



**A TECHNICAL REPORT  
STUDENT INDUSTRIAL WORKING EXPERIENCE SCHEME  
(SIWES)**

**Held at  
KWARA STATE MINISTRY OF AGRICULTURE & RURAL  
DEVELOPMENT, ILORIN.**

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## **DEDICATION**

I dedicate this technical report to the Almighty Allah, the giver of knowledge, wisdom and who is rich in mercy.

## **ACKNOWLEDGEMENTS**

I take this opportunity to express my profound gratitude and deep regards to the creator of heaven and earth, the one who knows the beginning and the end, the alpha and the omega, the Almighty Allah.

Also, my profound goes to my parents Mr. & Mrs. Adebayo, and to all those who has helped me during my SIWES programme. The blessings, help and guidance given by them, time to time has carry me so this far and shall carry on the journey of life on which I am about to embark.

I also take this opportunity to express a deep sense of gratitude to compliment my mentor for his cordial support valuable information and guidance which helped me in completing my SIWES through various stages.

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## **CHAPTER ONE**

### **1.0 INTRODUCTION**

The Student Industrial Work Experience Scheme (SIWES) is a practical or skill training program which was introduced in Nigeria as a prerequisite of higher training in Nigeria.

This program bridges the gap existing between theory and practical aspect of study in tertiary institutions. The practical and theoretical aspects are complementary to one another, in which the work hands. This makes the training extensively on practical to students.

This scheme is designed to the full acquisition of skills in industry and commerce with a view to generate a pool of indigenous manpower to meet the economic needs of the country.

### **1.1 BACKGROUND OF SIWES**

In the earlier stage of science and technology education in Nigeria, students were graduating from their respective institutions without any technical knowledge or working experience. It was in this view that students undergoing science and technology related courses were mandated for students in different institution in view of widening their horizons so as to enable them have technical knowledge or working experience before graduating from their various institutions. The Student Industrial Work Experience Scheme (SIWES) was established by the Industrial Training Fund (ITF) in 1973 to enable students of tertiary institution have technical knowledge of industrial work base on their course of study before the completion of their program in their respective institutions. The scheme was designed to expose students to industrial environment and enable them develop occupational competencies so that they can readily contribute their quota to national economic and technological development after graduation. The major background behind the embarkment of students in SIWES was to expose them to the industrial environment and enable them develop occupational competencies so that they can readily contribute their quota to national economic and technological development after graduation. The major benefit accruing to students who participate conscientiously in Students Industrial Work Experience Scheme (SIWES) are the skills and competencies they acquire. The relevant production skills remain a part of the recipients of industrial training as life-long assets which cannot be taken away from them. This is because the knowledge and skills acquired through training are internalized and become relevant when required to perform jobs or functions.

### **1.2 BRIEF HISTORY OF SIWES**

The word SIWES (Student Industrial Work Experience Scheme) was introduced by the federal government in the year 1973 to develop the technological, physical and social skill of our nation, through this, adequate and intelligent student are providing the department involved the actual challenge various discipline before they can be awarded as a BSc or the National Diploma (ND) graduate.

### **1.3 AIMS AND OBJECTIVES OF SIWES**

The Industrial Training Funds Policy Document No. 1 of 1973 which established SIWES outlined the objectives of the scheme. The objectives are to:

1. Provide an avenue for students in higher institutions of learning to acquire industrial skills and experiences during their course of study.
2. Prepare students for industrial work situations that they are likely to meet after graduation.
3. Expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions.
4. Make the transition from school to the world of work easier and enhance students' contacts for later job placements.
5. Provide students with the opportunities to apply their educational knowledge in real work situations, thereby bridging the gap between theory and practice.
6. Enlist and strengthen employers' involvement in the entire educational process and prepare students for employment in Industry and Commerce

### **1.4 BODIES INVOLVED IN THE MANAGEMENT OF SIWES**

The bodies involved are: The Federal Government, Industrial Training Fund (ITF). Other supervising agents are: National University Commission (NUC), National Board for Technical Education (NBTE) and National Council for Colleges of Education (NCE)The functions of these agencies above include among others to:

- Ensure adequate funding of the scheme;
- Establish SIWES and accredit SIWWES unit in the approved institutions;
- Formulate policies and guideline for participating bodies and institutions as well as appointing SIWES coordinators and supporting staff;
- Supervise students at their places of attachment and sign their log-book and IT forms;
- Vet and process student's log-book and forward same to ITF Area office;
- Ensure payment of allowances for the students and supervisors. Therefore, the success or otherwise of the SIWES depends on the efficiency of the Ministries, ITF, Institutions, Employers of labor and the general public involved in articulation and management of the program. Thus, the evaluation of SIWES in tertiary institutions in meeting up with the needs for the establishment of the program is necessary.

