A TECHNICAL REPORT

ON

STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME (S.I.W.E.S)

(AUGUST, 2024 – NOVEMBER, 2024)

UNDERTAKEN AT

BETHEL COMPUTER BUSINESS CENTRE IBA,

OJO LAGOS STATE.

BY

ADEDOYIN AMIDAT AJOKE

MATRICULATION NUMBER: ND/23/BFN/FT/0016

SUBMITTED TO

DEPARTMENT OF BANKING AND FINANCE,

INSTITUTE OF FINANCE AND MANAGEMENT STUDIES,

KWARA STATE POLYTECHNIC, ILORIN, NIGERIA.

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF NATIONAL DIPLOMA (ND) IN BANKING & FINANCE.

NOVEMBER, 2024

THE DIRECTOR,
STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME (S.I.W.E.S) UNIT,
KWARA STATE POLYTECHNIC,
ILORIN, KWARA STATE.
Dear Sir/Ma,

SIWES WORK REPORT SUBMISSION LETTER

According to your directive that a technical report which gives account of the experienced gained during the S.I.W.E.S training must be completed immediately after the programme, therefore having completed the training, I hereby write to present my work report for submission and assessment.

The training was done between 5th of August, 2024 and 30th November, 2024 at Bethel Computer Business Centre. And I hereby certify that the work report was compiled and completed by me.

Yours faithfully,

ADEDOYIN AMIDAT AJOKE,

ND/23/BFN/FT/0016.

CERTIFICATION

I, ADEDOYIN AMIDAT AJOKE with Matriculation number ND/23/BFN/FT/0016 hereby declare that I

undergo my S.I.W.E.S Progamme at Bethel Computer Business Centre, (No. 2, Tasmaq Street by first-gate,

Iba, Ojo, Lagos State) and that this report is written by me to the best of the pratical knowledge I gained

during the course of the training programme.

ADEDOYIN AMIDAT AJOKE   _____

STUDENT'S NAME   SIGNATURE AND DATE

Engr. CHIMA EMEKA   _____

SIWES SUPERVISOR   STAMP/SIGNATURE AND DATE

REPORT OVERVIEW

This report details the experiences gained during my Student Industrial Work Experience Scheme (SIWES) at Bethel Computer Business Centre, Iba, Ojo, Lagos State, which lasted for a period of 4 months (August, 2024 to November, 2024). The report provides an overview of the center's history, services, and organizational structure. It also describes the various activities carried out during the training period, including introduction to computer components, Microsoft Word, and Microsoft Excel, as well as participation in the business center's operations, including sales, technical support, and customer service.

The report further evaluates the skills acquired, challenges encountered, and the relevance of the SIWES program to my academic studies. Finally, it offers recommendations for both the institution and Bethel Computer Business Centre to enhance future SIWES experiences.

DEDICATION

I want to specially dedicate this report to Almighty Allah for His consistent grace. I also dedicate this report to Bethel Computer Business Center (Ojo) and its staffs, they thought me so much. Finally, this report is also dedicated to my family; Mr Idrees Adedoyin, Mrs Khadijah Adedoyin, Bushroh Adedoyin, Lukmon Adedoyin, Fatiu Adedoyin, Ahmod Adedoyin and Sofiyat Adedoyin for their unfailing love and support.

ACKNOWLEDGMENT

I thank Almighty Allah for His divine protection and provision throughout my training programme. My profound gratitude also goes to my Parents, my siblings, friends and family and also to Bethel Computer Business Centre staffs for their love, prayers and support to ensure that the programme is success.

I would like to express my sincere gratitude to Engr. Chima Possible Emeka, the Director of Bethel Computer Business Centre, for providing me with the opportunity to undertake my Student Industrial Work Experience Scheme (SIWES) at the center. I am also grateful to all the staff members for their guidance and support throughout my training. Special thanks to all staffs of the above-named organisation for their assistance and patience.

Finally, my gratitude goes to the members of the students' industrial work experience scheme (S.I.W.E.S) unit, and my SIWES coordinator, (Mrs OTAYOKHE) for their support and guidance.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF S.I.W.E.S

Students' Industrial Work Experience Scheme (S.I.W.E.S) is an industrial attachment programme that students at undergraduate level have to undergo so as to bridge theory with practice by making it possible for students to have exposure to "real jobs" and actual job situations and environments. S.I.W.E.S provide avenue for students to acquire industrial skills and experience. It provides students with an opportunity to apply theoretical knowledge in real work situation.

It is being coordinated by the Industrial Training Fund (ITF) which was set up by the federal government in 1973 in conjunction with the Nigerian University commission (NUC) established in 1979. The student industrial work experience scheme is the accepted skill training program which forms part of the approved minimum academic standard (MAS) in the various degree and diploma programmes for all Nigerian universities and polytechnics which serves as an effort to bridge the gap between Engineering, Sciences, Agriculture, Management and other professional educational programmes in Nigerian tertiary institutions.

