

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

**DONE AT POTTER'S COMPREHENSIVE HIGH
SCHOOL, OJOKO OGUN 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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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

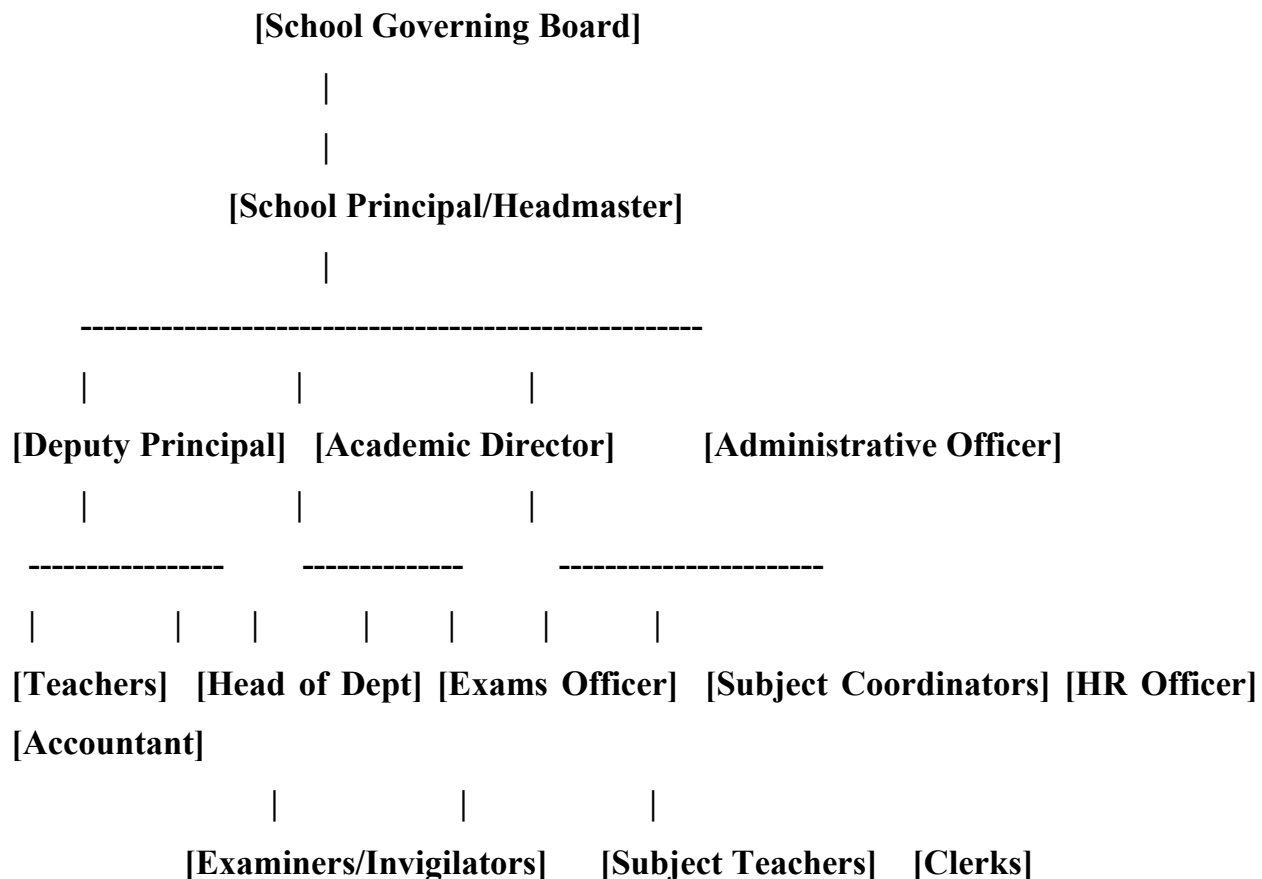
vacuum created could not be filled satisfactorily with the skills of fresh graduates from the nation's educational systems.

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.

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 PORTERS COMPREHENSIVE HIGH SCHOOL, OGUN STATE

Potters Touch High School (PTHS) began with the desire of a group of professionals and investors under various corporate entities to establish a citadel of learning, second to none in the southern part of Nigeria. The school was established in 2014, and is regarded as the first of its kind, this side of the Niger. This State-of-the-art facility is located in on an expansive land area at the entrance to the city of Ijoko Ogun State. We are open to Students from every Culture and background to learn and develop their skills in and out of the classroom. At PTHS we have provided a very unique environment for our students to excel academically and in other aspects of learning. With a vision to produce well-rounded and balanced citizens of the world with character and competence

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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 PORTERS COMPREHENSIVE HIGH SCHOOL

Communication and Customer Service Skills

During my SIWES, I gained valuable experience in handling incoming calls and emails. I was responsible for:

I checked voicemail and reviewed urgent calls to ensure timely responses.

