



**TECHNICAL REPORT**  
**ON**  
**STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME**  
**(SIWES)**

**HELD AT**

**SBS 96.9FM**  
*NO 27A, FEDERAL LOW-COST HOUSING ESTATE,*  
*OKO ERIN, ILORIN, KWARA STATE*

**BY**  
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**ND/23/MAC/PT/0952**

**SUBMITTED TO**  
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INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY,  
KWARA STATE POLYTECHNIC, ILORIN.

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

AUGUST – NOVEMBER 2024

## **CERTIFICATION**

I hereby certify that this report of Student Industrial Work Experience (SIWES) was prepared and compiled by Amusat Fathiat Opeyemi with the matriculation number ND/23/MAC/PT/0952 from the department of Mass Communication, Kwara State Polytechnic, Ilorin, for the successful completion of SIWES undertaken at SBS 96,9 FM Radio Oko-erin Ilorin, Kwara State.

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**SIWES Supervisor**

## **DEDICATION**

This work is dedicated to my parents Mr. & Mrs. Amusat, my siblings and everyone who has contributed positively to the growth and development of my academic, professional and spiritual life.

## **ACKNOWLEDGEMENTS**

First and foremost, my deepest acknowledgement goes to God Almighty for His overwhelming love upon my life throughout the Scheme.

I appreciate my parents and friends for their constant help and support.

My special thanks go to all my lecturers in the department for inspiring me to be a good broadcaster.

Furthermore, I express my appreciation to Mrs. Christiana Oluwo the general manager of SBS 96.9 FM Radio and My SIWES supervisor Mr. Musa Bada and all Mass Communication Department, Kwara State Polytechnic, Ilorin.

I also appreciate all staff members of SBS 96.9 FM Radio, especially Mr. Saheed who gave out of his tight schedules to attend to me.

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## **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 programmes 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 impact 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 SBS 96.9 FM Radio Ilorin 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 19<sup>th</sup> 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 STUDENT INDUSTRIAL WORK EXPERIENCE 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 SBS 96.9 FM RADIO ILORIN**

SBS 96.9 FM Radio Ilorin is the corporate name of the station and Radio Kwara, Ilorin, remains the Station's Identity. Radio Kwara, Ilorin, is one of the public-owned broadcast media in the country.

The Station Broadcasts on Medium Wave Meter Band, popularly known Frequency Modulation, (FM) Meter Band.

### **COVERAGE CAPACITY**

SBS 96.9 FM Ilorin, Midland FM station covers more than twenty-three states and remains the most heard broadcast station in the entire North-Central region of the country.

### **INDEPTH**

Radio Kwara, Ilorin operates within the confines of the operational guidelines and ethical regulations as entrenched by relevant monitoring and supervising agencies.

The station hinges its services on protecting and projecting indigenous values. It serves as a link between the government and the governed through effective tracking of the performances of government towards addressing the aspirations of the masses.

Similarly, the station performs other relevant social responsibility services, like promoting good governance and equitable distribution of dividends of democracy. Above all, Radio Kwara encourages inter-cultural, inter-religious and exchange of useful ideas to accelerate socio – economic lives of the people.

However, the station is always mindful of ownership and control, without compromising its social responsibility to its numerous audience.

### **VISION STATEMENT**

*To be the preferred medium operating in a uniquely professional environment for world class broadcast.*

## **2.1 OBJECTIVE OF SBS 96.9 FM ILORIN**

The main objectives of Broadcasting are to inform, educate and entertain. In carrying out these functions, Broadcasting organizations are guided by certain codes, ethics and practice.

These are the dos and don'ts of broadcasting which cover and protect the rights of the audiences. They also take account and cater to the nature, interest and sensibilities of groups, like the women and children.

