



**TECHNICAL REPORT ON STUDENT INDUSTRIAL
WORK EXPERIENCE SCHEME (SIWES)**

**HELD AT
S.H. BALOGUN TRADING COMPANY
4 ASHOGBON STREET, LAGOS, IDUMOTA LAGOS
STATE**

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DEDICATION

This report is dedicated to Almighty God for His divine mercy on me and my family who has given me the strength, wisdom, knowledge and understanding in working toward my success.

ACKNOWLEDGEMENT

To God who owns life, I wish to express my sincere appreciation and gratitude for seeing me throughout my duration in Kwara State Polytechnic and for making my vision come to reality, also for His Goodness, Mercy, Provision and Grace upon my life.

My profound gratitude goes to my sincere appreciation goes to My Dear Parent Mr and Mrs. Onadeji may God be with you.

My special thanks goes to the Head of Department and the entire staff of Public Administration Department, Institute of Finance and Management Studies, Kwara State Polytechnic for sharing wealth of experience with me in my course of study.

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ABSTRACT

This report gives a good account of the training and experience which exposed student during the student industrial work experience (SIWES) at **S.B. TRADING COMPANY**.

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CHAPTER ONE

1.0 Introduction

1.1 Background

The Industrial Training fund established by decree 43 was introduced in 1971, vis-à-vis the birth of the Students Industrial Work Experience Scheme (SIWES) the same year by the Federal Government of Nigeria (FGN). It is against this background that the industrial training fund (ITF) initiated, designed and introduced SIWES Scheme in 1973 to acquaint students with the skills of handling employers' equipment and machinery.

The Industrial Training Fund (ITF) solely funded the scheme during its formative years. However, due to financial constraints, the fund withdrew from the scheme in 1978. The Federal Government, noting the significance of the skills training, handed the management of the scheme to both the National Universities Commission (NUC), and the National Board for Technical Education (NBTE) in 1979. The management and implementation of the scheme was however, reverted to the ITF by the Federal Government in November, 1984 and the administration was effectively taken over by the industrial training fund in July 1985, with the funding solely boned by the Federal Government. It is an integral part of the requirements for the award of Certificates, Diplomas and Degrees in institutions of higher learning, e.g. Colleges of Education, Polytechnics, Universities, etc.

Student Industrial Work Experience Scheme (SIWES) exposes students to industry-based skills necessary for a smooth transition from the classroom to work environments. It accords students of tertiary institutions the opportunity of being familiarized, exposed, and prepare students of universities, polytechnics, college of technology, college of agricultures and college of education for the industrial work situation they are likely to meet after graduation and to the needed experience in handling machinery and equipment which are not found in such an educational institution.

1.2 Objectives of SIWES

- ✓ To provide students with relevant practical experience.
- ✓ To satisfy accreditation requirements set by the Nigerian Universities Commission (NUC).
- ✓ To familiarize students with typical environments in which they are likely to function professionally after graduation.
- ✓ To provide student an opportunity to see the real world of their discipline and consequently bridge the gap between the University work and actual practice.
- ✓ To change the orientation of students towards labour market when seeking for job.
- ✓ To help students access area of interest and suitability for their chosen profession.

- ✓ To enhance students, contact for future employment
- ✓ To provide access to equipment and other facilities that would not normally be available in the University workshop
- ✓ To enlist and enhance industry involvement in university education.
- ✓ Summarily the objective of the Student Industrial Work Experience Scheme.
- ✓ To solve, the problem of inadequate practical skills, preparatory for employment in industries by Nigerian graduates of tertiary institution.
- ✓ To promote and encourage the acquisition of skills in industry and commerce, with a view of generating a pool of indigenous trained manpower sufficient to meet the needs of the economy.

CHAPTER TWO

2.0 DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

2.1 Location and Brief History of Establishment

S.H. Balogun Trading Company located is at 4 Ashogbon Street, Lagos, Idumota Lagos was established in 1947 to ease trading and marketing in the area.

2.2 Departments/Units in the Establishment and their Functions

1. Purchasing Departments

A purchasing management department can be formed and operated by one or more employees in order to ensure that all goods, supplies, and inventory needed for the organization to operate are ordered and kept in stock, as well as control inventory levels and costs associated with purchasing the items.

2. Store Departments

The store department take records of retail establishment and take record of sales of goods.

3. Veterinary Department

Veterinary department deals with the prevention, diagnosis and treatment of disease, disorder and injury in non-human animals.

4. Accounting Department

They take account of all bank reconciliation for the month and keep a treasuring record in the cash book for future analysis.

5. Admin Unit

Administration department is backbone of an organization. An effective administrator is an asset to an organization. He or she is the link between an organization's various departments and ensures the smooth flow of information from one part to the other.

CHAPTER THREE

3.0 WORK EXPERIENCE

3.1 Preparation of Correspondence Issue-out-Word

Correspondence problem refers to the problem of ascertaining which parts of one image correspond to which parts of another image, where differences are due to movement of the camera, the elapse of time, and/or movement of objects in the photos. The correspondent issues are properly registered and the file are kept in there various file cabinet.

