REPORTS ON
STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

DONE AT CYPHERDERS TECHNOLOGIES, TAIWO ROAD ILORIN KWARA STATE

BY

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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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First and foremost, my deepest acknowledgement goes to God Almighty for His overwhelming love upon my life throughout the Scheme.

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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 Cypherders Technologies*, Mr. Adeniran Taiwo Road Ilorin. I served as a Secretary.*

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

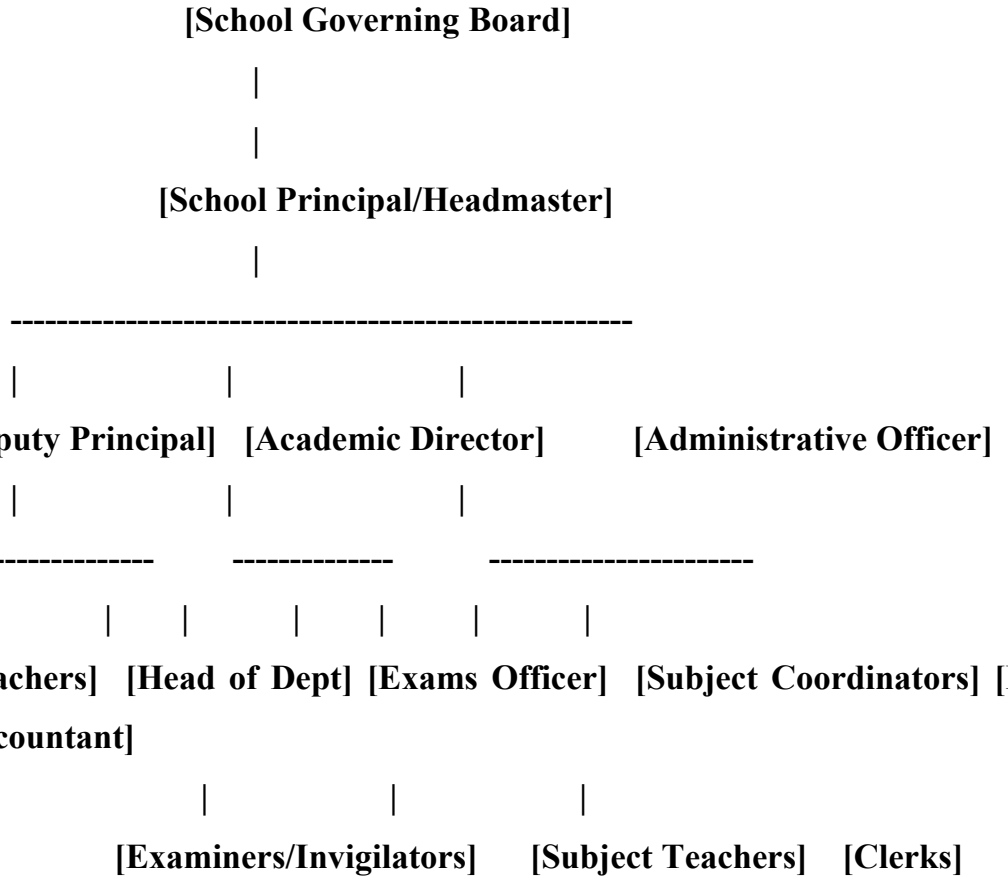
vacuum created could not be filled satisfactorily with the skills of fresh graduates from the nation's educational systems.

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.

ORGANIZATION STRUCTURE OF PORTER COMPREHENSIVE HIGH SCHOOL



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 CYPHERDERS TECHNOLOGY, KWARA STATE ILORIN

Cypherders Technology Technological progress is not the only thing rising at an exponential rate.

The rate at which newly commercialized technologies get adopted by consumers is also getting faster, too.

In the modern world, through increased connectivity, instant communication, and established infrastructure systems, new ideas and products can spread at speeds never seen before – and this enables a new product to get in the hands of consumers in the blink of an eye.

2.2 IN CONCLUSION

Out of the numerous school, Potters comprehensive highs school has recurrently come out best in terms of education and acceptability from the people of its catchment area.

CHAPTER THREE

3.0 MY EXPERIENCE AT CYPHERDER TECHNOLOGIES

ACTIVITIES UNDERTAKEN

During my time at the Computer Technology Center, I was involved in a range of activities, some of which included:

1. Office Administration and Record-Keeping

I assisted in maintaining records of customers' technical support requests, purchases, and repairs.