### **1.5 ROLES OF STUDENT**

- Attend SIWES orientation programme before going on attachment.
- Comply with the establishment's rule and regulation.
- Arrange living accommodation during the period of attachment.
- Record all training activity done and other assignment in the log book.

- Complete SPEI from ITF, FORM 8 and get it endorsed by the employer for submission to the ITF.

## **1.6 OBJECTIVES OF THE REPORT**

The objectives of the SIWES report are;

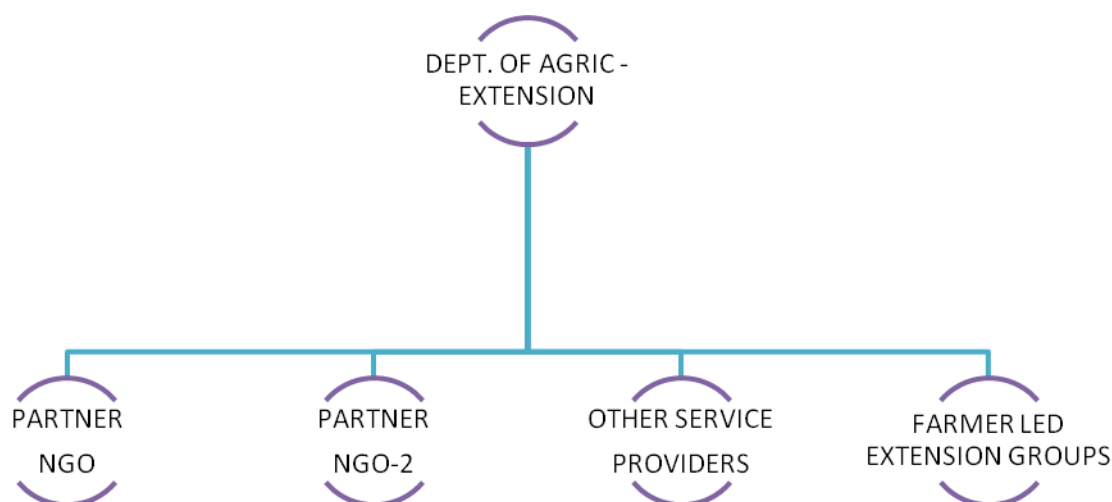
- To make through explanation of the work done during my four-month industrial training.
- To fulfill the requirement for issuance of degree in Agricultural Science.
- To contribute to the body of knowledge and to enhance the understanding of the writer about a similar or same job.

## **1.7 THE LOGBOOK**

The logbook issued to student on attachment by the institution was used to record all daily activities that took place during the period of attachment, and it was checked and endorse by the industry based/institution-based supervisors and ITF during supervision.

## CHAPTER TWO

### 2.0 ORGANIZATIONS CHART OF KWARA STATE MINISTRY OF



### EDUCATION, ILORIN

#### 2.1 BRIEF HISTORY OF KWARA STATE MINISTRY OF AGRICULTURE

The Kwara State Ministry of Agriculture & Rural Development has long been established since the creation of Kwara State on May 27, 1967 by virtue of state creation decree no. 14 of 1967, which restructured Nigeria into 12 States and it is located at along Old Jebba Road Sango, Ilorin. The ministry was first established as the Ministry of Agricultural & Natural Resources in 1967. The ministry is headed by the Honorable commissioner as the political head and the Permanent secretary as the administrative head. The ministry comprises of eight (8) departments of which Agricultural Services Department is one. The departments involved are headed by their Directors. The ministry of Agriculture and Rural Development main objectives is promoting and motivating farmers and fishermen in the state towards increased food production to meet the needs of the ever increasing population. The Ministry had succeeded all the Administrations both civil and military with changing fortunes and policies



over the period. The policy moved from direct production at inception to facilitation of cooperatives and currently the provision of services to aid agricultural production in the state.

## **2.2 OBJECTIVES AND CORE-VALUES OF THE ESTABLISHMENT**

The following are the objectives of the Lagos State Ministry of Agriculture & Co-operatives;

1. To be a major contributor to sustainable economic growth and social well-being in Kwaran.
2. Promoting sustainable food production in a healthy environment through efficient delivery.
3. Promoting and motivating farmers and fishermen in the state towards increased food production to meet the need of the ever-growing population.
4. To guarantee food security in the state.
5. Expanding employment opportunities to absorb the ever increasing labor force in the state.
6. To involve appropriate institutional and administrative apparatus to facilitate rapid development of the state's agricultural potentials.
7. Improve the quality of the lives of farmers, fishermen and rural dwellers through provision of social amenities and infrastructures.