3.1.1 Registration

The name of the correspondent issue prepared are properly registered and the record of those file are kept in the folder of their various file cabinet

✓ File and Folder

A file is the common storage unit in a computer, and all programs and data are "written" into a file and "read" from a file. ... Folders provide a method for organizing files much like a manila file folder contains paper documents in a file cabinet. In fact, files that contain text are often called documents.



✓ File Cabinet

A filing cabinet (or sometimes file cabinet in American English) is a piece of office furniture usually used to store paper documents in file folders. In the simplest context, it is an enclosure for drawers in which items are stored. The two most common forms of filing cabinets are vertical files and lateral files.



3.1.2 Preparation of Financial Statement

These include preparation of bank reconciliation statements, raising of journal vouchers and posting into the general ledger and posting of journal voucher from overhead account cashbook for the month

3.2.1 General Ledger

A general ledger contains all the accounts for recording transactions relating to a company's assets, liabilities, owners' equity, revenue, and expenses. In modern accounting software or ERP, the general ledger works as a central repository for accounting data transferred from all subledgers or modules like accounts payable, accounts receivable, cash management, fixed assets, purchasing and projects. The general ledger is the backbone of any accounting system which holds financial and non-financial data for an organization.

3.2.2 Trail Balance

A trial balance is a list of all the general ledger accounts (both revenue and capital) contained in the ledger of a business. This list will contain the name of each nominal ledger account and the value of that nominal ledger balance. Each nominal ledger account will hold either a debit balance or a credit balance. The debit balance values will be listed in the debit column of the trial balance and the credit value balance will be listed in the credit column. The trading profit and loss statement and balance sheet and other financial reports can then be produced using the ledger accounts listed on the same balance.

3.2.3 Balance Sheet

In financial accounting, a balance sheet or statement of financial position is a summary of the financial balances of an individual or organization, whether it be a sole proprietorship, a business partnership, a corporation, private limited company or other organization such as Government or not-for-profit entity. Assets, liabilities and ownership equity are listed as of a specific date, such as the end of its financial year.

3.3 Slip Stamping

Slip of various accounting are being stamped and properly registered into the treasuring cash book and balancing of the general ledgers

3.4 Preparation of Account

The capital Account of the Bank reconciliation statement for the month was done for balancing general budget for the month. There are two type of accounting made which include:

- Overhead account

Overhead expense refers to an ongoing expense of operating a business. Overheads are the expenditure which cannot be conveniently traced to or identified with any particular

cost unit, unlike operating expenses such as raw material and labor.

- Capital account

The capital account is one of two primary components of the balance of payments, the other being the current account. Whereas the current account reflects a nation's net income, the capital account reflects net change in ownership of national assets.

3.5 Opening hours

- ✓ Monday 08:00 am - 05:00 pm
- ✓ Tuesday 08:00 am - 05:00 pm
- ✓ Wednesday 08:00 am - 05:00 pm
- ✓ Thursday 08:00 am - 05:00 pm
- ✓ Friday 08:00 am - 05:00 pm
- ✓ Saturday Closed - Closed
- ✓ Sunday Closed – Closed

CHAPTER FOUR

4.1 Difficulties Encountered During the Programme

Life they say is not a bed of roses and whatsoever that has advantages also have its disadvantages. In as much as the SIWES Programme is a wonderful programme which has been designed to help the students have a practical knowledge of their various courses of study, it is note-worthy to also mention some of the problems encountered during the programme.

1. Problems of Securing a Place of Attachment

Securing a place of attachment for industrial training programme was a very big challenge to me. This is due to the fact that there are very limited establishment that accepts students undergoing industrial training. While I was searching for a place of attachments, I got to find out most of the establishments that accepts students had already taken the maximum number of students needed, while others would just reject the request giving one reason or the other.

2. Working Time

As an IT student working in NITR, I was meant to work for twelve (12) hours in a day, five days in a week (i.e. Mondays to Friday). I barely had time to attend to my personal needs. Not just that IT students had to work all day, but also, the work load was quite much. Most times IT students would be asked to work overtime even without any incentive attached to it and students have no option but to comply every given instruction.

3. Finance

Stipends given to me during my industrial training programme is nothing to write home about. The stipend was so little that it could not even cover up for my daily transportation fair not to even mention my feeding fee; therefore, making me spent more from my personal savings. Despite the fact that the stipend was little, it was delayed. Most students ended their programme without receiving their complete stipend due to late payment from firm and we are also asked to pay for the practical we are going to conduct which makes student loose interest in participating.

4. Inaccessible Machines

In NITR, industrial training students were not opportune to access most of the automated analyzers because they are not available. Instead, we were being told to make research of such machine which does not assist us in learning better going with the saying “practice makes perfect” and not “plain research makes one perfect”. One of the objectives of SIWES is to expose students to work methods and techniques in handling equipment’s and machineries that may not be available in their universities, thus, the above stated objective of

SIWES is not been fulfilled completely.

The difficulties encountered during the programme among others include;

- Inadequate monitoring of students on industrial training;
- Lack of cooperation and support from organization;
- Delay in release of fund for supervision and student's industrial training allowances;
- Student's reports were not corrected.

