



**KWARA STATE POLYTECHNIC, ILORIN
INSTITUTE OF FINANCE AND
MANAGEMENT STUDIES (IFMS)
DEPARTMENT OF MARKETING**

**TECHNICAL REPORT ON STUDENT INDUSTRIAL
WORK EXPERIENCE SCHEME (S.I.W.E.S)**

AT

**ILORIN WEST LOCAL GOVERNMENT AREA
ALONG LUBCON, WARA, ILORIN, KWARA STATE.**

BY

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DEDICATION

I wish to dedicate this report to my beloved parents for their support and caring.

ACKNOWLEDGEMENTS

All glory and adoration to the Almighty God for His Grace and Infinite mercy in all endeavours. I am very grateful to the Almighty God for granting me sound health throughout the training.

My special appreciation also goes to the Industrial Training officers and my IT supervisor for his effortless supervising during my training programme.

I also appreciate the support of the staff of Ilorin West Local Government Area, Wara, Ilorin and the entire staffs for their contribution towards the success of my programme.

May Almighty God bless you all (Amen).

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CHAPTER ONE

INTRODUCTION

1.0 Background

The students' Industrial Work Experience Scheme (SIWES) was established in 1973/1974 session. Prior to the establishment of the Scheme, there was a growing concern among our industrialist that graduates of our institutions of higher learning lacked adequate practical background studies preparatory for employment in the industries. It is against this background that the rationale for initiating and designing the scheme was hinged. Consequently, the scheme affords students the opportunity of familiarizing and exposing themselves to the needed experience in handling equipment and machinery that are usually not available in their institution.

The growing concern among our industrialists that graduates of our institutions higher learning lack adequate practical background studies preparatory for employment in industrial led to the formation of students Industrial Work Experience Scheme (SIWES) by the ITF in 1993/1994. (Information and guideline for SIWES 2002) ITF has as one of its key function; to work as cooperative entity with industry and commerce where students in institutions of higher learning can undertake mid-career work experience attachment in industries which are compatible with Students' area of study (Okorie, 2002) in Asikadi, 2003).

The SIWES was designed to expose students to industrial environment and enable them to development and enable them develop occupational competencies so that they can readily contribute their own quota to national economic and technological development after graduation. The SIWES also enables students to acquire knowledge, skill and experience jobs in their respected field.

1.1 Nature and Scope of Students Industrial Work Experience Scheme (SIWES)

Practical knowledge relate to doing. According to Ochiagha (1995), practical knowledge is learning without which mastery of an area of knowledge may be too difficult to achieve.

Practical knowledge involves developing skills through the use of tools or equipment to perform tasks that are related to a field of study.

No society can achieve meaningful progress without encouraging its youth to acquire necessary practical skills. Such skills enable them to harness available resources to meet the needs of society. It was against this background that SIWES, otherwise referred to as Industrial Training (IT), was introduced in Nigerian Tertiary Institutions.

SIWES is a skill development programme designed to prepare students of Universities, Polytechnics and Colleges of Education for transition from the college environment to work (Akerejola, 2008) Oyedele (1990) states that work experience is an educational programme in which students participate in work activities while attending school. This work experience programme gives students the opportunity to be part of an actual work situation outside the classroom. SIWES is a cooperative industrial internship programme that involves institutions of higher learning, industries, the Federal Government of Nigeria, Industrial Training Fund (ITF), Nigerian Universities Commission (NUC) and NATE/NCCE in Nigeria. Students that participate in this work experience programme include those studying library science, engineering, vocational, technological, and related courses in institutions of higher learning.

SIWES forms part of the approved minimum academic standards in these institutions. SIWES is a core academic requirement carrying four credit units. This requirement must be met by all students in library and information science before graduation. It is also compulsory at National Diploma (ND) level and is scheduled in the NBTE curriculum. The training programme is undertaken in the third year of a four-year degree programme.

Eze (1998) points out that government has recognized the importance of SIWES through the establishment of the Industrial Training Fund (ITF). The ITF was established in 1971 and was charged with human resources development and training. Following the establishment of ITF, SIWES commenced in 1974 with the aim of making education more relevant and to bridge the yawning gap between the theory and practice of engineering, technology, and science-related disciplines in tertiary institutions in Nigeria. The specific

objectives of SIWES were summarized by the Federal Government in its GAZETTE of April, 1978 as follows:

- To provide an avenue for students in institutions of higher learning to acquire industrial skills and experiences in their course of study.
- To provide students with an opportunity to apply their knowledge in real work and actual practice.
- To make the transition from school to the word of work easier and to enhance students contacts for later job placement.

It is obvious that the reasons that led to the inception of the programme some decades ago are today even more relevant due to rapid technological development, especially as it is concerns ICT in LIS.

CHAPTER TWO

Description/ Background of Ilorin West Local Government Area

Ilorin West Local Government Area (LGA) was created in 1991 from the former Ilorin LGA. It is located in Kwara State, Nigeria.

