



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

**DONE AT COKER AGUDA LOCAL COUNCIL
DEVELOPMENT AREA, THOMAS ANIMASHUN
STREET, AGUDA, SURULERE LAGOS STATE**

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DEDICATION

I dedicate this report to God Almighty for His Unlimited Grace, Consistent Love, Immeasurable Faithfulness, and for sparing my life throughout the period of my SIWES programme.

Secondly, I dedicate it to my parents for their undiminished support and unquantifiable assistance throughout the whole exercise and beyond.

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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 Aguda Local government, Thomas Animashun Street, Aguda, Surulere Lagos State.

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 HISTORY OF COKER AGUDA SURULERE, LAGOS STATE

BRIEF HISTORY ON SURULERE

Surulere local government area is one of the twenty LGAs found in Lagos state, South-west geopolitical zone of

Nigeria. The LGA comprises of several districts which include Ojuelegba, Shitta, Ogunlana, Orile, Ikate, Ibire,

Adeniran, Ogunsanya, and Gbaja. The current estimated population of Surulere LGA is put at 645,713 inhabitants with

the LGA hosting members of several ethnic groups. The Yoruba language is commonly spoken in Surulere LGA while

the religions of Islam and Christianity are widely practiced in the area. Notable landmarks in Surulere LGA include the

National Sports Stadium, Lagos, the Teslim Balogun Stadium, and the National Arts Theatre.

Surulere is a residential and commercial Local Government Area located on the mainland of Lagos in Lagos State,

Nigeria, with an area of 23 km² (8.9 sq mi). At the last census in the year 2006, there were 503,975 inhabitants, with a

population density of 21,864 inhabitants per square kilometer. The local government area is bordered by Yaba, Mushin

and Ebute-Metta.

BRIEF HISTORY ON COKER AGUDA

Coker Aguda Local Council Development Area was carved out from surulere local government which covers

jurisdiction areas from Aguda to Orile, surulere.

Coker Aguda shares boundary with surulere district and Itire-Ikate district which makes it the central point of surulere as a whole.

The district is characterized with different land uses . The district covers a land mass of 7.8km²

Coker Aguda, located in Surulere on the mainland of Lagos . It is under the Coker Aguda Local Council Development

Area. However, there are a few traditional rites that take place here. The area is fairly serene with motorable roads and a

fair supply of power.

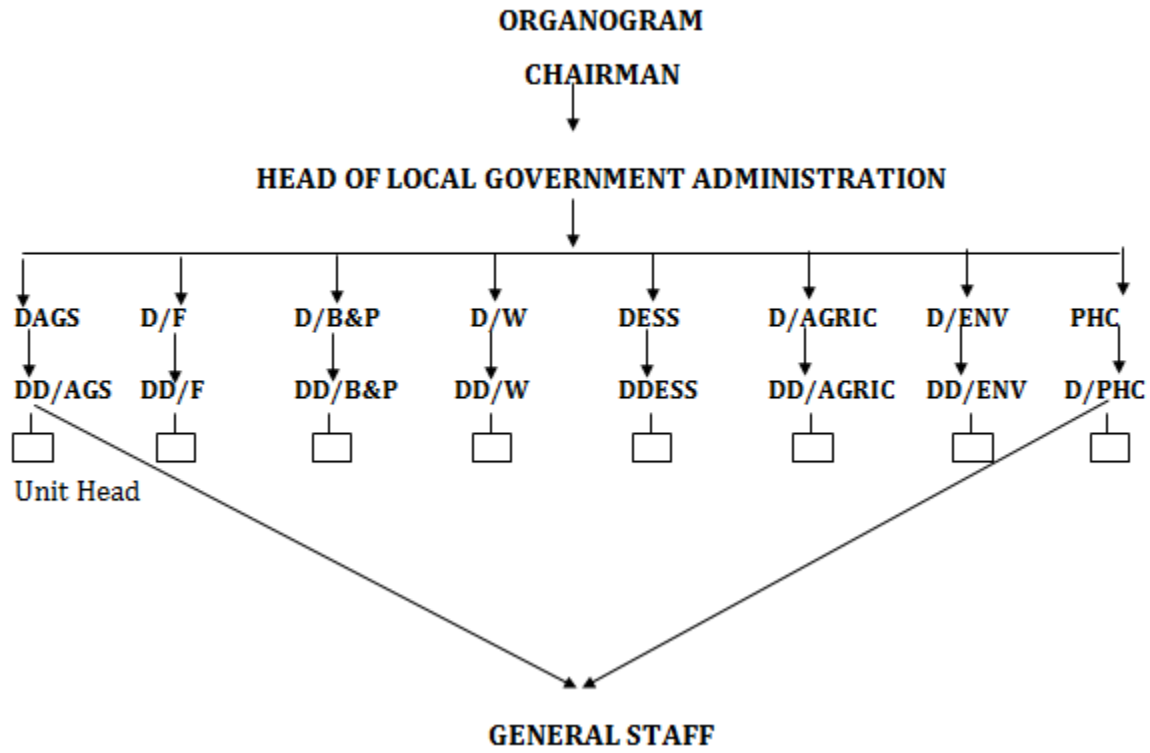
Coker Aguda Local Council Development Area is a locality in Lagos State. Coker Aguda Local Council Development

Area is situated nearby to Osho, and close to Orile-Iganmu

2.2 IN CONCLUSION

Out of the numerous supermarkets in Ilorin, Mamtess Supermarket has recurrently come out best in terms of commercial intakes and acceptability from the people of its catchment area.