The core values of the establishment are as follows;

1. A--- Accountability.
2. G----Gender sensitivity.
3. R----Responsiveness.
4. I----Integrity.
5. C----Commitment

The brooding program and activities in **KWARA STATE MINISTRY OF AGRICULTURE & RURAL DEVELOPMENT AGRIC EXTENSION** can be summarized below:

#### DAY DESCRIPTION

DAY 1 - 2. Introduction to Agricultural extension department and also given orientation on land measurement, discussed on the reason why record keeping is important in agricultural business.

DAY 3. Concept and role of extension services based on principles of helping people in order to help themselves (farmers).

DAY 4. Explanation on the types of fertilizers. Principle and techniques in extension and some agronomy.

DAY 7. Discussion on the three types of farmers (1) Predictor and (2) Proactive are 10% of the small holders farmers. (3) Reactive (90%) of small holder's farmers.

DAY 10. Field work. Balancing and leveling the farm land.

Week 4 Heat is completely removed

Week 5, I was transferred to pest and procedure department and control.

Week 6 Administration of Fowl Pox Medication Administration of Vitamin Supplement as anti-stress

Week 8 Administration of LaSota Vaccine Administration of Vitamin Supplement as anti-stress

Week 9 Deworming Administration of Vitamin Supplement as anti-stress

Week 10 Debeaking Administration of Vitamin Supplement as anti-stress

## **CHAPTER THREE**

### **3.0 INTRODUCTION TO POULTRY FARMING**

Poultry farming, raising of birds domestically or commercially, primarily for meat and eggs but also for feathers. Chickens, turkeys, ducks, and geese are of primary importance, while guinea fowl and squabs (young pigeons) are chiefly of local interest. A carefully controlled environment that avoids crowding, chilling, overheating, or frightening is almost universal in poultry farming. Cannibalism, which expresses itself as toe picking, feather picking, and tail picking, is controlled by debeaking at one day of age and by other management practices. The feeding, watering, egg gathering and cleaning operations are highly mechanized. Birds are usually housed in wire cages with two or three animals per cage, depending on the species and breed, and three or four tiers of cages superposed to save space.

## **CHAPTER FOUR**

### **4.0 PROBLEMS AND DISEASES EXPERIENCED AND OPINED SOLUTIONS DURING THE SIWES TRAINING**

There were quite a number of problems identified on the farm starting from the management to the staff and staff health, to mortality rate due to diseases outbreak, and pen orientation.

#### **4.1 PROBLEMS EXPERIENCED AND OPINED SOLUTION**

##### **4.1.1 PROBLEM 1: THE MANAGEMENT**

The manager handles the entire farm account and all its finances leaving the secretary with little and sometimes nothing to keep as record. Since no one else but him knows how much the farm is generating as well as its total expenditure, we are forced to believe funds are being misappropriated. This assumption is made manifest each time we have any project that requires finance such as purchase of feeds, payment of staff salaries, only but to name a few.

Opined Solution:

It was suggested to the manager that accurate and regular record keeping of all incomes and expenditure of whatsoever amount should be done. This way, it is possible to know where the farm is over-spending and hence cut down expenditure on such to have enough finance to embark upon equally as important projects. This suggestion was accepted only but a few days to my rounding up of the SIWES program hence not too sure of the results achieved thereafter.

##### **4.1.2 PROBLEM 2: STAFF**

There are varied problems attributed to the staff from their attitude to work to their health. To begin with, the staff attitude to work is sometimes below expectations. This however was linked to delayed salaries, denial of benefits/entitlements and empty promises.

**A. Delayed Staff Salaries:** Once salaries are delayed due to the “no money” syndrome by the Director, the staff develops a negative attitude towards work with grumbling all-over the place.

**B. Denial of Benefits/Entitlement:** Entitlement such as over-time payments and off-job assignments (fixing of damages that should have been contracted out) are not given to the staff. This influences negatively their work performance thereby becoming nonchalant and inconsiderate. They would not do more than they are paid for and would quickly turn down request for help from the management.

**C. Empty Promises:** This is a propose to the Director. He makes promises to entice the staff and motivate them to outperform what is expected of them but in the end, he does not fulfil his promises. This breaks the heart of the staff and hence causes a steady decline in their attitude to work.

