

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

DONE AT DORMICH FOOD VENTURES AND SOLAR

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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TABLE OF CONTENTS

Title page

Dedication

Acknowledgement

Table of content

CHAPTER ONE

INTRODUCTION

1.1 Background of SIWES

1.2 Objectives of SIWES

1.3 Importance of SIWES in Business Administration

CHAPTER TWO: DESCRIPTION OF THE ORGANIZATION

2.1 Background of Dormich Food Ventures and Solar

2.2 Organizational Structure

2.3 Products and Services

CHAPTER THREE: DUTIES AND RESPONSIBILITIES

CHAPTER FOUR: CHALLENGES AND SOLUTIONS

4.1 Challenges Faced

4.2 How Challenges Were Overcome

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Experience

5.2 Recommendations to the Company

5.3 Recommendations to Future Interns

REFERENCES

CHAPTER ONE

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 SIWES

The primary objectives of SIWES include:

- Providing students with hands-on training in their field of study.
- Bridging the gap between academic learning and workplace demands.
- Helping students develop essential business and managerial skills.
- Preparing students for future employment opportunities.

1.3 Importance of SIWES in Business Administration

Business administration requires practical knowledge in areas such as financial management, sales, marketing, and customer relations. SIWES allows students to work in a real business environment, gaining experience in these areas while developing critical thinking, problem-solving, and interpersonal skills.

CHAPTER TWO

DESCRIPTION OF THE ORGANIZATION

2.1 Background of Dormich Food Ventures and Solar

Dormich Food Ventures and Solar is a company that operates in the food and renewable energy sectors. The company specializes in the production, packaging, and distribution of food products, as well as the installation and maintenance of solar power systems.

2.2 Organizational Structure

- Managing Director – Oversees overall business operations.
- Operations Manager – Supervises daily activities.
- Sales & Marketing Team – Handles product promotion and customer engagement.
- Finance & Accounting Department – Manages financial records and transactions.
- Technical Team (Solar Unit) – Installs and maintains solar energy solutions.
- Customer Service Team – Handles client inquiries and support services.

2.3 Products and Services

- Processed and packaged food products.
- Wholesale and retail food distribution.
- Renewable energy solutions, including solar panel installation and maintenance.
- Business consultancy on food processing and energy efficiency.

CHAPTER THREE

DUTIES AND RESPONSIBILITIES

3.1 Department Assigned To

During my internship, I was assigned to the Sales and Marketing Department, where I was responsible for various business administration tasks.

3.2 Tasks Performed

- ✓ Assisting customers with product selection and purchases.
- ✓ Recording and processing sales transactions.
- ✓ Managing inventory and stock documentation.
- ✓ Preparing daily sales reports for management review.
- ✓ Assisting in promotional marketing campaigns to boost sales.
- ✓ Learning basic financial record-keeping using business accounting tools.

3.3 Skills Acquired

- Effective communication and customer service techniques.
- Practical experience in sales and marketing.
- Basic financial and inventory management skills.
- Time management and multitasking abilities.

CHAPTER FOUR

CHALLENGES AND SOLUTIONS

4.1 CHALLENGES FACED

- Difficulty managing multiple customer requests at once.
- Understanding the company's inventory and financial systems.
- Adapting to the fast-paced nature of the business environment.

4.2 How Challenges Were Overcome

- I improved my multitasking and organizational skills to handle multiple customers efficiently.
- I received training on inventory and accounting software to enhance my record-keeping ability.
- I adapted quickly by observing and learning from experienced colleagues.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY OF EXPERIENCE

My SIWES experience at Dormich Food Ventures and Solar was highly beneficial. I gained practical skills in business administration, particularly in sales, customer service, and financial record-keeping. The experience has given me a clearer understanding of business operations and how to manage customers effectively.

5.2 RECOMMENDATIONS TO THE COMPANY

- Develop a structured training program for interns.
- Implement an automated inventory system for better stock management.
- Enhance marketing strategies to attract more customers.

5.3 Recommendations to Future Interns

- Be proactive and eager to learn.
- Develop strong communication and interpersonal skills.
- Take initiative and be willing to take on additional responsibilities.
- Observe and learn from experienced staff members.

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