I documented all calls and prioritized callbacks to ensure efficient follow-up.

I maintained accurate records of calls and follow-up schedules to ensure seamless communication.

I developed strong verbal and written communication skills, ensuring clear and concise interactions with customers and colleagues.

I learned to prioritize tasks, manage time efficiently, and maintain accurate records.

I provided exceptional customer service, responding promptly to customer inquiries and resolving issues efficiently.

Email Management and Organization:

During my SIWES, I developed skills in managing and organizing emails, including:

I learned to categorize emails by urgency and importance, ensuring timely responses to critical messages.

I developed the ability to respond promptly to urgent emails, providing efficient solutions to customer inquiries.

I ensured that all emails received a timely acknowledgment, maintaining open communication with customers and colleagues.

I organized emails into designated folders, maintaining a tidy and easily accessible email database.

Data Management and Record-Keeping:

I gained experience in updating and maintaining databases and spreadsheets, including:

I accurately updated databases and spreadsheets with new information, ensuring data integrity and consistency.

I developed a habit of maintaining accurate and up-to-date records, essential for future reference and decision-making.

Communication Protocol Development

I contributed to the development and refinement of communication protocols, including:

I participated in reviewing and adjusting communication protocols as necessary, ensuring effective communication with customers and colleagues.

Phone and system Operation and Communication

I learned about operating phone systems and making voice mails, including:

I developed skills in operating phone systems, handling incoming calls, and making voice

I learned to leave clear and concise voice mails, ensuring effective communication with customers and colleagues.

Client Management and Organization

I developed skills in managing client relationships, responding to client inquiries, and providing exceptional customer service.

Organizing client files: I organized client files and documents, maintaining accurate and up-to-date records.

Call Log Management and Email Tracking

I learned about managing call logs and email tracking templates, including:

I developed skills in managing call logs, tracking incoming and outgoing calls, and maintaining accurate records.

I used email tracking templates to monitor email responses, ensuring timely follow-ups and efficient communication.

Meeting Preparation and Distribution

I prepared a comprehensive meeting agenda, outlining key discussion topics and objectives.

I ensured timely distribution of meeting materials, including agendas, minutes, and supporting documents.

Data Compilation, Analysis, and Reporting:

I gathered data from project team members, stakeholders, and relevant data sources.

I analyzed the compiled data to identify trends, patterns, and areas for improvement.

I verified data accuracy, completeness, and consistency to ensure reliable insights.

I centralized data into a spreadsheet or database for easy access and analysis.

I developed detailed reports outlining findings, insights, and recommendations for improvement.

I maintained transparent documentation of data sources, methodologies, and assumptions.

Technical Support and Documentation:

I Provided a technical support to staff and members, addressing queries and resolving issues.

I ensured departmental documentation and manuals were up-to-date, accurate, and relevant.

Office Technology System Monitoring

I kept track of office technology systems, identifying areas for improvement and optimization.

Weekly Progress Reporting:

I developed and submitted weekly progress reports to management, highlighting achievements, challenges, and future plans.

CHAPTER FOUR

4.1 CHALLENGES ENCOUNTERED

Despite the positive experience, there were some challenges I encountered during my SIWES placement:

1. Limited Access to Advanced Office Software

The school's office was equipped with basic office software, and I had limited exposure to more advanced tools that I am familiar with in my academic studies.

2. Heavy Workload

At times, the workload was overwhelming, especially during the preparation of reports and school events. However, this taught me time management and how to prioritize tasks.

3. Insufficient Training on Equipment

Although I was exposed to various office equipment, I didn't receive formal training on all the machines, which made it harder to operate some devices initially.

4. Limited Exposure to Higher-Level Administrative Tasks

While I was involved in many administrative tasks, I had limited exposure to strategic decision-making or higher-level office management processes that would have given me a broader understanding of office technology management in a large-scale setting.

4.2 THE EXPERIENCE GAIN

Through my experience at Porters Comprehensive High School, I learned valuable skills that will be beneficial in my future career:

Time Management: I had to manage my tasks efficiently and meet deadlines, which improved my ability to prioritize and stay organized.

Communication Skills: I enhanced my ability to communicate effectively in a professional setting, both in writing and verbally.

Problem-Solving: I was faced with challenges such as equipment malfunctions or tight schedules, and I learned to think critically to resolve them quickly.

Technical Skills: My proficiency in office technology, such as word processing, spreadsheet management, and using office equipment, was significantly improved.

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

The SIWES program at Porters Comprehensive High School provided me with an invaluable learning experience that enhanced my knowledge and skills in office technology management. Despite facing some challenges, I was able to apply what I had learned in school to real-world situations, and I gained a deeper understanding of the operations in an educational institution. I am confident that the skills and experiences I gained during this period will be beneficial to my future career in office technology management.

FURTHER READINGS

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