Next is the issue of the staff health. Attendants who are assigned to the deep litter system of management are faced with great health issues; according to research, ammonia volatilization from poultry litter which causes a build-up of ammonia in the atmosphere of the pen can contribute to the formation of fine Particulate Matter (PM 2.5) that may cause respiratory illness in humans and contribute to problematic environmental issues such as an increase in the development of atmospheric haze. Another health problem causative is poultry dust. This constitutes of the chicken droppings/dungs, wasted feed and wood shavings. Dust is raised when birds run and squeak around from one part of the pen to the other. A constant occurrence of this results in serious health problem for the attendant.

**Opined Solution:**

It was suggested to the boss a management practice that would enable in-time payment of staff salaries. It was suggested that a certain amount should be set aside on a daily basis in a separate account of which at the end of the month would be accruable to the total amount needed to settle staff salaries. This idea worked for the first one week but did not live to see the following week. If this suggestion was carried out to till thee month end, the organization would have experienced a new era of ease in term of payment of salaries. It was also suggested to the management that a means of reducing the ammonia build-up in the pen especially in the dry season should be sourced. The management was advised to make use of Super absorbent Polymers (SAP) as a poultry litter amendment but wishfully declined to.

#### **4.1.3 PROBLEM 3: MORTALITY RATE**

The climatic condition of the farm area with respect to sunshine and rainfall is of undesirable characteristics. During the sunshine period, the intensity of the Sun is directly felt as the inside of the pen becomes very hot. This high temperature causes discomfort for the birds and results in a steady decline in the production rate and sometimes if care is not taken, high mortality rate. During this period too, the ammonia level in the pen becomes so much and its effect is felt by both the birds and the attendants. On the other hand, the rainfall coupled with high wind velocity during this period causes rainfall to get blown into the pen. This however causes massive wet litters. This becomes a great problem if not removed and replaced. However, the removal process is tiresome coupled with farm routine activities for that day.

**Opined Solution:**

Since these are environmental hazards with dynamic nature, it is difficult to suggest a most suitable approach to the problem. But instead of nothing at all; it was suggested that during the dry season when the temperature is very high, the roof tops of the pen should be sprayed with water to reduce the heat that gets transferred into the pen house. No idea was suggested for the rainy season.

## **CHAPTER FIVE**

### **5.0 CONCLUSION**

This report is a complete write-up of an Industrial Training Program carried out in my Farm Practical Training Year (2023/2024) Kwara State Polytechnic Ilorin, and Kwara State Ministry of Agriculture & Rural Development,. Attachment activities including practical field work experiences such as clearing of allotted portions of land for cultivation of various crops, weeding, herbicide application and fertilizer application. Farm implements uses and tractor driving and handling, poultry production and lots of visits and excursions to different farms and Agricultural centers in Kwara State.

### **5.1 PROBLEMS ENCOUNTERED DURING THE PROGRAM**

There were quite a number of problems and difficulties during the industrial attachment program. These problems include:

1. Inadequate monitoring of students on industrial training.
2. Lack of cooperation and support from companies and organizations
3. Delay in release of funds for supervision and student's industrial training allowances.
4. It was also observed in the course of this study that student's project reports were not corrected.
5. There was difficulty in finding the establishment to work in, which took away some of the time of the attachment period.
6. The distance from home to place of the attachment was quite far and sometimes caused delay in arriving to work.
7. There was also the issue of low level of infrastructures, were we use buckets in watering our vegetables plots due to insufficient watering cans. Even in the case of producing heat in the brooding house, we had to use charcoal pots and lantern instead of electricity.

8. There was also the problem of late arrival of the supervisors at some occasions during the program.

## **5.2 SUGGESTIONS FOR IMPROVEMENT OF THE SCHEME**

1. Visiting of students during the SIWES program should be ensured by the Industrial Training Fund officials and college coordinators in order to ensure that students get necessary exposure and to boost their morale.

2. Companies/Organizations should be sensitized through organization of workshops/seminars in order to acquaint them with their expected roles towards students on industrial training.

3. Federal government should endeavor to make fund available to the institutions as at when due in order to facilitate proper monitoring of students on IT.

4. Students should be paid their IT allowance to time so that they can be motivated.

5. Also the State government should make it mandatory for companies/organizations to supplement funding of the scheme by paying students stipends and providing enabling condition for them.

6. Students should be taught how to write reports and their reports should be read through and corrected.

7. Selection of placement should not be left completely to students. The college should device a means of allocating students to related companies/organizations.

8. I suggest there should be full participation by the government in the provision of tools and equipment, rehabilitation and taking care of the limited equipment available in the ministry. This will improve the level of infrastructures and other amenities needed in the establishment.