4.2 Summary of Attachment Activities

The gains of this exercise are immense; that it was worth the while is grossly an understatement. Being accorded another opportunity in life to be exposed to the rudiments of work places outside the class room teaching is an experience of a life time.

Furthermore, the exposure to practical tools, and working features had engendered better understanding of lessons thought in the class room and charted a course for career development in food science.

4.3.0 General Appraisal

4.3.1 Suggestion for Improvement & Recommendations of the Scheme ways of Improving the Programme

SIWES programme can be improved by the various actors in the programme which include the Federal Government of Nigeria (FGN), Industrial Training Fund (ITF), Supervisory Agencies (NUC, NCCE, and NBTE), the Institutions, and the Employers.

4.4 Advice for Future Participants

I strongly recommend that future participants should bear the following in mind;

- ✓ The student should be focused to avoid disputing the reputation of the institution in their place of industrial attachment and they should also bear in mind the objective of the scheme and show commitment, diligence and honesty.
- ✓ The student should obey and adhere strictly to all rules and regulations of the company; they should respect the industrial based supervisors as well as other staffs of the company because the moral standard of the student is also evaluated.
- ✓ The student should avoid change of placement without seeking permission from the institutional based supervisor, the employer and the industrial training fund.
- ✓ The student should handle the equipment if the firm with great care and they should take pride in protecting the interest of the company throughout the period of industrial attachment.

4.4.1 Advice for the SIWES managers

- ✓ The SIWES managers should give attention to student welfare on industrial training and the students allowance should be increased as a result as high cost of living in our society.
- ✓ Technologists from various departments or program should be involved in the drafting of time table for students on IT to ensure that students are always sent into areas where activities that will result in learning experience are taking place.

A. THE FEDERAL GOVERNMENT OF NIGERIA

- The Federal Government should make it mandatory to all ministries, companies, and other organization to offer placement and as well as accept students for industrial attachment.
- The Federal Government should increase the fund being provided for the SIWES programme and other educational programmes in general for effective and productive implementation of the scheme.

B. THE INDUSTRIAL TRAINING FUND (ITF)

- The Industrial Training Fund should provide a strong insurance policy covered for students on SIWES programme.
- The ITF should provide logistic and material necessary for the effective administration of the scheme.
- The ITF should formulate policies and guidelines for SIWES programme for enhancement to all SIWES participating bodies, institutions and companies involved in the scheme.
- The ITF should provide information on companies for the attachment and help in the placement of students.

C. THE SUPERVISORY AGENCY

- The supervisory agency should liaise with the Industrial Training Fund to ensure the implementation of all federal government policies on the scheme.
- The supervisory agency should ensure adequate funding of the SIWES unit in all the institutions for effective administration of the scheme.
- The supervisory agency should research into the development of the scheme in line with advances in technological development.
- The supervisory agency should develop, monitor and review job specification in collaboration with the institution toward the maintenance of the National Minimum Academic Standard for the entire programme approved for SIWES.

D. THE INSTITUTION

- The Institution should help identify placement opportunities for student attachment with employers.
- The Institution should ensure regular visitation of their students on industrial training to monitor their welfare and improvement status.
- The Institution should have adequate information on some of the challenges facing the firm and the student; it should be noted and treated immediately.
- The Institution should ensure payment of student's allowances and other outstanding financial challenges.

E. THE EMPLOYER

- The Employers should accept students for industrial training attachment.
- The Employer should allow the students to have access to some of their useful equipment and other useful facilities.
- The Employer should provide welfare services like drugs and other medication and show good hospitality to students.

CHAPTER FIVE

RECOMMENDATION AND CONCLUSION

5.1 Recommendation

- ✓ Tertiary institutions need to comply with the standards set for proper implementations of SIWES to enable students derive the greatest benefits from participation in the scheme.
- ✓ Tertiary institutions need to provide adequate logistics (mobility, internet service etc.) and adequate funding to make their SIWES units functional.
- ✓ Students should be well prepared through meaningful orientation programmes by institutions before embarking on SIWES. A book, such as the “Guide to successful participation in SIWES” would be useful in achieving the purpose if read before, during and after SIWES by participants.
- ✓ Quality assurance of SIWES, through adequate supervision of participants by the relevant stakeholders (institutions, employers and ITF) would ensure that the scheme meets its objectives vis-à-vis the principles of cooperative education or work-integrated learning.

5.2 Conclusion

The Student Industrial Work Experience Scheme (SIWES) plays a significant role in human resource development, it helps students develop new skills and enlightens them of what the present society holds for them after graduation and helps them adapt accordingly. As a result of the programme, I am now more confident to build my future. My four (4) months industrial attachment with Nigerian Institute for Trypanosomiasis Research (NITR) has been one of the most interesting, productive and instructive experience in my life. Through this training, I have gained new insight and more comprehensive understanding about the real industrial working condition and practice; it has also improved my soft and functional skills. All these valuable experience and knowledge that I have gained were not only acquired through the direct involvement in task but also through other aspect of training such as work observation, interaction with colleges, superior and other people related to the field. It also exposed me on certain things about the medical field/environment.