

REPORTS ON

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

DONE AT

**UNCLE DAVID PROPERTIES
PLOT 4, BESIDE HERITAGE WATER, IREWOLEDE,
LORIN, KWARA STATE**

BY

**SIMON TIMOTHY RICHARD
ND/23/ACC/PT/0002**

SUBMITTED TO

**THE DEPARTMENT OF ACCOUNTANCY,
INSTITUTE OF FINANCE AND MANAGEMENT
STUDIES, KWARA STATE POLYTECHNIC ILORIN,
KWARA STATE**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE AWARD OF NATIONAL DIPLOMA (ND) IN
ACCOUNTANCY**

MARCH, 2025

TABLE OF CONTENTS

Title Page

Certification Page

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 Uncle David Properties

2.1 Organizational Chart (Organogram)

CHAPTER THREE

3.0 My Experience at Uncle David Properties

CHAPTER FOUR

4.1 Conclusion

4.2 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 Uncle David Properties Plot 4, Beside Heritage Water, Irewolede, Ilorin, Kwara State. 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 UNCLE DAVID PROPERTIES BESIDE HERITAGE WATER, IREWOLEDE, ILORIN, KWARA STATE

Uncle David Property is a reputable and customer-focused car dealership in Nigeria, committed to providing high-quality vehicles at competitive prices. Established with a vision to make car ownership easy and accessible, the company has grown to become a trusted name in the automobile industry, offering a wide range of vehicles to suit different customer needs.

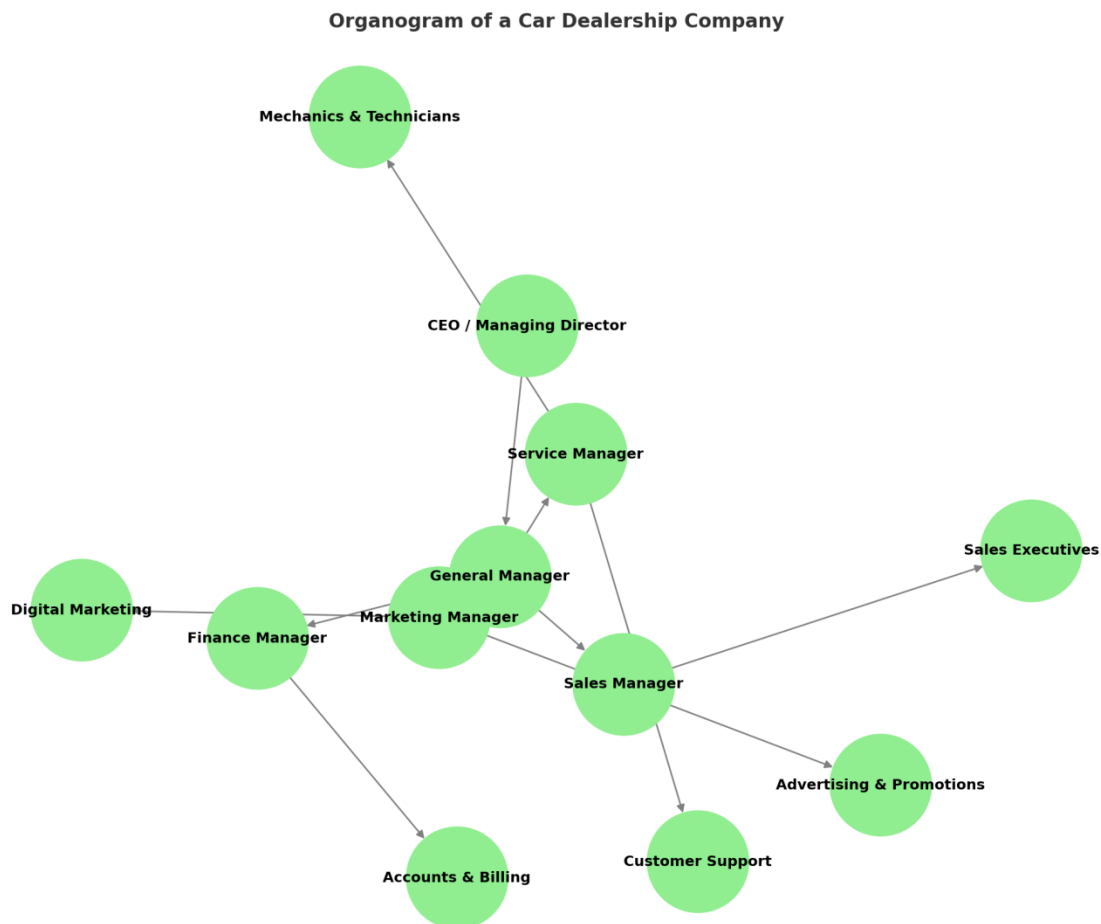
Since its inception, Uncle David Property has prioritized customer satisfaction by ensuring transparency, reliability, and excellent service. The dealership specializes in both brand-new and pre-owned cars, sourcing its inventory from trusted suppliers locally and internationally. With a keen eye for quality, every vehicle undergoes thorough inspection and certification before being sold, giving customers confidence in their purchases.

