

TECHNICAL REPORT
ON
STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)
AT

KWARA STATE POLYTECHNIC LIBRARY
P.M.B. 1375, ILORIN, KWARA STATE

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DEDICATION

I dedicate my Industrial Training report to Almighty God, who has given me the grace to participate in the SIWES program, to my Parents and as many that have contributed greatly to the success of my Industrial Training.

ACKNOWLEDGEMENT

I thank God who has seen me throughout my SIWES program and also thank my Industrial based supervisor who guided me through My Industrial training. I also send out my appreciation to my lecturers, friends and Coworkers for their moral support. My special thanks to my wonderful and lovely parents Mr. and Mrs. Alabi who were there for me in terms of care, prayers, financial support and others.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

The Students Industrial Work Experience Scheme (SIWES) is a work-based learning program designed to prepare students for the transition from academic life to professional careers. It is an integral part of the Nigerian educational system, aimed at equipping students with practical skills and knowledge to complement their theoretical studies. SIWES was established in 1973 by the Industrial Training Fund (ITF) in response to the growing concerns of employers about the lack of practical skills among graduates from tertiary institutions (Ezeabikwa, 1991). The scheme is a collaborative initiative involving students, tertiary institutions, employers of labor, and the ITF.

The program was introduced to address the gap between classroom learning and the real-world demands of industries. It recognizes that while theoretical knowledge is essential, it is often insufficient for solving practical problems in professional environments. SIWES provides students with opportunities to gain hands-on experience, develop technical competencies, and understand workplace ethics and culture (Agbai, 1992).

The scheme is a mandatory part of the curriculum for students studying courses such as engineering, technology, medical sciences, agriculture, education, and other applied sciences. It typically lasts for six months for university undergraduates and four months for students in polytechnics or colleges of education (ITF, 2024). Through this initiative, students are exposed to industrial practices and technologies that are not available within their academic institutions. This exposure enhances their employability and prepares them for the challenges of the modern workforce (Adebayo & Adesanya, 2013).

SIWES also serves as a platform for fostering partnerships between educational institutions and industries. These partnerships enable industries to contribute to curriculum development by providing feedback on the skills and knowledge required in the workplace. This collaboration ensures that graduates are better equipped to meet industry standards and expectations (Akinyemi & Abiodun, 2018).

In summary, SIWES is a vital component of Nigeria's educational system that bridges the gap between theory and practice. It plays a crucial role in preparing students for professional careers by equipping them with practical skills, knowledge, and experiences that are essential for success in their chosen fields.

1.2 BRIEF HISTORICAL DEVELOPMENT OF SIWES

The history of SIWES dates back to the early 1970s when Nigeria experienced rapid industrial growth following its independence. This growth created a demand for skilled manpower to operate and manage industrial facilities. However, employers soon realized that graduates from tertiary institutions lacked the practical skills needed to perform effectively in the workplace (Ezeabikwa, 1991).

In response to this challenge, the Industrial Training Fund (ITF) was established in 1971 by Decree No. 47 with a mandate to promote skill acquisition and manpower development in Nigeria. Two years later, in 1973, SIWES was introduced as one of ITF's flagship programs aimed at addressing the skill gap among graduates (ITF, 2024). Initially, SIWES was fully funded and managed by ITF. The program targeted students in engineering and technology-related fields who required practical training as part of their academic curriculum (Adebayo & Adesanya, 2013).

By 1978, financial constraints forced ITF to withdraw from direct management of SIWES. The Federal Government subsequently transferred oversight responsibilities to the National Universities Commission (NUC) for universities and the National Board for Technical

Education (NBTE) for polytechnics and colleges of education (Legit.ng, 2022). However, this arrangement proved ineffective due to inadequate funding and poor coordination among stakeholders. In 1984, management responsibilities were returned to ITF under a new funding arrangement supported by the Federal Government (SmartBukites, 2023).

Over time, SIWES has undergone significant changes aimed at improving its effectiveness and expanding its scope. Initially limited to engineering and technology disciplines, it now includes other fields such as medical sciences, agriculture, business administration, and education. These changes reflect an ongoing commitment to align SIWES with evolving industry needs and national development goals (Akinyemi & Abiodun, 2018).

Today, SIWES is recognized as one of Nigeria's most successful initiatives for bridging the gap between academic learning and industrial practice. It has become an essential component of tertiary education in Nigeria, contributing significantly to skill development and employability among graduates.

