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SIWES REPORT by BEYIOKU OLUWAJUWONLO 2021

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CHAPTER ONE

INTRODUCTION

1.1 Background Information

The Student Industrial Work Experience Scheme (SIWES) was initiated in 1973 by the Industrial Training Fund (ITF). This was to update practical knowledge of students in the Universities, Polytechnics and Colleges of Technology. It was aimed at bridging the gap between the theoretical knowledge acquired in classes and technical knowledge in the industry by providing students with the opportunities to apply their educational knowledge in real work situations.

Over the years, SIWES has contributed immensely to building the common pool of technical and allied skills available in the Nigeria economy which are needed for the nation's industrial development.

Furthermore, the place and relevance of SIWES is underscored by the fact that the scheme contributes to improving the quality of technical skills generally available in the pool from which employers source technical manpower

It gives students the opportunity to blend the theoretical knowledge acquired in the classroom and with practical hands on application of knowledge required to perform work in the industry. Also it prepares students for employment and makes the transition from school to the industry easier after graduation.

I undertook my SIWES at The Administrative Staff College of Nigeria which is located at Topo, a town in Badagry, Lagos State, Nigeria from December 28, 2020 to January 8, 2021.

1.2 Host Organization

The Administrative Staff College of Nigeria is a post degree-awarding institution located at Topo, a town in Badagry, Lagos State, southwestern Nigeria. The Administrative Staff College of Nigeria (ASCON) was established on the 2nd of June, 1972. It was gazetted in October 1973 through Decree No39 of 1973 by the Federal Military Government, now ASCON Act, Cap.6, Vol.1, LFN 1990. The Decree that established ASCON mandates the College to, among others provide quality management training services for the development of senior executives for public and private sectors of the Nigerian economy, conduct research into problems of management and administration arising in different spheres of national life, provide consultancy services, establish and maintain a library, develop and sustain the appropriate environment and relevant facilities for the aforementioned objectives.

The **Vision** is to be a world-class Management Development Institute (MDI) involved with cutting edge performance and state – of the – art – technology for rapid and sustainable national development.

The **Mission** is to consistently provide excellent management training, consultancy, research, and allied services for performance improvement in all sectors of the economy.

Mandate

The Administrative Staff College of Nigeria (ASCON) was established by Federal Government, through Decree No.39 of 1973, now ASCON Act, Cap 6, Vol. 1, LFN 1990 with the following objectives:

- (i) To provide higher Management training for the development of senior executives for public and private sectors of the Nigerian economy;
- (ii) To provide and arrange for a comparative study and investigation of the principles and techniques of Management and Administration, and for exchange of ideas and experience and for promotion of better understanding between persons connected with Management and Administration arising in different spheres of national life;
- (iii) To award grants, scholarships, or travel fellowship to research in public administration and allied subjects;
- (iv) To research problems of Management and Administration arising in different sphere of National life;
- (v) To established and maintain a library;
- (vi) To undertake and provide for the publication of journals and of research papers and books in furtherance of the aforesaid objectives
- (vii) (vii)To undertake, organize, and facilitate study courses, conferences lectures, seminars, and the like and to promote the aforesaid objectives.

Core Values

- I. Provision of attractive conditions of service that guarantees career development with the recognition of personnel as the most valuable asset.
- II. Retention and maintenance of professional staff committed to team spirit and entrepreneurship.
- III. Cultivation of lifelong relationship between the College and its staff and the participants.

1.3 Objectives of SIWES

The Industrial Training Fund's policy Document No. 1 of 1973 which established SIWES outlined the objectives of the scheme. The objectives were to:

- I. provide an avenue for students in institutions of higher learning to acquire industrial skills and experience during their course of study;
- II. expose Students to work methods and techniques in handling equipment and machinery that may not be available in their institutions;
- III. make the transition from school to the world of work easier and enhance students' contact for later job placements and a chance to evaluate companies for which they might wish to work;
- IV. provide students with the opportunities to apply their educational knowledge in real work and industrial situations, thereby bridging the gap between theory and practice and
- V. teach the students on how to interact effectively with other workers and supervisors under various conditions in the organization.

1.4 Importance of SIWES

- I. It exposes students to more practical work methods and techniques in a relative human endeavors.
- II. It provides undergraduate students with an opportunity to apply their theoretical knowledge to real life situations.
- III. It enables undergraduate students to gain experience in preparing for post-graduate life.
- IV. It is one of the requirements for the award of Bachelors of Science Degree (B.Sc.) in relevant studies.