Over the years, Uncle David Property has built strong relationships with individual buyers, corporate organizations, and car enthusiasts across Nigeria. The company provides flexible payment options, including installment plans, to accommodate various financial situations. Additionally, its dedicated team offers expert guidance to help customers choose the right vehicle based on their preferences, budget, and lifestyle.

Beyond sales, Uncle David Property is known for its after-sales services, including vehicle registration, documentation assistance, and maintenance support. This commitment to customer care has contributed to its reputation as a trustworthy car dealer that goes the extra mile to meet the needs of its clients.

Looking ahead, Uncle David Property aims to expand its operations, introduce more vehicle financing options, and enhance its digital presence to reach a wider audience. With a strong foundation built on integrity and customer satisfaction, the dealership continues to set new standards in Nigeria's automobile market.

2.1 ORGANIZATIONAL CHART (ORGANOGRAM)



CHAPTER THREE

3.0 MY EXPERIENCE AT UNCLE DAVID PROPERTIES

During my four-month Students Industrial Work Experience Scheme (SIWES), I had the opportunity to work as an accountant in a company, where I gained valuable practical knowledge in financial management, bookkeeping, and corporate accounting. This experience allowed me to apply theoretical concepts learned in school to real-life financial operations, helping me develop both technical and professional skills. From managing daily transactions to preparing financial reports, my role was both challenging and insightful.

One of my primary responsibilities was recording and maintaining financial transactions. I worked closely with the finance team to ensure that all inflows and outflows of cash were accurately documented. This involved handling invoices, receipts, and payment vouchers while ensuring that all records were up to date. I also assisted in reconciling financial discrepancies, which required attention to detail and accuracy.

Another key aspect of my role was preparing financial statements and reports. Under the supervision of the senior accountant, I learned how to generate balance sheets, income statements, and cash flow statements. This experience enhanced my ability to analyze financial data and understand how businesses track their profitability and expenses. I also had the opportunity to work with accounting software, which improved my proficiency in digital bookkeeping.

I was also involved in budgeting and financial planning. I assisted in preparing monthly budgets, helping the company allocate resources efficiently. This task required me to understand revenue projections, expected expenses, and

cost-cutting strategies. It gave me a deeper appreciation of how financial planning influences business decision-making.

Handling tax calculations and payroll processing was another significant part of my experience. I assisted in preparing salary sheets, calculating deductions, and ensuring compliance with tax regulations. This role taught me the importance of regulatory compliance in business accounting and how financial policies impact employee compensation and company operations.

Additionally, I gained experience in bank reconciliation and audit preparations. I was responsible for cross-checking company bank statements against financial records to identify any discrepancies. I also helped in organizing documents for internal and external audits, which taught me the importance of financial transparency and accountability in an organization.

Overall, my SIWES as an accountant was an enriching experience that strengthened my financial management skills, improved my problem-solving abilities, and gave me real-world exposure to corporate accounting. The knowledge I gained during these four months will be highly beneficial for my future career, and I am grateful for the opportunity to have worked in a professional accounting environment.

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 Uncle David Property, 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 form 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

- Ojo D.O, Michael A., Akpoyovware E. & Olowookere E. (2019), The Review of the Student Industrial Work Experience Scheme (SIWES) in Four Selected Countries, <https://www.researchgate.net/publication/338524615>
- Aderonke Agnes Oyeniyi, PhD (2012), Students' Industrial Work Experience Scheme (SIWES) and the Incidence of Occupational Misfit in Nigeria, Industrial Training Fund (ITF), Ibadan, Nigeria.
- A Report on Student Industrial Work Experience Scheme (SIWES) Training Programme (May 2016 – October 2016), [Oludolapo Olanrewaju](#), Federal University of Technology Minna. <https://www.researchgate.net/publication/330620748>
- Oyedotun Victor Tunde (2016), Student Industrial Work Experience Scheme (SIWES) Technical Report Presentation, Landmark University, <https://www.researchgate.net/publication/328449010>