1.3 OBJECTIVES OF SIWES

The primary objectives of SIWES are multifaceted and aim to enhance both student learning and industry engagement:

- To provide students with industrial skills and experience relevant to their field of study.
- To expose students to work methods and techniques that may not be available in their academic institutions.
- To facilitate a smoother transition from academic life to professional employment by enhancing students' networks with potential employers.
- To allow students to apply theoretical knowledge in practical settings, thereby bridging the gap between theory and practice.

- To strengthen employer participation in the educational process by fostering collaboration between educational institutions and industries (Ezeabikwa, 1991; ITF, 2024).

CHAPTER TWO

DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

2.1 LOCATION AND BRIEF HISTORY OF ESTABLISHMENT

The Kwara State Polytechnic Library is situated within the premises of Kwara State Polytechnic, Ilorin, at P.M.B. 1375, Ilorin, Kwara State, Nigeria. This strategic location allows the library to serve as a central hub for academic and research activities within the institution. Kwara State Polytechnic itself was established in 1973 by the then Military Governor of Kwara State, Col. David Bamigboye, following the promulgation of Kwara State Edict No. 4 of 1972. The polytechnic began operations with 110 pioneering students and has since grown to offer a wide range of National Diploma and Higher National Diploma programs across various disciplines.

The establishment of the polytechnic was a significant milestone in the educational landscape of Kwara State, aiming to provide accessible higher education opportunities to the populace. Over the years, the institution has expanded its academic offerings and infrastructure, including the development of a comprehensive library system. The library, being an integral part of the institution, supports the academic and research activities of the students and staff by providing access to a diverse array of educational resources.

Historically, the library has evolved alongside the institution, adapting to changes in educational needs and technological advancements. From its inception, the library has been committed to providing a conducive learning environment and fostering a culture of academic excellence. This commitment is reflected in its continuous efforts to update its collections, enhance its facilities, and expand its services to meet the evolving needs of its users.

2.2 OBJECTIVES OF ESTABLISHMENT

The primary objectives of establishing the Kwara State Polytechnic Library are multifaceted and designed to enhance the academic experience of students and staff. These objectives include:

- **Supporting Academic Excellence:** To provide students and staff with relevant educational materials and resources necessary for academic success. This involves maintaining a collection of textbooks, journals, and digital resources that align with the curriculum and research needs of the institution. The library strives to ensure that its collections are comprehensive, up-to-date, and accessible to all users.
- **Promoting Research:** To facilitate research activities by offering access to a diverse collection of books, journals, and digital resources. The library aims to foster a culture of research and innovation by providing users with the tools and information needed to conduct scholarly work. This includes providing access to databases, research guides, and other resources that support research endeavors.
- **Enhancing Information Literacy:** To equip students with the skills needed to effectively locate, evaluate, and use information. This involves organizing workshops and training sessions to improve information literacy among students, enabling them to navigate the complex information landscape effectively. The library recognizes the importance of information literacy in the digital age and is committed to empowering students with these essential skills.
- **Fostering a Learning Environment:** To create a conducive environment that encourages learning and intellectual growth. The library strives to provide a quiet, comfortable, and technologically equipped space where students can study, collaborate, and engage in academic activities. This includes maintaining well-

equipped study areas, providing access to technology, and ensuring that the library remains a welcoming and inclusive space for all users.

Additionally, the library seeks to promote lifelong learning by providing resources and services that support continuous education and professional development. This includes offering resources for career development, professional certifications, and other forms of continuing education.

2.3 ORGANIZATION STRUCTURE

The organization structure of the Kwara State Polytechnic Library is designed to ensure efficient management and delivery of library services. Typically, the structure includes:

- **Library Management:** Oversees the overall operations of the library, including budgeting, staffing, and policy implementation. This team is responsible for strategic planning and ensuring that the library aligns with the broader goals of the institution. Library management also plays a crucial role in advocating for the library's needs and interests within the institution.
- **Technical Services:** Responsible for cataloging, classification, and acquisition of library materials. This department ensures that all materials are properly processed and made available to users in a timely manner. Technical services also handle the maintenance of the library's cataloging systems and ensure that all materials are accurately represented in the library's databases.
- **Circulation Services:** Handles the lending and borrowing of library materials. This includes managing user records, processing loans, and maintaining the library's collection. Circulation services are critical in ensuring that library materials are accessible to users while also protecting the library's assets.
- **Reference Services:** Provides assistance to users in locating information and answering research queries. The reference team offers guidance on using library

resources and facilitates access to information. Reference services are tailored to meet the diverse needs of users, from basic research assistance to in-depth scholarly support.