1.2 OBJECTIVES OF S.I.W.E.S

Specifically, the objectives of the Students' Industrial Work Experience Scheme are to:

i. Prepare students for the work situation they are likely to meet after graduation.

ii. Provide an avenue for students in the Nigerian Universities and Polytechnics to acquire industrial skills and experience in their course of study.

iii. Make the transition from the university to the world of work easier, and thus enhance students contacts for later job placements.

iv. Enlist and strengthen employers' involvement in the entire educational process of preparing university graduates for employment in industry.

v. Provide students with an opportunity to apply their theoretical knowledge in real work situation, thereby bridging the gap between university work and actual practices; and

vi.   Expose students to work methods and techniques in handling equipment and machinery that may not be available in the universities.

1.3   IMPORTANCE OF S.I.W.E.S

i.   It provides students with an opportunity to apply their theoretical knowledge in real life situations.

ii.   It exposes students to more practical work methods and techniques.

iii.   It strengthens links between the employers, universities and industrial training fund(ITF).

iv.   It also prepares the students for the labor market after graduation.

CHAPTER TWO
DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

2.1 THE HISTORICAL BACKGROUND OF BETHEL COMPUTER BUSINESS CENTRE

Bethel Computer Business Centre was established in 2009 by Engr. Chima Possible Emeka. The center was founded with the mission of providing accessible and high-quality computer services and training to the local community. The vision of Bethel Computer Business Centre is to become a leading hub for technological solutions and digital literacy in the region. Since its inception, the center has been dedicated to delivering reliable sales of computer hardware and software, dependable technical support, and exceptional customer service.

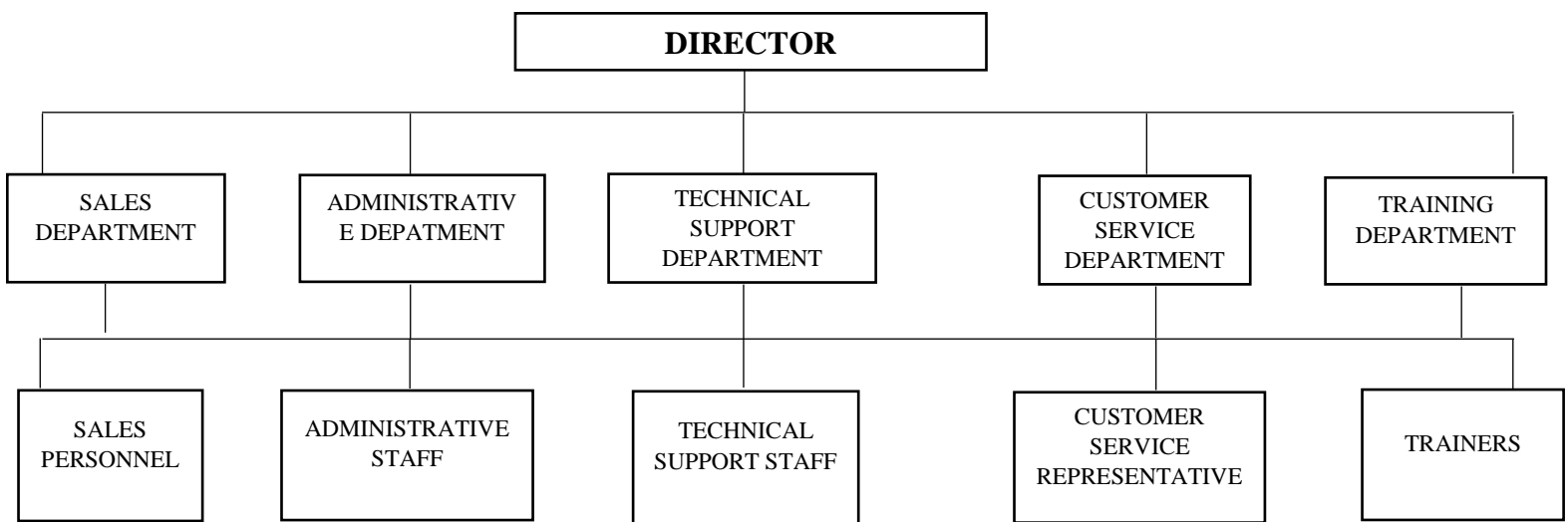### 2.2 OBJECTIVES OF THE ESTABLISHMENT

The objectives of Bethel Computer Business Centre include:

- Providing comprehensive computer services and training.
- Offering reliable sales of computer hardware and software.
- Delivering efficient technical support and repairs.
- Ensuring customer satisfaction through excellent service.
- Contributing to the technological advancement of the community.