Managed the inventory of computer parts and accessories, ensuring that stock was tracked and updated regularly.

Helped with organizing and filing client documentation and service agreements.

2. Customer Service and Support

I answered customer inquiries, both over the phone and in-person, providing information about services, products, and pricing.

I assisted in troubleshooting basic customer issues, such as software installation and operating system errors, under the supervision of the technical team.

Managed the appointment scheduling system for customers who needed technical support or repairs.

3. Data Entry and Billing

I was involved in entering customer details and service charges into the center's database.

Assisted with preparing invoices for clients, ensuring accurate pricing and payment records.

I helped with tracking payment status and following up on overdue accounts.

4. Technical Support

I worked alongside the IT technicians to observe and learn about computer repairs and troubleshooting. I assisted in diagnosing hardware issues and performing basic software installations.

I also gained practical knowledge of computer maintenance, including system upgrades and virus removal.

5. Marketing and Promotion

I assisted in promoting the center's services through social media platforms and local advertisements.

I contributed to the creation of promotional materials, including flyers and banners, and assisted in the planning of marketing campaigns.

6. Administrative Tasks

I helped with preparing reports for management, including weekly performance reports and customer feedback.

Assisted in managing office supplies and ensuring smooth operations in the administrative department.

CHAPTER FOUR

CHALLENGES ECOUNTER AND EXPERIENCE GAIN

4.1 CHALLENGES ENCOUNTERED

While my time at the Computer Technology Center was rewarding, I did face a few challenges:

1. Limited Technical Knowledge

Initially, my lack of technical expertise in IT and computer repairs made it difficult to contribute meaningfully in some areas, especially when handling customer support related to technical problems. However, I was able to learn quickly with guidance from the technical staff.

2. High Workload During Busy Periods

There were times when the center received an overwhelming number of customers, especially during product launches or peak service hours. Managing the influx of customer inquiries and administrative tasks simultaneously became a challenge, but I learned time management skills to balance the workload.

3. Handling Difficult Customers

In customer service, I encountered some difficult customers who were frustrated with technical issues. Handling these situations diplomatically and maintaining a professional demeanor was sometimes challenging but valuable in improving my conflict resolution skills.

4. Limited Exposure to Management Operations

While I had exposure to some administrative tasks, I didn’t have much involvement in higher-level management functions, such as decision-making and strategic planning. I would have appreciated more insight into the broader operational and financial management processes at the center.

4.2 LESSONS LEARNED

Through my experience at the Computer Technology Center, I gained numerous valuable skills and insights:

Customer Service Skills: I improved my ability to communicate effectively with customers, understand their needs, and resolve issues in a professional manner.

Business Operations: I gained practical experience in managing business operations, such as inventory management, billing, and data entry, which are essential skills in any administrative role.

Technical Knowledge: While my primary focus was on business administration, I developed a basic understanding of technical support, including computer troubleshooting, software installation, and system maintenance.

Time Management: I learned how to prioritize tasks and manage time effectively, particularly during busy periods when multiple tasks needed to be completed simultaneously.

Teamwork and Collaboration: Working alongside the technical staff and administrative team, I learned the importance of collaboration and effective communication within a team.

RECOMMENDATIONS

Based on my experience, I would recommend the following for future SIWES students:

More Exposure to IT Operations: Future students in Business Administration should have a bit more exposure to technical operations to better understand the integration of business processes with technology services.

Increased Mentorship: Students could benefit from having more structured mentorship programs where they can receive more guidance on higher-level administrative tasks and business strategy.

Cross-Departmental Learning: It would be beneficial for students to gain more exposure to various departments within the center, such as finance and marketing, to gain a holistic understanding of the business operations.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 RECOMMENDATIONS

Based on my experience, I would recommend the following for future SIWES students:

Training on Office Equipment: It would be beneficial for students to receive training on the use of office equipment and advanced software before their placement.

Exposure to Higher-Level Administration: Schools could offer more exposure to higher-level administrative processes to give students a broader understanding of office management.

Improved Mentorship: Assigning a mentor or supervisor who can provide guidance and feedback would help students develop professionally.

5.2 CONCLUSION

My SIWES experience at the Computer Technology Center was an enriching and educational journey. I gained a deeper understanding of business administration in the context of a technology-centered organization. The skills and knowledge I acquired will significantly contribute to my career as a business professional, and I am grateful for the opportunity to learn and grow in such a dynamic environment

FURTHER READINGS

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