

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

**DONE AT OLU-MAJEK COMPUTER
TECHNOLOGY, MOWE OGUN 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 OLU-MAJEK, Mr. Olumide Ilorin. I at the ICT department

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 OLU-MAJEK TECHNOLOGY

[Governing Board]

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|

[General Manager]

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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 OLU-MAJEK COMPUTER TECHNOLOGY MOWE OGUN STATE

History of Olu-Majek

Olu-Majek is a dynamic and innovative company established in 2010 with the vision of revolutionizing technology in Nigeria and beyond. The company's journey began with a single, bold idea that has since transformed into a recognized leader in its field, known for delivering quality products and exceptional services to a wide range of customers.

Founding and Early Years

Olu-Majek was founded by Olumide Micheal, a visionary entrepreneur, in Mowe Ogun State. The founder, with years of experience in technology, recognized a gap in the market for Computer Accessories Determined to meet this need, Olu-Majek was born out of the desire to bring fresh, innovative solutions to the people of Nigerian and it environ.

Olu-Majek's success is largely attributed to its commitment to continuous improvement and innovation. The company invests heavily in research and development (R&D) to stay ahead of industry trends. Over the years, Olu-Majek has introduced several groundbreaking innovations, including computing accessories etc

The company also forged strong partnerships with international businesses, suppliers, and key industry players, which enabled it to stay competitive in a rapidly evolving market. By embracing new technologies and improving operational efficiency, Olu-Majek has maintained a competitive edge.

Corporate Social Responsibility (CSR)

Beyond business, Olu-Majek has always believed in giving back to the community. The company is deeply committed to social responsibility and sustainability. Through its CSR programs, Olu-Majek supports [initiatives, e.g., education, healthcare, environmental conservation]. The company has funded numerous local projects, from building schools to providing healthcare supplies to underserved regions.

CHAPTER THREE

3.0 MY EXPERIENCE AT OLU-MAJEK COMPUTER TECHNOLOGY LAGOS STATE

Communication and Customer Service Skills

During my time at the ICT Center, I was involved in various tasks aimed at supporting the operations of the center. Below are the key activities I participated in:

1. Photocopying of Documents

One of my primary duties was assisting with the photocopying of documents for clients, staff, and management. I made sure that copies were clear, accurate, and properly sorted for distribution.

I was responsible for organizing documents that required photocopying and ensuring that the equipment was functioning properly to avoid any interruptions in service.

2. Printing of Documents

I assisted with printing documents for both internal and external clients. This included preparing print jobs, managing print queues, and ensuring that printed materials were correctly formatted and error-free.

I also helped with managing print settings, such as selecting the correct paper size and ensuring that the printer had enough ink and paper to complete print jobs efficiently.

3. Stapling and Document Binding

After photocopying and printing, I assisted in organizing the documents by stapling, binding, and filing them appropriately. This task helped ensure that the documents were ready for use or delivery.

I was responsible for ensuring that the stapler, binder, and other office equipment were in good working condition.

4. Document Filing and Archiving

I assisted with filing physical and digital documents and maintaining an organized filing system. This included sorting documents by category (financial reports, correspondence, receipts, etc.) and ensuring that files were easily accessible when needed.

I also helped in archiving older documents to maintain space for newer ones.

5. Managing Office Supplies

I was tasked with monitoring and restocking office supplies such as paper, ink cartridges, pens, and other stationery. I kept track of inventory levels to ensure that the center did not run out of essential supplies.

6. Assisting in Client Services

I provided basic administrative support to clients who visited the ICT center, assisting with inquiries and ensuring that their needs were met.

I also assisted clients with document-related services, such as printing and photocopying, and made sure that all transactions were properly logged for record-keeping purposes.

7. General Office Administration

I handled general office duties such as answering phone calls, responding to emails, and preparing documents for meetings or client consultations.

I also maintained office equipment and helped troubleshoot any basic issues related to office machinery like printers, copiers, and fax machines.

CHAPTER FOUR

4.1 CHALLENGES ENCOUNTERED

While my time at the ICT Center was rewarding, I encountered a few challenges:

1. High Volume of Tasks

At times, the center had a high volume of documents that needed to be processed quickly. This required me to stay focused and work efficiently to complete tasks like photocopying, printing, and filing within tight deadlines.

2. Technical Issues with Equipment

There were occasional technical problems with the office equipment, such as paper jams in the photocopiers or printers running out of ink during high-demand periods. These issues caused delays, and I had to learn how to troubleshoot basic problems to minimize downtime.

3. Time Management

Juggling multiple tasks at once, such as photocopying, printing, and answering client inquiries, proved challenging at times. However, I developed better time management skills to handle the competing demands effectively.

4. Handling Large Document Volumes

Some days, I was required to process a large number of documents, which was physically demanding and required careful attention to detail to avoid errors, such as incorrect stapling or missing pages.

4.2 LESSONS LEARNED

My time at the ICT Center provided me with valuable lessons, including:

Efficiency in Office Management: I learned how important it is to handle office tasks such as printing, photocopying, and document binding efficiently to ensure that office operations run smoothly.

Technical Proficiency: I became proficient in operating office machinery such as photocopiers, printers, and document scanners, which are essential tools for managing day-to-day business activities.

Attention to Detail: Tasks such as stapling, filing, and organizing required a high level of attention to detail to avoid errors and ensure that documents were properly sorted and stored.

Customer Service Skills: I learned how to interact professionally with clients, answer their questions, and ensure that their document-related needs were met promptly and courteously.

Time Management: I developed stronger time management skills by learning to prioritize tasks and work under pressure during busy periods.

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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