

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

DONE AT AMULUDUN 99.1 FM, IBADAN

BY

LIADI MARIAM OLAITAN

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AND INFORMATION TECHNOLOGY,
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CERTIFICATION PAGE

I hereby certify that this report of Student Industrial Work Experience (SIWES) was prepared and compiled by Liadi Mariam Olaitan with the matriculation number MC/ND/P19/3115 from the department of Mass Communication, Federal Polytechnic, Offa, Kwara State for the successful completion of SIWES undertaken at Amuludun 99.1 FM, Ibadan.

Wole Alawode

SIWES Supervisor

Head, Mass Communication Department

Student

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

Certification Page

Dedication

Acknowledgements

CHAPTER ONE

- ☐ 1.0: Introduction
- ☐ 1.1: History Background of Students' Industrial Work Experience Scheme (SIWES)
- ☐ 1.2: Objectives Of SIWES

CHAPTER TWO

- ☐ 2.0: History Of Radio Nigeria, Amuludun 99.1 Fm
- ☐ 2.1: The Transmitter
- ☐ 2.2: Succession Of General Manager
- ☐ 2.3: Organizational Chart (Organogram)
- ☐ 2.4: In Conclusion

CHAPTER THREE

- ☐ 3.0: My Experience at Amuludun 99.1 FM

CHAPTER FOUR

- ☐ Conclusion
- ☐ Recommendations

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 programme 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 impart 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 Amuludun 99.1 FM, Moniya, Ibadan. I served as an intern in the News Department of the organization.

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' INDUSTRIALWORK 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, Nigrite, 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 STUDENT INDUSTRIAL WORKEXPERIENCE SCHEME

The core objectives of the Scheme are as follow:

- To expose the students to work method and techniques.
- To provide an avenue for students to acquire industrial skills.
- Enhancing student contact with potential employers while on training.
- To help students appreciate the role their professional play in the society.

CHAPTER TWO

2.0 HISTORY OF RADIO NIGERIA, AMULUDUN 99.1 FM

Amulundun 99.1 was established on 10th October 2007 and commenced transmission on 22nd October 2007 to bring a core grassroots radio broadcasting to the ordinary means of the southwest geo-political zone of the federal of Nigeria. Before the year 2007 it was conspicuously observed that of the region of Nigeria the Yoruba speaking area did not have a language radio station to tend to the tradition and socio-cultural values of the region.

By August 2005 approval has been granted in principle for the establishment of such a radio station. Radio House Headquarters of the Federal Radio Corporation of Nigeria quickly rallied support and transmitter was procured for the now station. The management learned of Radio Nigeria, Ibadan National Station under whose umbrella the new Yoruba language station was to be established rightly identified the then transmitting station at Moniya, Oyo road, Ibadan as the most auspicious settlement for the station, so by the latter part of the 2006 the Management under the indefatigable leadership of the then Executive Director of Radio Nigeria, Ibadan, National Station, Mr. Atilade Atoyebi swung into action, put in place a studio a transmitter house and block of offices for various departments befitting enough for pure undiluted Yoruba language radio broadcasting to commence operation in earnest.

The station is made up of seven departments namely Programmes, News Administration, Engineering, Marketing, Account and Audit each of these departments are headed by a controller. However, all the departments come under the supervision of the general manager.

2.1 THE TRANSMITTER

While the headquarters in Abuja gave a nod for the procurement of a transmitter, it took sometime for one reason or the other, before Amulundun FM could take delivery of the transmitter. So it could rightly be argued that the station made its debut in 2007 as a result of the ingenuity of the engineering crew of Radio Nigeria Ibadan National Station

who improvise scrap and forged a transmitter that had if frequency as 97.6 FM.

2.2 SUCCESSION OF GENERAL MANAGER

The first general manager of the station was Mrs Abba Abimbola who set the pace for the development of Amulundun. Indeed, the Moniya Transmitting Station had to be put to shape before the first set of staff could settle down to duty.

However the station potential for accurate information entertaining dairies and socio culture involvement left firmly on the epoch of history.

When the much transmitter 96.3 FM came and was eventually installed the momentum changed dramatically and the station sensitized Ibadan and it suburbs through its carefully designed programmes which continually addressed the needs of the people of the South West. By 2009, station suffered a mild setback a counterpart radio petitioned the National Broadcast Commission (NBC) over allocating its frequency 96.3 FM to radio Amuludun. The error in allocation of the frequency was admitted financed by the NBC.

