling patient registration and appointment scheduling. Every day, I interacted with numerous patients, collecting their personal and medical details, verifying information, and ensuring accurate record-keeping. I learned how to use hospital management software to store patient data and schedule appointments effectively, which helped reduce long wait times and improved service delivery. Managing a busy reception desk required patience, good organizational skills, and the ability to handle multiple tasks at once.

Another crucial part of my role was handling communication, both in person and over the phone. I answered calls from patients inquiring about available services, appointment slots, and consultation fees. I also relayed messages between doctors, nurses, and patients, ensuring that important information reached the right person promptly. This aspect of my work taught me the importance of clear and professional communication in a healthcare setting.

In addition to administrative duties, I was also involved in billing and payment processing. I issued invoices, collected payments, and ensured proper documentation of financial transactions. This part of my job helped me develop accuracy in handling money and improved my understanding of the financial aspects of running a healthcare facility. I also had to explain charges to patients and their relatives, which required tact and a customer-friendly approach.

Working at Ola Akorede Clinic and Maternity also meant that I had to handle emergency situations with urgency. There were times when pregnant women in labor or critically ill patients arrived at the clinic unexpectedly. In such cases, I had to act fast by informing the medical staff immediately and guiding the patient to the appropriate section of the clinic. This experience helped me remain calm under pressure and develop quick problem-solving skills.

Throughout my time at the clinic, I gained valuable interpersonal and professional skills. I learned how to interact with people from different backgrounds, handle difficult situations with patience, and maintain confidentiality when dealing with sensitive patient information. The experience also reinforced the importance of teamwork, as I worked closely with doctors, nurses, and other administrative staff to ensure that patients received quality care.

Overall, my SIWES experience at the Ola Akorede Clinic and Maternity was highly rewarding. It provided me with a deeper appreciation of healthcare administration and the vital role receptionists play in ensuring the smooth operation of a medical facility. The knowledge and skills I acquired during those four months have not only enriched my academic journey but also prepared me for future opportunities in both healthcare and business management.

CHAPTER FOUR

4.1 CONCLUSION

The Federal Government's efforts at improving the nation's technical know-how and increasing the efficiency of middle level manpower are not restricted to the industries alone. Efforts were made to involve institutions of higher learning and hence the birth of. Based on the findings of my experience at Ola Akorede Clinic And Maternity, it is evident that skills development and utilization cannot be achieved in isolation, rather, the relevant stakeholders must be committed to the course and be fully involved, which means students and teachers from institutions of higher learning, corporate industries and commercial bodies, and Federal Government must be involved.

This cooperative machinery between industrial and institutions of higher learning will produce effective results under the supervision and control of the Industrial Training Fund (ITF).

4.2 RECOMMENDATIONS

It is recommended that government should devote sufficient financial and human resources to all levels and aspects of education to enhance effective running of educational programmes especially SIWES.

Polytechnics should be encouraged to establish technological development centers to translate innovations from staff and students to goods and services. This will enable them fulfill their basic social.

FURTHER READINGS

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