A

REPORT OF THE STUDENTS' INDUSTRIAL EXPERIENCE SCHEME (SIWES) REPORTS

UNDERTAKEN AT CHIPEST ELECTRONIC INTERNATIONAL GLOBAL LIMITED, NO 14 MURTALA MOHAMMED WAY

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BY

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SUBMITTED TO:

THE SIWES COORDINATOR; DEPARTMENT OF PROCUREMENT AND SUPPLY CHAIN MANAGEMENT, INSTITUTE OF FINANCE AND MANAGEMENT STUDIES, KWARA STATE POLYTECHNIC, ILORIN KWARA STATE

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF NATIONAL DIPLOMA (ND) IN MASS COMMUNICATION

CERTIFICATION PAGE

I hereby certify that this report of Student Industrial Work Experience Scheme (SIWES) was prepared and complied by **OLAWALE TAIYE THOMAS** with the Matriculation number; **ND/23/PSM/PT/0067** from the department of Procurement and Supply Chain Management, Kwara State Polytechnic, Ilorin, Kwara State for the successful completion of SIWES undertaken at Chipest Electronics International Global Limited, Ilorin.

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I thank GOD almighty and I give all the glory, honour and adoration for His mercy over my life during the course of my study and when undergoing my Industrial Training.

My appreciation also goes to my Industrial Based lecturer whose accessibility, untiring effort, patients, guidance and suggestions fabulously contributed to the completion of this report, may almighty GOD continue to guide and protect her and her family.

Lastly, my appreciation goes to the Director of Administration in person of Mr. Anaeto Chekwu Bechukwu for accepting me into the organization and support, may GOD almighty be with him and his household.

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 parent for their undiminished support and unquantifiable assistance throughout the whole exercise and beyond.

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CHAPTER ONE

1.0 INTODUCTION

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. The function satisfactorily then, workers needed to deport 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 where established for at Reasselea. Polytechnic institute, USA, and secondly at Colombia University to on the new scientific curriculum that necessitated the Greek or latin language indusu, the effect of this concept has been argued and it lead to the spread or escalation of science, engineering and technical education in several tertiary institutions in American and Europe towards the end of 19^{th} century.

The products of these instructions 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 indepth 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 complementary 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 20^{th} century with the introduction of cooperative education through Herman Schneider, the Dean, college of engineering, university of Cincinnat.

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 (SIWES) is a programme designed that exposed and prepare student of Universities, Polytechnics, Colleges of Technology, College of Agriculture and Education for industrial work situation which they are likely to meet after graduation. It is a skill training programme which affords students their opportunity of familiarizing, acquiring and exposing themselves with the needed experiences 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 student are experienced to have a practical experience on the basis of theories and principles acquire in the teaching – learning process. However, the prevalence of inability of participant of SIWES to secure employment after the programme casts doubt on the continuing relevance of SIWES to the contemporary industrial development drives in Nigeria.

Human resources 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 nation that science and technology and 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 resources management, training and development represent 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 student of universities, polytechnics and colleges of education for the industrial work situation to be met after graduation, this scheme serve as a smooth transition from the classroom to the world of work and further help in the application of knowledge. The scheme provide student 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 institutions.

In Nigeria, SIWES was introduced in 1973 to enable undergraduate student in science and engineering acquire practical skills needed to function satisfactorily in work-setting. 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 then Yaba Technical Institute, now Yaba College of Technology. At that point, students were being sponsored by various government owned institutions and other private forms. 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 death of faculties to impact quality education on students in tertiary institutions. As military imperialists began to unleash terror on social critics, most of which were 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 Plc Nigeria, Bagro Plc, Nigerite, Nigerian Breweries Plc, Unilever Nigeria Plc, Texaco Over Seas (TO), Cheuron Nigeria Limited (CNL) established training schools; also call skill acquisition through hands on experience.