ORGANIZATION CHART OF AGUDA LOCAL GOVERNMENT COUNCIL



CHAPTER THREE

3.0 MY EXPERIENCE AT AGUDAT LOCAL GOVERNMENT COUNCIL

I was introduced to all the staff in the department, and personnel working in the organization, and familiarized with their roles. To prepare me for customer interactions, I was introduced to personnel who the work of the day and also approach techniques used in the organization. My first was introduction to photocopy and I was taught how to make use of hand made stamp. We transferred files from our office to the head of the HR office, I made photocopies and I learn that they don't expose files and it dispatched, I was taught how to write a employee's work history on a record of service booklet, I move files from the office of the establishment to admin office.

Next, my supervisor and I had a little orientation on how things are being done in the office. I was exposed to an essential device in term of transmission of data and how to type and print out a letter on the computer system and also to record requisition on the requisition booklet. That is the things that are being collected and used in the office. Additionally, recording names of the staff that is being in the department and also the new SIWES intake.

I handled a some files in the inward book and I dispatched some files to different department and there is monthly verification of the staff.

I was taught how to use (ctrl (p) to print and (ctrl (s) to save while typing, I type some financial support letter to the chairman to support some things that is missing in the office. I do some photocopies and I transfers some file from our office from our office to the HR Office.

I Was taught as a secretary, you will often have access to sensitive and confidential information. It's essential to maintain confidentiality and handle sensitive matter with direction only sharing information on a need to know basis I was also taught as a secretary effective communication and organization. Secretaries serve as the primary pint of contact for many inquiries, request and communication and also dispatch file of the SIWES student to PHC Department

In my six week in my place of training; I entered employee data into HR software and updated personal records, monitoring of employee attendance and updated leave records for those that want to fill the leave form.

I monitored and managed office supplies inventory and placed order when necessary such as pen, stamped and envelope and also help the HR secretary to type some document and memo and I dispatched some files

In the computer aspect I learn how to connect the phone to the system and file transfer from phone to the system through the use of charging port to (PC USB) space.

In addition I learn microsoft office word, short keys references counting of numbers characters and word ADOBE word. It is used for reading of files and information in a text. I learn that technology are the tools that make our work easy and faster management are the people who monitor the day to day running of an organization and also learn that folder is the keeping of document of files etc also known as document folder

In addition I learned that office works files book and mail book. They are used to record document entering into the ministry. File book are used to add from another organization into the ministry I also learn of short keys in on the system from key (A-Z)

The training and responsibilities I received emphasized the importance of teamwork, communication, and attention to detail in delivering excellent customer service. This comprehensive experience strengthened my ability to multitask and provided a solid foundation in operations.

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 Aguda Local Government Council, 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.

CHAPTER FIVE

PROBLEMS ENCOUNTERED

Limited Industry Partnerships

Aguda does not have enough industries or businesses relevant to the students' fields of study. This make it difficult for me as a students to secure placements that offer the practical experience they need.

Lack of Supervision and Mentorship

The local government council did not have much staff members with the expertise to provide proper mentorship or supervision, which negatively impact on me as students' learning experience.

Inadequate Resources or Infrastructure

Aguda Local Government does not have much physical or technological resources to support an effective SIWES program, such as access to necessary tools, software, or space.

Lack of Communication Between Educational Institutions and Local Government

Poor communication between the universities, polytechnics, or other educational bodies and the local government lead to confusion, uncoordinated placements, or insufficient support for students.

SUGGESTION FOR FURTHER IMPROVEMENT ON SIWES

The Students' Industrial Work Experience Scheme (SIWES) plays a crucial role in bridging the gap between academic knowledge and practical industry experience for Nigerian students. To

enhance the effectiveness of SIWES and better prepare students for the workforce, several improvements can be considered:

Extended Duration and Structured Orientation

The current duration of SIWES often limits students' exposure to comprehensive industry practices. Extending the program length would allow students to gain more in-depth experience. Additionally, implementing thorough orientation sessions can better prepare students for the expectations and responsibilities during their placements.

Enhanced Supervision and Mentorship

Adequate supervision ensures that students receive meaningful guidance and feedback. Establishing a mentorship system, where industry professionals provide regular support and monitor students' progress, can significantly enrich the learning experience.

Improved Placement Procedures: Aligning students with organizations relevant to their field of study enhances the quality of their industrial experience. Institutions should collaborate closely with industries to facilitate appropriate placements, ensuring that students engage in tasks that complement their academic pursuits.

Financial Support and Incentives: Financial constraints can hinder students' ability to fully participate in SIWES. Providing stipends or transportation subsidies can alleviate this burden, allowing students to focus on maximizing their learning opportunities without financial stress.

Integration of Information and Communication Technology (ICT)

Leveraging ICT can streamline various aspects of SIWES, from application processes to monitoring and evaluation. Implementing e-SIWES platforms can facilitate efficient communication between students, institutions, and employers, enhancing the overall management of the program.

Regular Feedback and Evaluation Mechanisms

Establishing robust feedback systems allows for continuous assessment of the SIWES program's effectiveness. Regular evaluations can identify areas needing improvement and ensure that the objectives of SIWES are being met, leading to better outcomes for students and industries alike

FURTHER READINGS

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