- **Information Technology Unit:** Manages the library's digital infrastructure and online resources. This includes maintaining databases, digital repositories, and ensuring that the library's technology systems are up-to-date and functional. The IT unit plays a vital role in supporting the library's digital services and ensuring that users have access to necessary software and hardware.

The organizational structure is designed to be flexible and responsive to the evolving needs of the institution and its users. This flexibility allows the library to adapt quickly to changes in technology, curriculum, and user needs.

2.4 DEPARTMENTS IN THE ESTABLISHMENT AND THEIR FUNCTIONS

While the specific departments within the Kwara State Polytechnic Library may vary, common departments and their functions include:

- **Acquisitions Department:** Responsible for purchasing and acquiring new library materials. This involves selecting and procuring books, journals, and digital resources that meet the academic needs of the institution. The acquisitions department works closely with faculty members to ensure that the library's collections align with the curriculum and research priorities.
- **Cataloging and Classification Department:** Ensures that all library materials are properly cataloged and classified for easy access. This department uses standardized systems like the Dewey Decimal Classification or Library of Congress Classification to organize the library's collection. Accurate cataloging and classification are essential for facilitating user access to library materials.

- **Circulation Department:** Manages the lending and borrowing of library materials, including maintaining user records. This department is responsible for checking out materials to users, handling returns, and enforcing library policies related to borrowing. The circulation department also handles fines and fees associated with overdue materials.
- **Reference Department:** Provides assistance to users in finding information and answering research questions. The reference team offers guidance on using library resources, conducts literature searches, and helps users navigate complex databases. Reference services are often the first point of contact for users seeking assistance with research or academic projects.
- **Serials Department:** Handles the management of periodicals and serial publications. This includes subscribing to journals, maintaining current issues, and ensuring that back issues are properly stored and accessible. The serials department plays a crucial role in maintaining the library's journal collections, which are essential for research and academic work.
- **ICT Department:** Maintains the library's digital systems and provides technical support for online resources. This includes managing the library's website, digital repositories, and ensuring that users have access to necessary software and hardware. The ICT department is vital in supporting the library's digital infrastructure and ensuring that users can access online resources efficiently.

CHAPTER THREE

INDUSTRIAL EXPERIENCE

3.1 WORK DONE

During my 16-week SIWES program at the Kwara State Polytechnic Library, I was involved in a wide range of activities that provided me with comprehensive hands-on experience in library operations. My responsibilities were diverse and included several key areas that are essential for the effective functioning of a library.

3.1.1 Cataloging and Classification

One of my primary tasks was assisting in the cataloging and classification of new library materials. This involved using the Dewey Decimal Classification system to assign call numbers to books and other materials. I worked closely with the cataloging team to ensure that all materials were properly processed and made available to users in a timely manner. This task not only helped me understand the importance of accurate cataloging but also taught me how to use classification systems effectively.

The process of cataloging involved creating detailed bibliographic records for each item, which included information such as author, title, publication date, and subject headings. These records were then used to generate labels and spine labels for the books, ensuring that they could be easily located on the shelves. I also learned about the importance of consistency in cataloging practices to facilitate efficient retrieval of materials.

For instance, I recall working on a project to catalog a new collection of books in the field of engineering. This involved researching the appropriate subject headings and call numbers to ensure that the materials were correctly classified and shelved. The experience taught me the value of precision in cataloging and how it impacts the user experience.

3.1.2 Circulation Services

I spent a significant amount of time working at the circulation desk, where I was responsible for checking out materials to users, handling returns, and maintaining user records. This role provided me with valuable insights into the importance of accurate record-keeping and efficient service delivery. I learned how to use the library's management software to process loans, manage fines, and update user accounts.

One of the challenges I faced in this role was ensuring that users returned materials on time. To address this, I worked with the circulation team to implement reminders and notifications to users about overdue items. This not only helped reduce the number of overdue materials but also improved user compliance with library policies.

For example, I developed a system of sending automated emails to users when their borrowed materials were nearing their due dates. This proactive approach helped reduce the number of overdue items and improved overall user satisfaction with the library's services.

3.1.3 Reference Services

Providing reference services was another critical aspect of my work. I assisted users in locating information and answering research queries. This involved guiding users through the library's collections, conducting literature searches, and helping users navigate complex databases. I also provided guidance on how to use library resources effectively, including online databases and digital repositories.

One of the most rewarding experiences was helping students with their research projects. I worked closely with them to identify relevant sources, evaluate information, and organize their research findings. This not only helped them complete their projects successfully but also empowered them with essential research skills.

