



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

**DONE AT PRIMACY LAUNDRY AND CLEANING
SERVICES**

**BY
OLAPADE ESTHER TITILOPE
ND/23/BAM/FT/0040**

**SUBMITTED TO
THE DEPARTMENT OF BUSINESS ADMINISTRATION AND
MANAGEMENT, INSTITUTE OF FINANCE AND
MANAGEMENT STUDIES,
KWARA STATE POLYTECHNIC ILORIN.**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE AWARD OF NATIONAL DIPLOMA (ND) IN
BUSINESS ADMINISTRATION AND MANAGEMENT
FEBRUARY., 2025.**

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.

ACKNOWLEDGEMENTS

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

I appreciate my parents and friends for their constant help and support.

My special thanks go to my lecturer, Mr. Umar Bologi for inspiring me to be a good Business management.

Furthermore, I express my appreciation to Mr. , general manager of Primacy Laundry Service, Admin. Department.

I also appreciate all staff members of Primacy Laundry, especially Mrs Aishat who gave out of her tight schedules to attend to me.

TABLE OF CONTENTS

Title Page

Certification Page

Dedication

Acknowledgements

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 Primacy Laundry

2.1 Objective of establishment

2.2 Organizational Structure

2.3 In Conclusions

CHAPTER THREE

3.0 My Experience gain at Primacy Laundry

CHAPTER FOUR

Conclusion

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 PRIMACY LAUNDRY, Mr. Adeniyi Herald 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.

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 PRIMACY LAUNDRY, KWARA STATE

BRIEF HISTORY OF PRIMACY LAUNDRY

No 69 Offa Road Beside testimonies house GRA, Ilorin Kwara State Five year in business. 4 employees.

Is build on the foundations of a service that is premium affordable designed for the customer satisfaction to take care of everything in your closet

To provide reliable and quality service, dry cleaning, washing and ironing after party clean up office evacuation and building clearing

2.2 IN CONCLUSION

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

CHAPTER THREE

3.0 MY EXPERIENCE AT AGUDAT LOCAL GOVERNMENT COUNCIL

I was introduced to the director of the organization miss Mistura who address us and gives us the rules and regulation of the organization. The director showed me the details of how they make transaction (money received, and money sent) the director should me how to attach tagging paper with the name to each customers cloth and I was ask to do it by myself, I was also giving the price list for each types of cloth. I was told to go and delivered cloth to the customer.

Next, my director taught me on how to arrange customer clothes according to the tagging paper on them, which contains the name of the customer address phone number, I was told to iron the customer clothes and arranged them in the ward robe, customer brought cloth for washing and ironing and I was asked to go and deliver clothes to the customer.

I was told to go and collect clothes from a customer, the director taught me how to calculated the total amount of sale made from 19th to 24th of august in order to make the weekly report of the previous week. I was told to go and deliver clothes for customer at their designated location and collected money for the service rendered, I was asked to pick/ collect dirty laundry from customer home for convenience and we deliver clean clothes back to them, I was taught how to fold clothes neatly after they are washed and dried to make them easier to store inside the wardrobe and when they are ready to transport. The director taught me on how to remove stains from clothes using (solution A and B for stain removal treatment.

I asked to calculate the total amount of sales made throughout the week. When I have used approximately a month at Primacy Laundry I was introduced to make use of the laundry machine also know as washing machine and was taught how to spin cloths. I also partake\ in laundry activities such as washing, erasing, ironing and packaging.

I was taught how to prepare starch and also to use chemical, and also the measurement of a starch to be applied for a particular cloth.

I was in lecture on customer service by Mr. Adeniyi, manager of the administration, I was chance to be out with the staff to do house laundry, I learnt a lot about house laundry and how to make use of some tools such as vacuum tube. I was taught how to make use of vacuum tools on furniture's. I was asked to mixed chemical to remove stain in cloth using warm water using. I was taught how to mixed hydro-chloride chemical to clothes, I was taught how to use chemical oxygen bleach to customer clothes. I was taught how to use chemical in washing of tiles such as hydrochloride and I was asked to deliver cloth to customer at Tanke

I was chanced to be among the program held by the organization known as KYC visit, I was taught how to insert tagging bullet and tagging paper in tagging gun

CHAPTER FOUR

EXPERIENCE GAINED

Operational Skills

I gained hands-on experience in operating industrial washing machines and dryers, learning to handle different fabric types and apply appropriate washing techniques. This included sorting laundry based on color, material, and care instructions to prevent damage and ensure quality results.

Customer Service

Interacting with clients allowed me to develop effective communication skills. I learned to address customer inquiries, handle complaints professionally, and ensure timely delivery of services, contributing to overall customer satisfaction.

Equipment Maintenance

I was involved in routine maintenance checks of laundry equipment, identifying minor issues, and performing basic troubleshooting. This experience enhanced my problem-solving abilities and technical knowledge related to laundry machinery.

Inventory Management

Assisting in managing laundry supplies such as detergents and fabric softeners taught me inventory control techniques, ensuring adequate stock levels and minimizing operational disruptions.

CHAPTER FIVE

SUMMAR, CONCLUSION AND RECOMMENDATION

SUMMARY

My SIWES experience with Primacy Laundry was enriching and educational. I acquired practical skills in laundry operations, customer service, equipment maintenance, and inventory management. The challenges encountered provided valuable learning opportunities, enhancing my problem-solving and time-management abilities.

CONCLUSION

SIWES serves as a bridge between academic learning and practical industry experience. My time at Primacy Laundry not only solidified my interest in the laundry services sector but also equipped me with skills applicable to various industries. I recommend future SIWES participants approach their placements with a proactive attitude, a willingness to learn, and adaptability to dynamic work environments to maximize the benefits of the program.

PROBLEMS ENCOUNTERED

Equipment

Downtime

Occasionally, machines experienced technical issues, leading to delays in service delivery. While I was not solely responsible for repairs, I learned the importance of regular maintenance and prompt reporting of faults to minimize downtime.

Handling Delicate Fabrics

Managing delicate fabrics posed challenges due to the risk of damage. Through guidance from experienced staff, I learned the significance of following specific care instructions and using appropriate settings on machines.

High Workload during Peak Seasons

During festive periods, the volume of laundry increased significantly, leading to a heavier workload. I learned to prioritize tasks, work efficiently under pressure, and collaborate effectively with team members to meet deadlines.

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

- 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>