Ilorin West local government was created in 1991 from the old Ilorin Local Government Area. The Local Government area has four districts 4 wards. It has an area of 105 km² and a population of 364,666 at the 2006 census. The major towns are Egbejila, Warrah Osin, Aremu, Ogidi, Oloje, Bani, and Adewole. Yoruba, Hausa and Fulani are the major languages spoken within the LGA.

Natural Resources such as Maize, Yam, Beans, Vegetables and Cassava grow in abundance in Ilorin South. While there are naturally occurring large mineral deposits of Granite, Clay and Kaolin.

The major festival in Ilorin South is the Yawo Dancers festival. Tourist attractions include the Old Alfa Alimi Mosque, Old Central Mosque, Oloje Poultry, Knitting of Cloth, Okuta Ilorin, Major Crutchley's Grave, and the Emir Turbaning Mosque.

Formation

In 1991, the Ilorin West LGA was formed from the former Ilorin LGA.

The headquarters of the Ilorin West LGA is in Wara Osin Area. The LGA has four districts and four wards.

Size and population

The LGA has a land area of 105 square kilometers. As of the 2006 census, the population of the LGA was 364,666.

The major towns in the LGA include Egbejila, Warrah Osin, Aremu, Ogidi, Oloje, Bani, and Adewole.

Languages spoken

The major languages spoken in the LGA include Yoruba, Hausa, and Fulani.

Infrastructure.

The LGA is accessible because of a major highway and the only railway line between South-Western and the Northern parts of Nigeria

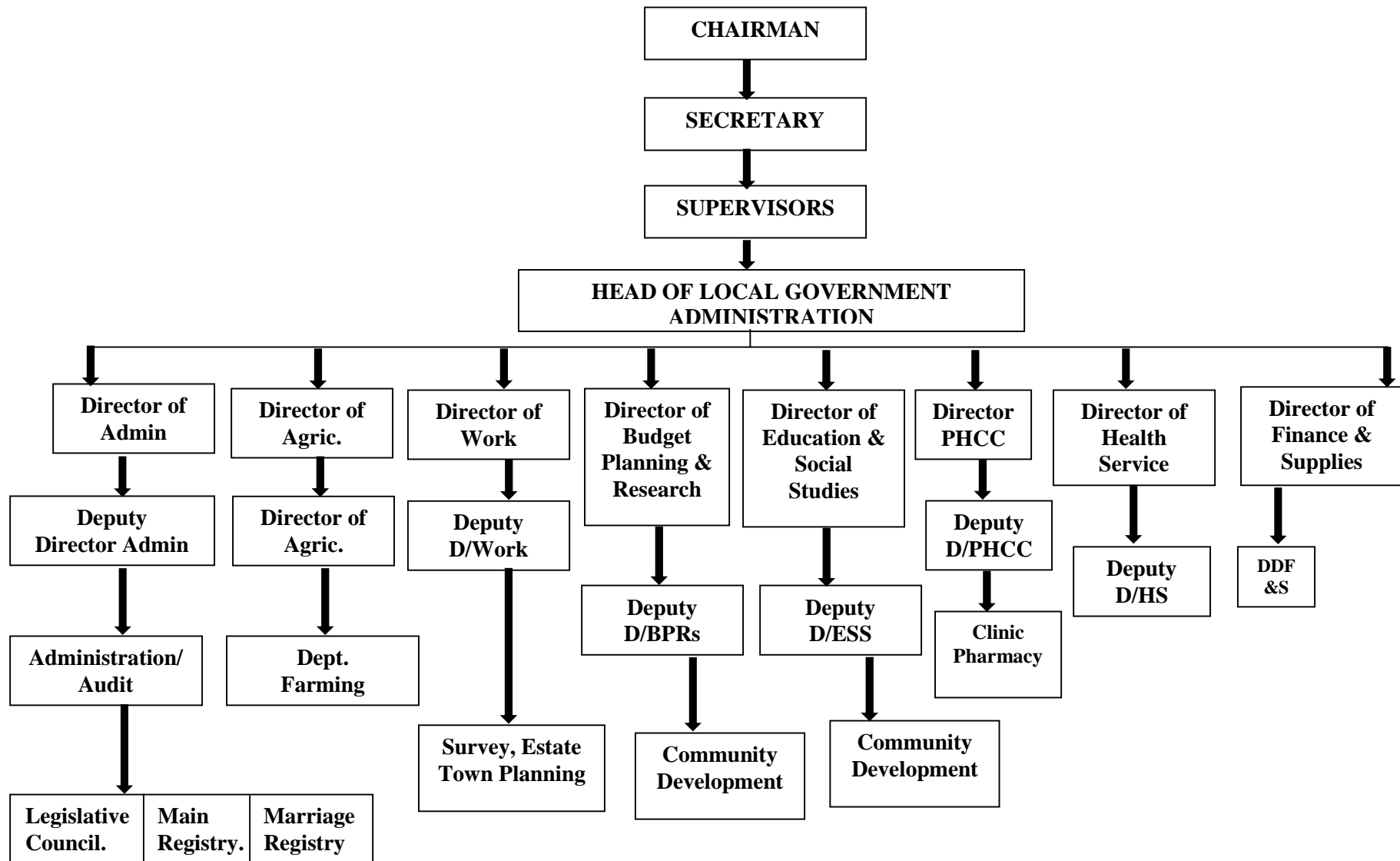
The LGA is one of the fast-urbanizing areas in Nigeria.