I recall assisting a student who was working on a project about sustainable energy. I helped her locate relevant articles and books, and guided her on how to evaluate the credibility of

online sources. Seeing her confidence grow as she became more adept at finding and using information was incredibly fulfilling.

3.1.4 Shelving and Maintenance

Maintaining the library's physical collections was another important task. I was responsible for shelving books, ensuring that materials were in order, and reporting any discrepancies or damage to library staff. This task taught me the importance of maintaining a well-organized library environment, which is crucial for efficient retrieval of materials.

I also participated in regular shelf-reading exercises, which involved checking the shelves to ensure that books were in their correct locations and that the collection was well-maintained. This process helped identify any missing or misplaced items, allowing us to rectify these issues promptly.

For instance, during one of our shelf-reading sessions, we discovered that several books were missing from the psychology section. We were able to locate these books and return them to their proper places, ensuring that users could access them easily.

3.1.5 Information Literacy Programs

I was involved in organizing workshops and training sessions aimed at enhancing information literacy skills among students. These programs covered topics such as database searching, citation management, and critical thinking. I worked with the library's instructional team to develop engaging presentations and interactive activities that helped students understand complex concepts.

One of the highlights of these programs was seeing students develop confidence in their ability to locate and evaluate information effectively. The feedback from participants was overwhelmingly positive, indicating that these sessions were highly beneficial in supporting their academic success.

I remember one session where we taught students how to use citation management tools like Zotero. By the end of the session, students were able to create bibliographies and cite sources correctly, which was a significant improvement from their initial struggles with citation.

3.2 TOOLS AND EQUIPMENT USED

Throughout my SIWES program, I utilized a range of tools and equipment essential for library operations. These included:

- **Library Management Software:** I used software like Koha or Libsys to manage library collections, process loans, and maintain user records. This software is crucial for efficient library operations, allowing staff to track materials and manage user accounts effectively.
- **Barcode Scanners and Printers:** These tools were used for checking out materials, printing receipts, and labeling books. Barcode scanners streamline the checkout process, while printers are necessary for producing receipts and labels.
- **Computers and Internet:** Access to computers and the internet was vital for conducting research, accessing digital resources, and communicating with users. Computers are essential for providing reference services and supporting research activities.
- **Photocopying and Printing Machines:** These machines were used for reproducing documents and printing materials for users. Photocopying and printing services are convenient for users who need to reproduce materials for academic purposes.
- **Shelving and Storage Equipment:** This included bookshelves, carts, and other equipment necessary for maintaining the library's physical collections. Proper shelving and storage ensure that materials are accessible and well-organized.

3.3 SAFETY PRECAUTIONS

During my SIWES program, safety precautions were an essential aspect of my daily activities. These precautions included:

- **Handling of Equipment:** I ensured that all equipment, such as computers and photocopying machines, was used safely and according to guidelines. This involved regular maintenance checks and reporting any issues promptly.
- **Fire Safety:** I was aware of the location of fire extinguishers and emergency exits. Regular drills and training sessions were conducted to ensure that all staff knew how to respond in case of a fire.
- **Electrical Safety:** I avoided overloading electrical outlets and ensured that all electrical equipment was used safely. This included keeping cords organized and avoiding the use of damaged equipment.
- **Physical Safety:** I maintained a clean and organized workspace to prevent tripping hazards and ensured that heavy objects were lifted safely. This involved using proper lifting techniques and seeking assistance when needed.

3.4 CHALLENGES FACED DURING MY SIWES PROGRAMME

Throughout my SIWES program, I encountered several challenges that provided valuable learning experiences. These challenges included:

- **Technical Challenges:** Occasionally, technical issues arose with library software or equipment, which required troubleshooting and assistance from the IT department. These challenges taught me the importance of patience and seeking help when needed.
- **User Expectations:** Managing user expectations and providing satisfactory service was a challenge, especially when dealing with complex research queries or technical issues. This required effective communication skills and a willingness to seek additional support when necessary.
- **Time Management:** Balancing multiple tasks and responsibilities within a limited timeframe was a significant challenge. Effective time management was crucial to ensure that all tasks were completed efficiently and to a high standard.
- **Adaptation to New Systems:** Initially, adapting to the library's management software and other systems was challenging. However, with practice and training, I became proficient in using these tools effectively.