2.3 BRIEF INTRODUCTION TO MY WORK EXPERIENCE AT BETHEL COMPUTER BUSINESS CENTRE

During my SIWES period at Bethel Computer Business Centre, I gained practical experience in various aspects of the business, including sales, technical support, and customer service. I was introduced to computer components, software applications, and the day-to-day operations of the center. My experience allowed me to apply my academic knowledge in a real-world setting.

2.4 ORGANOGRAM OF THE ORGANIZATION

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                              DIRECTOR
    ┌───────────┬──────────────┬──────────────┬──────────────┐
 SALES      ADMINISTRATIV   TECHNICAL     CUSTOMER       TRAINING
DEPARTMENT  E DEPATMENT     SUPPORT       SERVICE        DEPARTMENT
                            DEPARTMENT    DEPARTMENT
    │            │              │             │              │
  SALES     ADMINISTRATIVE  TECHNICAL     CUSTOMER        TRAINERS
PERSONNEL      STAFF        SUPPORT STAFF SERVICE
                                          REPRESENTATIVE
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CHAPTER THREE

ACTIVITIES CARRIED OUT

3.1 INTRODUCTION TO COMPUTER COMPONENTS

During my introduction to the hardware aspects of Bethel Computer Business Centre, I became familiar with the fundamental components of a computer system. This included the motherboard, central processing unit (CPU), random access memory (RAM), hard disk drive (HDD), and power supply unit (PSU). Understanding these components is essential, not only for technical support but also for comprehending the technological infrastructure that supports modern financial transactions. The efficiency and reliability of these components directly impact the speed and security of data processing, which are critical in banking and finance. For instance, the secure storage of financial data relies heavily on the integrity of hard drives, and the speed of transaction processing is dependent on the CPU and RAM.

3.2 INTRODUCTION TO MICROSOFT WORD

My training in Microsoft Word provided me with essential document creation and formatting skills. These skills are directly transferable to the financial sector, where creating reports, memos, and client communications is a daily requirement. In Banking and Finance, the ability to present financial information clearly and professionally is paramount. I practiced creating and formatting various documents, which enhanced my proficiency in producing well-structured and visually appealing financial reports.

3.3 INTRODUCTION TO MICROSOFT EXCEL

The hands-on training in Microsoft Excel was particularly valuable. Excel is an indispensable tool in the financial industry for data analysis, financial modeling, and reporting. I learned to create and manipulate spreadsheets, use formulas and functions, generate charts and graphs, and perform data analysis. These skills are directly applicable to tasks such as financial forecasting, budgeting, and analyzing market trends. In banking, the ability to accurately analyze and interpret financial data is crucial for making informed decisions.

3.4 OTHER ACTIVITIES (SALES, TECHNICAL SUPPORT, CUSTOMER SERVICE)

My experience at Bethel Computer Business Centre extended beyond basic computer skills. I actively participated in the center's daily operations, which provided me with a broader understanding of how businesses function.

- **Sales:** I assisted customers with product inquiries, processed sales transactions using the point-of-sale system, and managed inventory. These experiences provided insights into the importance of customer relations and the flow of goods and services. In the context of Banking and Finance, these skills translate to understanding customer needs, processing financial transactions, and managing financial assets.
- **Technical Support:** I observed and assisted in diagnosing and resolving computer hardware and software issues. This experience highlighted the importance of problem-solving and attention to detail, which are essential in financial analysis and risk management.
- **Customer Service:** I responded to customer inquiries and addressed their concerns, which reinforced the importance of effective communication and customer satisfaction. In the financial sector, building strong client relationships is critical for long-term success.
- I also assisted with general office duties, which helped me develop organizational and time-management skills. These skills are valuable in any professional setting, including the fast-paced environment of Banking and Finance.

CHAPTER FOUR

EXPERIENCE GAINED, CHALLENGES, AND SOLUTIONS

4.1 SKILLS ACQUIRED

My SIWES experience at Bethel Computer Business Centre allowed me to acquire a diverse set of practical skills. I gained proficiency in computer hardware and software, including assembly, repair, and troubleshooting. I also developed my skills in Microsoft Word and Excel, which are essential tools in the financial industry. Furthermore, I acquired valuable experience in sales, technical support, and customer service, which enhanced my communication, problem-solving, and interpersonal skills. These skills are highly relevant to my field of study, Banking and Finance, as they provide a foundation for understanding the technological and operational aspects of financial institutions. The ability to analyze data, communicate effectively, and provide excellent customer service are crucial for success in the financial sector.

4.2 CHALLENGES ENCOUNTERED

These are some of the challenges i encountered during my siwes at Bethel Computer Business Centre:

- Troubleshooting complex hardware and software issues within a limited timeframe.
- Managing customer inquiries and complaints while maintaining a professional demeanor.
- Balancing inventory management with customer demands.
- Quickly grasping technical concepts and applying them to real-world problems.
- Analyzing and resolving financial discrepancies efficiently.