Since independence, the issue that has attracted the interest of succeeding Government in Nigeria has been that of human resource development from the beginning of Nigeria's nationhood, it was eminent that the pace of national development through technological advancement devolved not so much on the availability of mine 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 achieve rapid national development were concentrated on the expansion of formal exceptional institutions, through acquire the skilled, knowledge and varied chorological expertise required to meet the needs the needs of special and vital sectors of the economy. However, the fundamental role of education in human resources development is a matter of priority for any developing country to involve functional education policy. This is necessary because only through such priority can a country lay a solid foundation for a future, stable and res-oriented human resource development. Thus, growth and development, which the result from effective organizational change, depend on a well – educated and a quality 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) attract the attention of Government and individuals, in contemporary development environment.

1.2 OBJECTIVES OF SIWES

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 contract with potential employers while on training.
- To help students appreciates the role their professional play in society.

CHAPTER TWO

2.1 BRIEF HISTORY OF NATIONAL MOONLIGHT NEWSPAPER

Chipest Electronics was founded in 2015 by Chekwubechukwu Christopher Anaeto, a visionary entrepreneur who saw the growing demand for affordable electronics in Nigeria. Starting as a small shop in Ilorin's Geri Alimi market, the company initially sold basic electronics like radios, cassette players, and television sets.

By 2017, Chipest Electronics had grown into a major distributor of Chinese-made electronics, partnering with manufacturers in Shenzhen to import smartphones, home appliances, and solar products. The company rebranded as Chipest Electronics International Global Limited in 2012 to reflect its expanding operations across West Africa.

During Nigeria's economic fluctuations, Chipest struggled with forex shortages but adapted by introducing local assembly of LED TVs and inverters in Ilorin. The company also launched an e-commerce platform in 2019 to compete with Jumia and Konga.

Today, Chipest Electronics is a recognized brand in Northern Nigeria, with three showrooms in Ilorin and distribution networks in Kano, Abuja, and Lagos. The company is exploring partnerships with European tech firms to introduce smart home devices to the Nigerian market.

2.2 DEPARTMENT IN NATIONAL MOONLIGHT NEWSPAPER

The **National Moonlight Newspaper**, like most traditional newspaper organizations, is structured into various departments, each with specific roles and responsibilities to ensure the smooth production and distribution of the publication. Below is a list of the typical departments found in the National Moonlight Newspaper in Ilorin:

1. EXECUTIVE MANAGEMENT

Roles: CEO, Managing Director, Board of Directors

Functions: Strategic decision-making, company vision, and overall leadership.

2. SALES & MARKETING DEPARTMENT

Roles: Sales Managers, Digital Marketers, Brand Ambassadors

Functions:

- Managing retail and wholesale sales.

- Advertising, promotions, and social media marketing.

- Market research and customer engagement.

3. PROCUREMENT & SUPPLY CHAIN

Roles: Procurement Officers, Logistics Managers

Functions:

- Sourcing electronics from manufacturers (local & international).

- Managing inventory, imports, and supplier relationships.

4. CUSTOMER SERVICE & SUPPORT

Roles: Support Agents, Technical Advisors

Functions:

- Handling inquiries, complaints, and warranty services.

- After-sales support and troubleshooting assistance.

5. FINANCE & ACCOUNTS

Roles: Accountants, Auditors, Financial Analysts

Functions:

- Managing payroll, budgets, and financial reporting.

- Tax compliance, invoicing, and revenue tracking.

6. TECHNICAL/SERVICE DEPARTMENT

Roles: Technicians, Engineers

Functions:

- Repairing faulty electronics.

- Product testing and quality control.

7. WAREHOUSE & DISTRIBUTION

Roles: Storekeepers, Dispatch Riders.

Functions:

- Storing and distributing products.
- Managing deliveries and shipments.

These departments work collaboratively to render high peak and high quality of customer services to the patronage of the clients. While the specific structure of the Chipest Electronics International Global may vary slightly, this outline provides a general overview of the key departments and their functions in a typical electronics organization.

CHAPTER THREE

TECHNICAL TRAINING EXPERIENCE

WEEK 1: All the departments in the organization are being introduced to us likewise the electronics being sold and their price.

WEEK 2: We are being given chance to attend to the customers.

WEEK 3: We were being taught on the tactics to retain customers, the tactics in giving customers price.