1.5 limitations of SIWES

- I. No formal letter to present to the host organization, the influence of my father working in the organisation provided access to undergo the SIWES
- II. Inadequate time for the programme, the covid 19 pandemic disrupted the academic calendar for the session
- III. Due to the above the staff were reluctant to respond to some of my questions, however they were accommodating and friendly.

CHAPTER TWO

LITERATURE REVIEW

Conceptual Framework

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.

Usman (1983), then notes that the acquisition and development of knowledge, skills and capabilities can either be facilitated through the educational system or through other non-formal educational approaches. And it is also observed that, an effective industrialization policy is certainly difficult, if not impossible, without an effective human resources development policy (Olaiya, 1998). Considering all the facts of production, the human factor is the most important. Without skilled personnel in all facets of production, management, distribution, marketing and supervision among others, the objectives for which industrial policy have been drawn become unachievable.

SIWES is an acceptable skills acquisition scheme, generally regarded as a cogent aspect of ratified least educational criterion in different programmes of study for obtaining degrees in Nigerian tertiary institutions (Onwuji, 2004, cited in Nse, 2012).

Besides, it is a plausible endeavor from the Federal Government to bridge the inherent or obvious gap between theory and practice in programmes of study mentioned above. Among other things, the importance of SIWES as explored in several studies is hinged on exposing students to equipment, complex machines, professional work ethics and safety at work as well as workers in industrial settings (Onwuji, 2004, cited in Nse, 2012).

SIWES is also considered a three-way scheme that involves tertiary institutions/Universities, Polytechnics and Colleges of Education, and various companies / organisations and students. The programme is funded by the Nigerian Government under her agencies which include the Industrial Training Fund (ITF), supervising organizations such as: National Universities Commission (NUC); National Board of Technical Education (NBTE); and National Council for Colleges of Education (NCE) Mafe, (2010).

CHAPTER THREE

METHODOLOGY

3.1 Primary Source

On the primary source various questions were asked from the desk officers and I was also shown the Vote book and the General ledgers, and also the accounting books of the organization.