4.3 SOLUTIONS TO CHALLENGES

To overcome the technical challenges, I sought guidance from experienced staff members and utilized online resources to research and understand complex issues. I also practiced troubleshooting techniques and documented my findings to improve my problem-solving skills. To address customer service challenges, I focused on active listening and empathy, ensuring that I understood their concerns and provided appropriate solutions. I also learned to remain calm and professional in challenging situations. I implemented better inventory tracking and communication with suppliers to mitigate the inventory challenges.

4.4 RELEVANCE OF SIWES TO ACADEMIC STUDIES

My SIWES experience at Bethel Computer Business Centre was highly relevant to my academic studies in Banking and Finance. The skills and knowledge I gained provided a practical understanding of the operational aspects of a business, which is essential for comprehending the financial dynamics of organizations. The technical skills I acquired are relevant to the technological infrastructure that supports modern financial transactions. The experience in sales and customer service enhanced my understanding of client relations, which is crucial in the financial sector. Furthermore, the data analysis skills I developed in Microsoft Excel are directly applicable to financial modeling and analysis. Overall, my SIWES experience provided a valuable bridge between theoretical knowledge and practical application, preparing me for a successful career in Banking and Finance.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND REFERENCES

5.1 SUMMARY

My SIWES experience at Bethel Computer Business Centre provided me with a comprehensive understanding of the operational dynamics within a computer business center. I gained practical skills in computer hardware and software, sales, technical support, and customer service. These skills are directly applicable to my field of study, Banking and Finance. The experience reinforced the importance of continuous learning, adaptability, and the practical application of theoretical knowledge. I was able to participate in daily business operations, which gave me hands-on experience, and solidified my career goals.

5.2 CONCLUSION

The SIWES program at Bethel Computer Business Centre was highly beneficial. It allowed me to bridge the gap between academic learning and real-world application. The skills and insights I gained are invaluable for my professional development. The experience highlighted the importance of technological literacy, customer service excellence, and efficient operational management in any business environment, especially in the financial sector. This was a very valuable experience.

5.3 RECOMMENDATIONS

Based on my observations and experiences during my SIWES placement at Bethel Computer Business Centre, I have formulated the following recommendations to enhance the efficiency and effectiveness of the Computer Business Centre and the overall SIWES program.

5.3.1 RECOMMENDATIONS TO BETHEL COMPUTER BUSINESS CENTRE

To enhance operational efficiency and customer satisfaction, Bethel Computer Business Centre should consider integrating financial technology (FinTech) solutions. Specifically, implementing online payment processing systems would streamline transactions and cater to the growing demand for digital payment options. Furthermore, the center should develop detailed customer service protocols to ensure consistent and professional interactions. This includes creating a system for logging and tracking customer complaints, as well as providing staff with regular training on effective communication and problem-solving techniques. Investing in a customer relationship management (CRM) system would enable the center to manage customer data more effectively, personalize services, and improve customer retention. Regular staff training on new technology and sales techniques would also be beneficial.

5.3.2 RECOMMENDATIONS TO THE INSTITUTION (KWARA STATE POLYTECHNIC)

The institution should strengthen its Banking and Finance curriculum by incorporating practical modules on financial technology (FinTech) and data analytics. This would equip students with the necessary skills to navigate the evolving financial landscape. Specifically, courses on digital banking, blockchain technology, and data visualization would be highly beneficial. The institution should also emphasize the development of soft skills, such as communication, teamwork, and critical thinking, through workshops and seminars. Pre-SIWES training should include simulated workplace scenarios that replicate the challenges of a financial environment, allowing students to practice problem-solving and decision-making under pressure. The institution should also improve communication between students and SIWES supervisors to ensure students are getting the most out of their SIWES placement.

5.3.3 RECOMMENDATIONS TO THE INDUSTRIAL TRAINING FUND (ITF)

The Industrial Training Fund (ITF) should enhance its monitoring and evaluation processes to ensure the quality and consistency of SIWES placements. This can be achieved by increasing the frequency of supervisory visits and providing detailed feedback to both students and establishments. To improve placement coordination, the ITF should develop a centralized online platform for students and establishments to connect, streamlining the placement process and reducing delays. The ITF should also collaborate with institutions to provide standardized pre-placement training modules that focus on

workplace ethics, safety, and industry-specific skills. Developing online resources, such as training materials and placement guides, would provide valuable support to students and establishments. The ITF should organize workshops and seminars on emerging technologies to ensure students and establishments stay informed about industry trends. Implementing a digital platform for logbook and report submission would reduce paperwork and improve efficiency. Furthermore, the ITF should increase funding and support for small and medium-sized enterprises (SMEs) to encourage their participation in the SIWES program and enhance the quality of training opportunities.

5.4   REFERENCES

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