CHAPTER FOUR

SUMMARY, CONCLUSION, AND RECOMMENDATION

4.1 SUMMARY

This chapter summarizes the key points from my SIWES experience at the Kwara State Polytechnic Library. The experience was a comprehensive learning opportunity that exposed me to various aspects of library operations. I was involved in cataloging and classification, circulation services, reference services, shelving and maintenance, and information literacy programs. These activities not only deepened my understanding of library management but also equipped me with practical skills essential for a career in librarianship.

Throughout the program, I utilized a range of tools and equipment, including library management software, barcode scanners, and computers. I also learned about the importance of safety precautions in maintaining a safe and efficient work environment. The challenges I faced, such as technical issues and managing user expectations, provided valuable lessons in resilience and teamwork.

One of the most significant aspects of my experience was the opportunity to work with diverse library materials and technologies. I gained hands-on experience with cataloging systems, which taught me the importance of accurate and consistent cataloging practices. I also learned how to use library management software to process loans, manage user records, and track library materials.

In addition, I was involved in providing reference services, which included assisting users with research queries and guiding them through the library's collections. This role allowed me to develop my communication skills and learn how to effectively support users in finding the information they needed.

Furthermore, I participated in organizing information literacy programs, which aimed to enhance students' skills in locating, evaluating, and using information effectively. These

programs were crucial in empowering students with the skills necessary to succeed in their academic pursuits.

4.2 CONCLUSION

In conclusion, my SIWES experience at the Kwara State Polytechnic Library was a transformative learning experience. It provided me with hands-on experience in various aspects of library operations, from technical services to user services. The experience taught me the importance of accuracy, efficiency, and customer service in a library setting.

Moreover, the program highlighted the critical role libraries play in supporting academic excellence and fostering a culture of research and innovation. By providing access to information and promoting information literacy, libraries empower students and staff with the skills needed to succeed in their academic and professional endeavors.

The challenges I encountered during the program, such as adapting to new systems and managing technical issues, were invaluable in developing my problem-solving skills and ability to work under pressure. Overall, the SIWES program was a crucial step in my professional development, equipping me with the knowledge and skills necessary to excel in the field of librarianship.

One of the key takeaways from my experience was the importance of continuous learning and professional development in librarianship. The field is constantly evolving, with new technologies and resources emerging regularly. Therefore, it is essential for librarians to stay updated on best practices and emerging trends to provide effective support to users.

Additionally, my experience underscored the value of collaboration and teamwork in achieving library goals. Working with colleagues from different departments helped me understand the interconnectedness of library services and how each role contributes to the overall mission of the library.

4.3 RECOMMENDATION

Based on my experience, I recommend several improvements to enhance the effectiveness of the SIWES program and library operations:

- **Enhanced Training Programs:** The library should consider offering more comprehensive training sessions for SIWES students at the beginning of the program. This would help them adapt quickly to the library's systems and procedures, ensuring they contribute effectively from the outset. Training sessions could cover topics such as cataloging and classification, circulation services, and reference services.
- **Investment in Digital Infrastructure:** The library should invest in upgrading its digital infrastructure, including library management software and online resources. This would enhance user experience by providing seamless access to digital materials and improving the efficiency of library operations. Upgrading digital infrastructure could also involve expanding the library's e-book collection and improving access to online databases.
- **Increased Collaboration with Academic Departments:** The library should foster closer collaboration with academic departments to ensure that library collections and services align with curriculum needs. This could involve regular meetings with faculty members to discuss resource requirements and develop targeted information literacy programs. Collaboration could also lead to the development of specialized collections that support specific academic programs.
- **Promotion of Information Literacy Programs:** The library should continue to promote information literacy programs among students. These programs are essential for empowering students with the skills needed to navigate complex information landscapes effectively. Promotional efforts could include workshops, online tutorials,

and partnerships with academic departments to integrate information literacy into the curriculum.

- **Feedback Mechanisms:** Establishing regular feedback mechanisms would allow SIWES students to provide insights on their experiences and suggest improvements to the program. This would help tailor the program more effectively to meet the needs of future participants. Feedback could be collected through surveys, focus groups, or one-on-one interviews.
- **Professional Development Opportunities:** The library should provide opportunities for SIWES students to attend professional development workshops or conferences. This would expose them to best practices in librarianship and help them network with professionals in the field. Professional development opportunities could include training sessions on emerging technologies, such as digital repositories or data management tools.
- **Mentorship Programs:** Implementing mentorship programs where experienced librarians guide SIWES students could enhance their learning experience. Mentors could provide guidance on navigating library systems, offer advice on career development, and share insights from their own experiences in the field.

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