Unfortunately there was delay in the important of the transmitter which necessitated an ultimatum from the national broadcasting commission which Radio Amuludun could not meet the station therefore went off the air for the best part of five weeks before the new transmitter was delivered and installed.

Following are the names and date of services of past and present General Manager of Amuludun FM

- ✓ Mrs Abba Abimbolu (22nd of 2007 – 31st of January, 2008)
- ✓ Elder Ogundele [of blessed memory] (1st of February 2008 – 19th of September, 2009) Mrs Abba Abimbolu (15th of May 2009 – 16th of September, 2009)
- ✓ Elder Adenrele Ajisefinni (16th of September 2009 – 3rd of June, 2014)
- ✓ Alhaji Muktar Niyi Odekunle (3rd of June, 2014 – 22nd of January, 2015)
- ✓ Elder Adenrele Ajisefinni (22nd of January, 2012 – 20th of May, 2018)
- ✓ Mr Olusola Adewale (22nd of May 2018 till date)

2.3 : ORGANIZATIONAL CHART (ORGANOGRAM)

Like all other frequency modulated station under the directorate of the federal radio corporation of Nigeria, Amulundun 99.1 FM with its "Tawonyo" appellation is headed by a general manager, who direct the regulates the activities of the seven department that make up the station.

Each department, programmes, news administration, marketing, engineering, finance and audit has its head many of these heads of department are controller, who i. Their own right are conversant with the needs of their various departments.

The most senior controller of head of department takes over the administration of the station in the station in the absence of elder Dada Ogundele who took over the administration of the station in 2008 and contributed immensely to the development of the station, until he became the zonal Director of ibadan national station of radio Nigeria.

Mrs Abba Abimbola again took over the mantle of leadership, during which she facilitated the growth of the station, it was during her second term in office that the 99.1 fm transmitter was installed and a transmitter hall was built on barter.

Elder Adenrele Ajisafinni, without fear of contradiction, brought the greatest infrastructural development to the station. He is currently the general manager. He took over affairs of the station on 7th January 2010. The first thing he addressed was the infrastructural glut with the station he encouraged member of staff to source for items urgently needed by barter for the station, but at the end of the day, most of the items were secured through donation from corporate organization, philanthropist, trade union, government parastatals and individual in less than one month, office cabinet, monitoring set, table and chairs standing fan, refrigerator, air conditioner, television, internet facilities, TV satellite (DSTV) and host of other were brought into the station.

CHAPTER THREE

3.0: MY EXPERIENCE AT RADIO NIGERIA, AMULUDUN 99.1FM

I was assigned to News Department to begin my two months stay as an intern, I worked with different students from different tertiary institutions of learning.

Our primary activities involved monitoring news [especially on Premier 93.5 FM at 11:00am] and transcriptions of words.

Also, I learned one or two things both in the two studios - live and recording. These obviously allowed us to gain comprehensive practical knowledge skills in the field which we understood to be core objectives of SIWES.

While on this internship, I gained some experience on how a console works and how it is being operated.

Most importantly, through this internship I acquired encompassing knowledge on different strategies involved in broadcasting, and how essential it is for a good professional broadcaster to understand his/her topics under discuss so as to give it effective delivery/judgment.

In overall, it was a great learning experience; and an indication that I am on the right course of learning [i.e Mass Communication].

CHAPTER FOUR

4.1 CONCLUSION

The Federal Government's efforts at improving the nation's technical know-how and increasing the efficiency of middle level manpower are not restricted to the industries alone. Efforts were made to involve institutions of higher learning and hence the birth of. Based on the findings of my experience at Amuludun, it is evident that skills development and utilization cannot be achieved in isolation, rather, the relevant stakeholders must be committed to the course and be fully involved, which means students and teachers from institutions of higher learning, corporate industries and commercial bodies, and Federal Government must be involved.

This cooperative machinery between industrial and institutions of higher learning will produce effective results under the supervision and control of the Industrial Training Fund (ITF).

4.2 RECOMMENDATIONS

It is recommended that government should devote sufficient financial and human resources to all levels and aspects of education to enhance effective running of educational programmes especially SIWES.

Polytechnics should be encouraged to establish technological development centres to translate innovations from staff and students to goods and services. This will enable them fulfill their basic social.

FURTHER READINGS

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