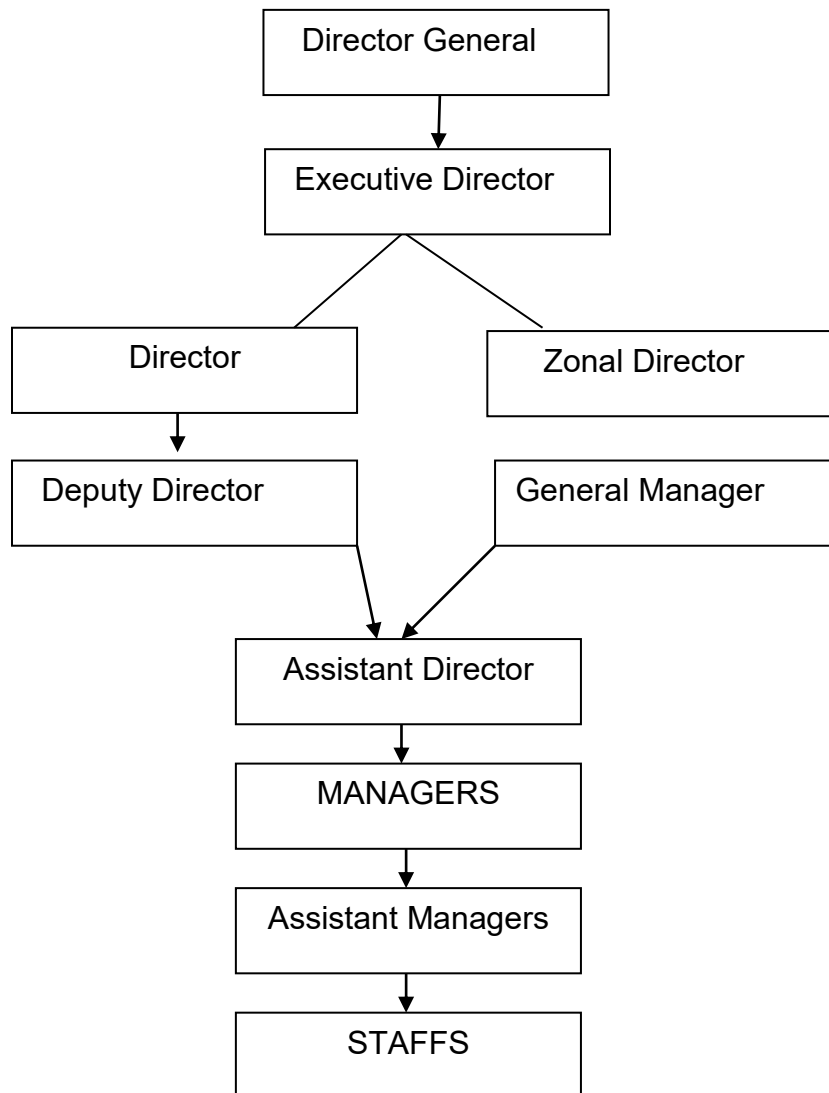
1. Respect the culture, norms, traditions and religions of societies and environments.
2. Ensure peaceful co-existence
3. Information Dissemination to the entire state

Here in Nigeria Broadcasting is regulated by the National Broadcasting Commission (NBC) which grants licenses to the operators and monitors their output to ensure adherence to professionalism.

There is Broadcasting Organizations of Nigeria (BON), a voluntary association of radio and television stations which came into existence in 1973. The Society of Nigeria Broadcasters (SNB) formed in 1979 caters to the welfare of practitioners, while BON is involved in training and exchange of ideas and programmes and Nigeria Union of Journalists.

BON, in addition, engages in joint coverage of important events like the National Sports Festivals, the 2nd All Africa Games of 1973, first West African Games of 1977 and the 2nd World Black Festival of Arts and Culture, (Festac 77). There is as well FIBAN (the Freelance and Independent Broadcasters Association of Nigeria) formed in 2002 to cater for the welfare of its members.

## 2.2: ORGANIZATIONAL CHART (ORGANOGRAM)



## CHAPTER THREE

### 3.0: MY EXPERIENCE AT KWARA STATE BROADCASTING CORPORATION

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 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].



Fig 2: Radio presenter in studio



Fig 3: Audio Recorder



Fig 4: Ring Light

### 3.1 RELEVANCE OF TRAINING

The relevance of this training cannot be over emphasized, it aided the sharpening of inherent skills and the acquiring of new ones. Also it helped to place high level of relevance on what I have been taught in school. The relevance of this training to me can be divided into two broad groups; the relevance to my academics and the relevance to the labour market.

Now in the relevance to academics, across the theoretical knowledge I acquired in school, I encountered the practical aspect of the knowledge and applied them when necessary.



## **CHAPTER FOUR**

### **4.0 PROBLEMS ENCOUNTERED DURING THE TRIANING**

The success of my training is undisputed, but it was not devoid of rough edges. I experienced some challenges, among these are:

- The issue of expensive transportation: I have to pay an average of 400 naira every day for transport without remuneration.
- My colleagues (other interns) in the office were not ready to be dedicated to the job as I was, so this was a great burden upon me because every member of staff was now depending on me to carry out assignments when there were other hands. This made me work overtime sometimes & it was favorable coming back late to a family house.
- SBS 96.9 FM been a Private owned media comes with its own lapses. The bureaucratic system is rigid and before things are done its takes so much time. This affected the conducive working environment for the members of staff in that whenever machines are bad and need repairs it takes so much time before it gets attended to. This system made work so tedious and cumbersome.

## **CHAPTER FIVE**

### **5.1: 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 Radio Kwara, 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).

### **5.2: 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.

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