WEEK 4: We were being taught product demonstration & customer engagement, market research & competitor analysis, digital marketing and lastly sales tracking & inventory management.

WEEK 5: We were being taught basic troubleshooting of electronics, soldering, circuit testing and component replacement and lastly quality control checks on incoming product.

WEEK 6: We were being taught vendor sourcing & price negotiation, logistics & import/export documentation and inventory management.

WEEK 7: We were being taught handling customer complaints & warranty claims, product registration & after-sales support and call center operations.

WEEK 8: We were being taught bookkeeping & invoice processing, POS transactions & petty cash management and financial reporting basics.

WEEK 9: We were being taught staff recruitment processes, employee record management and office administration & event planning.

WEEK 10: We were being taught stock arrangement & barcode labeling, dispatch coordination & delivery tracking.

WEEK 11: We were being taught website management, basic IT support and data entry & database management.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 SUMMARY

My **Students Industrial Work Experience Scheme (SIWES)** at the **Chipest Electronics International Global Limited** in Ilorin was an enriching and transformative experience that provided me with practical exposure. Over the course of my internship, I was actively involved in various departments, which allowed me to gain a comprehensive understanding of how an electronics company/organization operates.

During my Student Industrial Work Experience Scheme (SIWES) at Chipest Electronics International Global Limited in Ilorin, I gained valuable hands-on experience in various aspects of the electronics business. My training primarily involved working in the technical department, where I assisted in diagnosing and repairing faulty electronics such as televisions, inverters, and smartphones. This exposure allowed me to develop practical skills in soldering, circuit testing, and quality control inspections. Additionally, I participated in sales and marketing activities, engaging directly with customers, demonstrating products, and contributing to digital marketing efforts. I also had the opportunity to observe procurement and logistics operations, learning about inventory management and supply chain processes. Through this internship, I enhanced both my technical abilities and soft skills, including communication, problem-solving, and teamwork. The experience provided me with a deeper understanding of real-world business operations and prepared me for future career opportunities in the electronics industry. While the program was highly beneficial, I believe additional structured training modules could further improve the learning experience for future interns.

4.2 CONCLUSION

My Student Industrial Work Experience Scheme (SIWES) at Chipest Electronics International Global Limited proved to be an invaluable opportunity to bridge the gap between academic theory and practical industry operations. Through hands-on involvement in technical repairs, sales operations, and supply chain management, I gained critical insights into the workings of an electronics retail and service company. This experience not only enhanced my

technical competencies in electronics troubleshooting and quality control but also sharpened essential soft skills like customer relations, teamwork, and problem-solving in a real business environment. The exposure to various departments provided a well-rounded perspective on organizational workflows and industry best practices. While the training met its objectives, incorporating more structured modules and advanced technical.

4.3 RECOMMENDATIONS

Based on my industrial training experience at Chipest Electronics International Global Limited, I would like to propose the following recommendations to enhance future training programs and improve company operations:

1. Enhanced Training Structure: The company should develop a more structured internship program with clearly defined rotations across departments. This would ensure students gain comprehensive exposure to all aspects of the business.
2. Technical Skills Development: Investing in modern diagnostic equipment and organizing regular technical workshops would significantly improve the learning experience for engineering and technical students.
3. Mentorship Program: Implementing a formal mentorship system where each intern is assigned to a senior staff member would facilitate better knowledge transfer and professional guidance.
4. Digital Transformation: The company could benefit from upgrading its inventory and customer management systems to digital platforms, which would provide interns with valuable experience in modern business technologies.
5. Safety Orientation: Conducting mandatory safety training sessions at the beginning of the internship program would better prepare students for working with electronic equipment and tools.
6. Performance Evaluation: Introducing a formal evaluation system for interns, including feedback mechanisms from both supervisors and trainees, would help measure the effectiveness of the training program.

7. Industry Collaboration: Establishing partnerships with technical schools and universities could create opportunities for more specialized training programs and potential recruitment pipelines.

These recommendations are based on my personal observations during the training period and are offered with the intention of contributing to the continuous improvement of both the company's operations and its training programs.