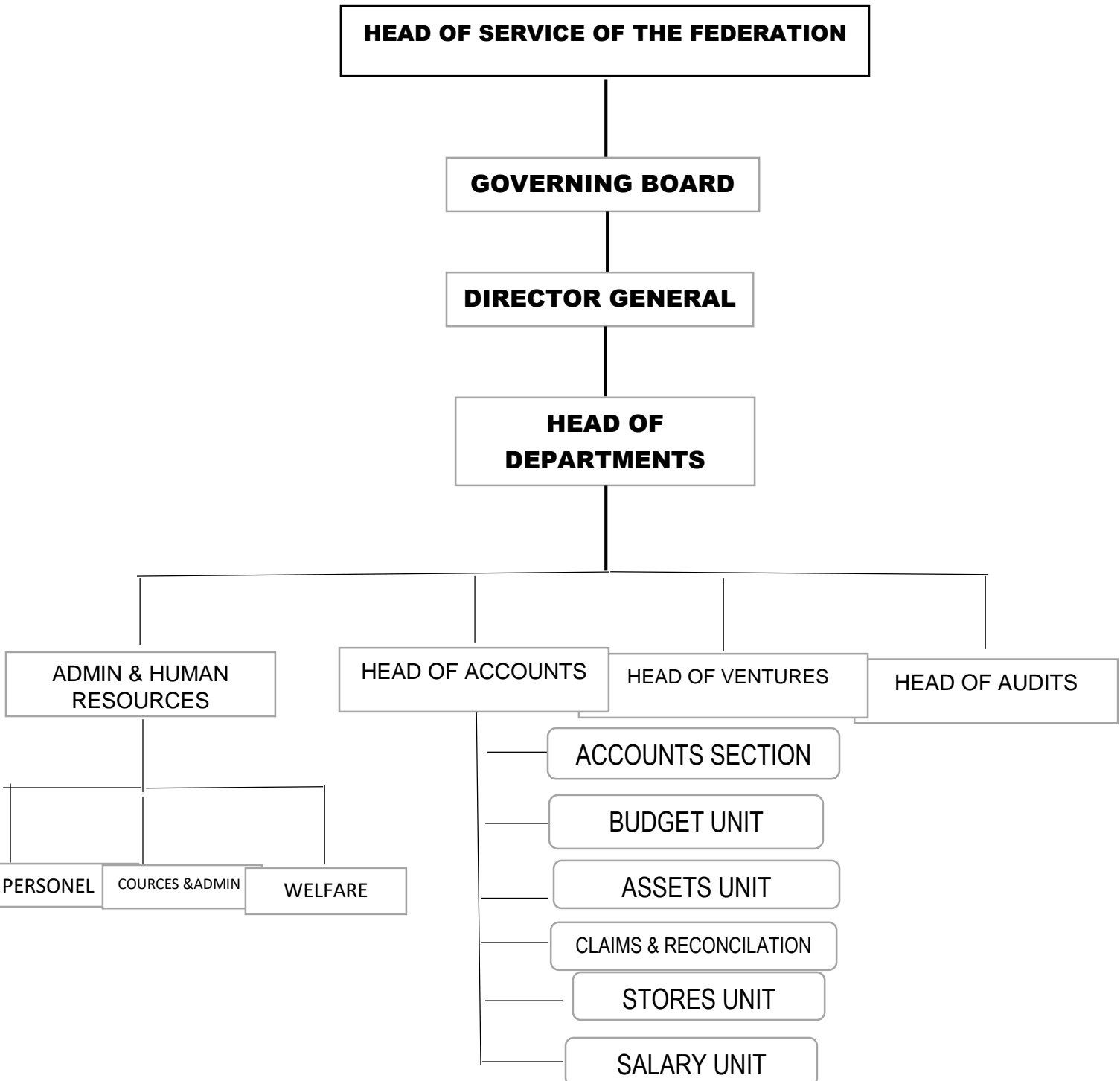
3.2 Secondary Source

On the secondary source published materials were reviewed relevant to the study, SIWES. Online journals and published materials were also consulted.

CHAPTER FOUR

FINDINGS

4.1 ORGANIZATIONAL STRUCTURE OF ASCON



4.2 SERVICES RENDER BY ASCON

The Administrative Staff College of Nigeria (ASCON) is a service organization, it renders the following services to the public;

- I. Public service delivery.
- II. As agencies of the government recruit people into public service in Nigeria.
- III. Training for newly recruited officers into the public service.
- IV. Conduct promotion examinations for organizations in the public services.
- V. Admits public servants post-graduate diplomas for people in public service such as the Nigerian Customs, The Nigeria Police force, and other Ministries, Departments and Agencies. MDAs.
- VI. Provide management training for the development of senior executives for the public and private sectors of the Nigerian economy.
- VII. Conduct research into problems of Management and Administration arising from different spheres of National life.

4.3 ORGANOGRAM OF THE ACCOUNT DEPARTMENT

The accounting department has various heads and sections in ASCON the various sections can be seen in the structure below.

