



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

**HELD AT
SOBI F.M
SOBI ROAD ILORIN, KWARA STATE, NIGERIA**

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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.

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CHAPTER ONE

1.1 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 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 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.

1.2 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.

1.3 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

2.1 HISTORY OF SOBI 101.9 F.M, ILORIN

Sobi 101.9 FM Ilorin is an indigenous radio station, based in Ilorin, the capital city of Kwara State, in the North Central region of Nigeria. Its ownership/management structure is a purely Nigerian affair. Our contents are Pan-Nigerian, with a Corporate Content Direction (CCD) being “Engendering Social Rebirth among the Youths”. It was established in July 2010; and between that time and now, it has won many awards, such as the Nigeria Media Nite-Out – 2019 and 2021; YOMAFA Best Radio Station of the year, 2018. We are the most listened-to radio station in our areas of coverage, with Kwara State and its environs being our primary area. We parade some of the most captivating contents to our teeming audience, in both English and indigenous languages (Yoruba, Hausa, Fulfude, Nupe and Batonu). We are the only radio station doing that in our geopolitical region. We have the most popular Sports programs – Sports Base and Sports Vibes (English); Lori Papa, L’agbo Soccer and Şe ó lè S’òtẹ (Yoruba) among other flagship sociopolitical programs, like Ọrò-Ìlú (Multilingual); Perspectives, Home Front (English) among others. We also have youths-captivating programs like “Campus Gist”; Children Half hours and a host of other box office programs. With all these, we believe, we are advertisers’ delight, and ideal partner that gives value for money. We also won the 2020 and 2021 “Kwara Live Project” “Media House of the Year” award. Our News is a “Box office”, to our teeming listeners across our areas of coverage, due to its timeliness, reliability and accuracy, as a result of our widespread network of correspondents across the state and beyond. It would interest you to know that, Sobi 101.9 FM Ilorin is the only traditional media outfit in Kwara State that does “Breaking News”. This is also down to the vibrancy of our staff, scattered across the nation. We give extensive, live coverage to landmark events like annual National festivals(Durbar, Ileya, Christmas, Independence Day,, Democracy Day, among others), local and international event days, National elections, among other events. These and many others are, what endears us to our teeming listeners, so much so that, most of our

Station Idents are now common songs on the lips of most members of the public, while some even use them as ring back tones. Sobi FM, within its short, but eventful years of existence, has won many awards on accounts of its trailblazing performance, while redefining radio broadcasting in Kwara State and beyond.

2.2 OBJECTIVES OF THE ESTABLISHMENT (RADIO KWARA)

- To build a broadcast giant that promotes societal values and human development through digital studio equipment and transmitters, performance-driven innovative and quality services
- To make some positive contributions to the impact radio advertisement has on marketing of goods and services in Kwara State
- To highlight the prospect advertisement to both the society and business enterprises.

2.3 ORGANIZATIONAL CHART (ORGANOGRAM)



2.4 THE VARIOUS DEPARTMENTS/UNIT IN THE ESTABLISHMENT AND THEIR FUNCTIONS

General/Station Manager

The station manager is responsible for maintaining the budget of the station along. She/he also recruits and conduct training programmes for the employees. The progress, growth and performance of the employees is also reviewed by the general manager.

Sales Department

The sales department is headed by the sales manager who leads a team of sales executives. The executives are responsible for carrying cold calling with the objective of general and covering sales leads. The sales manager designates the team members to even perform collections on past – due accounts. The sales manager reports to the station manager.

Operations Department

There are three key responsibly of the operations manager, coordinating, scheduling and promoting the on-air programming. The operations manager works in close association with the anchors, hosts, radio jockeys in order to make sure that the station's branding is represented correctly. The operations manager also reports to the station manager.

Program Department

The program director is assigned the duty of creating and planning the daily broadcast schedule which means that she /he is responsible for locating and providing the news, music etc., which must be covered in order to disseminate the content properly. For each individual broadcast, there is a program director who works with the same team every day and has to report to the operations manager.

Production Department

The production department comprises the production station, operations team, anchors, hosts, co-hosts, radio jockeys. The department ensures that all

the program contents and advertisements are produced on time and queued for timely broadcast.

On-Air Personalities

The radio jockeys are responsible for playing music, disseminate information and entertain the listeners. Anchors or hosts share information about weather, traffic and also interview personalities. They also invite listeners to call in and participate in the show. The anchors must adhere to the style sheet or guidelines of the station. All on-air personalities have to report to their respective programme director.

Engineering Department

The responsibility of the chief engineer is to manage a team which handles all technical duties. The chief engineer, who reports to the operations manager, must also inspect the equipment at the radio station, check for any damage which requires repair, facilitate repair or even purchase new equipment as and when required. The chief engineer must also adhere to the guidelines prescribed by Telecom Regulatory Authority of India (TRAI). The team under the chief engineer is also responsible for smooth broadcast of programmes and is many times involved in the process of editing tracks, handling sound effects and checking the strength, quality and clarity of signal.

Marketing Department

Generating revenue is extremely important for any radio station for survival. The marketing or sales department has the responsibility to generate direct revenue by selling air time to the advertisers. The challenging role is shouldered by a team of several people who are directed to perform different functions. The sales department is headed by a Sales head who leads the entire department. The department is responsible for meeting the targets set for a predetermined time period. The sales men in the department approach the potential advertisers, convince them to buy the air time, if required, also negotiate the terms and conditions related to payment.

Accounts/Finance

The revenue and expenses of the radio station are handled by the accounts or the finance department. The department is responsible for collecting dues from the advertisers on time and also ensures that all payments like salaries of the employees, bills of utility items are made in due time. The department also looks are all legal or financial issues related to mobilizing funds from the market. The department is also responsible for handling two other departments namely, auditing and taxation.

Administrative Department

The administration department has to manage all the processes of the radio station. The key roles and responsibilities of the department is to handle logistics, housekeeping, security concerns at the station. The department is also responsible for handling the office boys, deployment of security guards, transportation, travel arrangements for officials and guests.

CHAPTER THREE & FOUR

3.1 EXPERIENCE GAINED

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.

My primary activities involved monitoring news and transcriptions of words.

Also, I learned one or two things both in the two studios - live and recording. These obviously allowed me 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 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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