Services

The LGA hosts the state capital administrative headquarters.

The LGA has major markets such as Oja-Oba, Oja-Tuntun, and Mandate.

ORGANIZATION STRUCTURE OF ILORIN WEST LOCAL GOVERNMENT KWARA STATE, NIGERIA



CHAPTER THREE

THE WORK ACTUALLY CARRIED OUT DURING INDUSTRIAL TRAINING

During my four month SIWES (Student Industrial Works Experience Scheme) program at Ilorin West Local Government Area, Wara, Ilorin, Kwara State.

The various activities' which I was involved are listed below:

1. Market Research:

- ❖ The department at which I worked with in the local government are introduced to the usage of internet and its tools in gathering data on competitor analysis, market trends, customer demographics through surveys, focus groups, and data analysis tools which I benefited as a marketing student.
- ❖ Identifying potential market segments and customer needs.

2. Product Development:

- ❖ Assisting in product positioning and branding strategies.
- ❖ Contributing to product launch plans and marketing materials.

3. Marketing Campaign Development:

- ❖ We creating marketing campaign concepts aligned with local government identity. This is where we go to some of the ward within the are to sensitized them particularly with the use of social media for their various business
- ❖ Designing marketing collaterals like brochures, flyers, and website content.

4. Digital Marketing:

- ❖ Managing social media accounts of the local government (e.g. Facebook, Instagram, Twitter) and creating engaging content.
- ❖ Developing and implementing email marketing campaigns as a test run during my SIWES.

5. Sales Support:

- ❖ Generating sales leads and qualifying potential customers.
- ❖ Assisting sales teams with presentations and customer follow-ups.

6. Event Management:

- ❖ Planning and coordinating promotional events, conferences, or product launches.
- ❖ Managing event logistics and registration processes.

7. Customer Relationship Management (CRM):

- ❖ Maintaining customer databases and managing customer interactions.
- ❖ Analyzing customer feedback and identifying areas for improvement.

Key benefits of SIWES as a marketing students:

Practical Experience: I was trained to applying theoretical knowledge to real-world marketing scenarios.

Skill Development: I also gained hands-on experience with marketing tools and techniques during my stayed as a SIWES student.

Industry Exposure: During the short period of SIWES I understand industry trends and best practices.

Networking Opportunities: I was trained to build connections with professionals in the marketing field.

CHAPTER FOUR

PROBLEMS ENCOUNTERED DURING THE PROGRAMME

The main problem encountered during the programme was problem of transportation.

- ❖ It is difficult for student that leaves in far place to get the organization every working day.
- ❖ Some students were not given remuneration or allowance.
- ❖ Some were faced with difficulty of getting placement.
- ❖ Difficulty finding placements in companies with active marketing departments.
- ❖ Being placed in non-marketing roles within a company due to limited availability.
- ❖ Lack of dedicated marketing supervisors with sufficient expertise to guide students.
- ❖ Busy supervisors with limited time to provide proper mentorship and feedback.
- ❖ Inconsistent supervision quality across different placement organizations.
- ❖ Not being involved in critical marketing decision-making processes.
- ❖ Lack of opportunities to execute marketing campaigns from concept to implementation.

SUGGESTIONS FOR IMPROVEMENT OF THE SCHEME

All institution or bodies involve in the scheme should make sure that those organization that have means to give student allowance or remuneration to do so.

RECOMMENDATIONS

The following recommendations were based on findings of the study as a solution to the identified problems.

- i. Proper Coordination and Supervision of the exercise: The various bodies involved in the management of the SIWES exercise i.e Federal government, Industrial Training Fund (ITF), NUC, NBTE and NCCE should come together and fashion out a modality that will ensure smooth operation of the SIWES exercise. Efforts should be made to ensure that students attached to the organization are properly supervised to ensure that what they are doing is in line with the objective of the SIWES exercise.
- ii. The various bodies involved in the management of the SIWES programmed should liaise with the various industries ahead of tune so as to minimize or reduce to the barest minimum the high level of refusal to accept student for their industrial training participation.
- iii. Issuing of log book/it letters on time: The log books used by the student during the industrial training period and the IT letters should be issued to the students at the end of

the first semester exam as against the end of the second semester examination as this will afford the student enough time to search for places that are relevant to their field of study.

- iv. Employment of Experts: The various institutions should endeavour to employ experts in the areas of career development to manage the student's industrial placement centre.