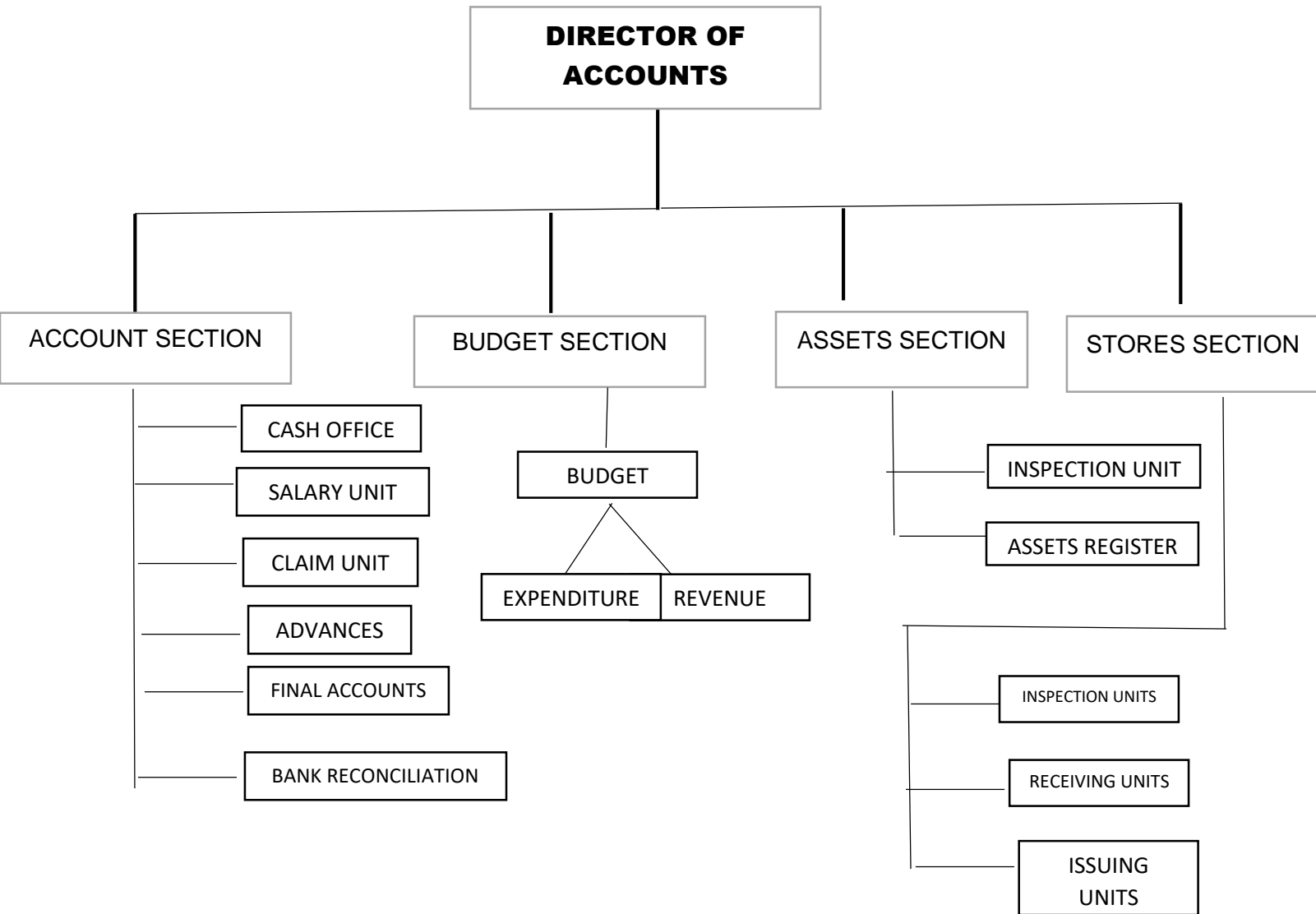


Fig 1.2

4.4 FUNCTIONS OF THE UNITS /SECTIONS.

ACCOUNT SECTION;

- I. In charge of receiving cash from outside the organization.
- II. They prepare staff salaries.
- III. They prepare the organization final accounts.
- IV. They reconcile the cash book and the bank statements.
- V. Prepare staff advances.

BUDGET SECTION;

- I. Controlling of income and expenditures.
- II. In charge of the vote book.
- III. They control all expenses in the vote book.
- IV. They advise the management of spending.

ASSETS SECTION;

- I. Capturing all assets bought in the organization including sensitive assets.
- II. Inspect the supply of assets to various areas of the organization.
- III. Proper records of Deprecations and other assets expenses.

STORES SECTION;

- I. They store any item bought by the organization.
- II. Approval of requests of stored items.
- III. Proper records on items/stores released to the people

4.5 PROFITABILITY

For ASCON to have an increase in patronage they should consider the following solutions;

- I. Improve service delivery.
- II. Prepare the service or payment voucher on or before 24hours.
- III. Close monitoring of all revenue points.
- IV. Prompt delivery of service.
- V. All requests should not be delayed when it comes to service delivery.
- VI. Block all leakages i.e frauds, embezzlements, and other corrupt acts.
- VII. Prompt preparedness of accounts for public consumption and use.

CHAPTER FIVE

RECOMMENDATION & CONCLUSIONS

5.1 Recommendations for ASCON

The account department should be computerized in such a way that all revenue points should be linked to the organizational accounts and all cash points should be discouraged for proper accountability. This will promote operational efficiency and reliability of accounting records.

The Federal government should also make it compulsory for all Ministries, Departments, and Agencies (MDAs) to have a mandatory training in ASCON in order to improve revenue generation of the agency.

5.2 Recommendations for LANDMARK UNIVERSITY

The University management should have made adequate preparations and more time for students in the department to gain full knowledge of what the SIWES contains at large i.e. being part of the work force and also over viewing all the functions of each sections in the department.

The management should have made a proper or formal letter for us to present to the organization in order for them to welcome us corporately.

5.3 CONCLUSION

My little stay in The Administrative Staff College of Nigeria was impactful, interesting, memorable, and fulfilling; owing to the on-the-job experiences acquired. No doubt, virtually all the experiences will prove useful to me in the future as an entrepreneur.

REFERENCES

- (i) Students' Industrial Work Experience Scheme (SIWES) and the Incidence of Occupational Misfit in Nigeria by Aderonke Agnes Oyeniya, PhD Industrial Training Fund (ITF) Ibadan, Nigeria April, 2012.
- (ii) 2021 ASCON Annual brochure of courses.