



## UNIVERSITY-INDUSTRY COLLABORATION IN PREPARING BUSINESS EDUCATION GRADUATES FOR EMPLOYMENT OPPORTUNITIES

**Ogungboyega, Suliyat Ajoke PhD**

*Federal College of Education (Special),*

*Oyo, Oyo State, Nigeria*

*ogungboyegasuliyat@yahoo.com*

### **Abstract**

*This study investigated into university-industry collaboration in molding business education graduates for employment because unemployment percentage is rising everyday as a result of skill-mismatch among graduates in which business education is not exempted. Three research questions were drawn and answered by this research work. Descriptive survey design was used. The population of the study consists of sixteen business education lecturers of Ekiti State University hosted by Emmanuel Alayande University of Education, Oyo, Oyo state and the entire staff of 1,049 registered small-scale enterprises in Oyo State. Multi-stage sampling technique was used to select sample size for this research work. Purposive sampling technique was used to choose business education lecturers of Ekiti State University, random sampling technique was used to choose twelve registered small scale enterprises and stratified sampling techniques was used to choose seven workers from each of the twelve selected enterprises. The sample is made up of 16 business education lecturers and 84 staff of different strata, making up of one hundred sampled respondents. Three-in-one questionnaire comprising of 21 items was the instrument used to gather data for the research work. Test-retest reliability method was used and reliability co-efficient of 0.75 was arrived at. Mean and standard deviation were used to analyze research questions. When the mean value of an item was 2.50 and above it was regarded as Agreed and below 2.50 was regarded as Disagreed. Mean scores were subjected to ranking method. Based on the findings, the study recommends among others that optimum collaboration should come up between institution and industry in order to have industry-driven curricula for business education specializations in an effort to bridge the gap between classroom and the industry.*

**Key Words:** *University-Industry, Collaboration, Business Education, Graduates, Employment*

### **Introduction**

Tertiary education aims at providing ample opportunities for students to assimilate required knowledge and acquire relevance skills for securing gainful means of earning livelihood for self-sustenance. Relevant skills are to be acquired which will be useful in the labour market. Its establishment is not just to produce skilled manpower but to inculcate in the students, necessary and relevant skills as may be demanded in the industrial sector. There is need for aligning the two sectors, that is, institution and industry in a way to make the institutional products absorbable in the world of work. An institution or to narrow it down, a classroom must be a replica of the industry. The two establishments are quite inseparable. The contents taught under the auspices of school should align with what is expected in the labour market. The linkage between University and Industry is an essential one for the attainment of institutional goal. An attempt to create gap between the two is tantamount to unemployment on the part of institutional graduates.

Training graduates as skilled manpower, that will be able to fit into the world of work is a partnership effort. It is a huge task that cannot be singlehandedly attained by university. It was stated in the Nigerian National Policy on Education that a university should collaborate with relevant industries to achieve the ultimate goal of fixing its graduates into the work environment (Federal Republic of Nigeria, 2013) The collaboration between Universities and the Industrial sector should foster on the curriculum development, collaborative research activities, training for students and development projects. This union is needed in order to bridge the gap between theory and practice. Ogungboyega (2019) observed that Business Education program has been engulfed by technology, thereby creating gap between institution and industry. This has led to many Business Education graduates roaming about the streets without securing reasonable jobs. What is being taught under the auspices of the school is at variance to what is expected in industry. This gap should be bridged if business education graduates are to fit into the world of work. The practice of matching academic study with industrial practice is in line with the justification for the need to make university environment a replica of where students will subsequently work.



Institution-industry collaboration is a term used in Nigeria to explain the connectivity, cooperation, synergy, symbiosis, coalition, team work and concerted efforts between universities and related industries. The aim of this shared endeavour is to bridge the gap between academic research and industrial practice. It covers various programs and activities, such as collaborative research, students' industrial training and developmental projects support aiming at improving the skills of the workers, to increase the product, technology, process and to update the workforce. Natarajan (2014) defined Institution Industry Collaboration in terms of collaboration, co-sponsorship, inter-agency or inter-organisational partnership between educational institutions and industries where the two agencies are engaged in the shared design and supervision of programs or initiatives with the aid of contributing capital that will provide reciprocal benefits to both organisations. The forms of partnerships differ according to the extent of interconnections between the institutions and the industries involved. Idris and Rajuddin (2012) described a gap between the standard of the training that students undergo and the expectations of employers in Nigeria's business and industry. The universities and the industries are two distinct entities of different features. These variations in their features tend to serve as obstacles for successful collaboration. Obanor and Kwasi-Effa (2013) further revealed that collaboration between universities and industries was mostly through individual effort. Their collaboration was observed to be weak because it was informal. It was also observed that some lecturers seldom attend conferences organised by industries because they sometimes consider these conferences as being below standards. The researchers, therefore, concluded that there was a low level of collaboration between universities and industries. Pai and Chiplunkar (2014) reported that, for mutual benefit, collaboration between institutions and industries occurs for various reasons at different levels. They also thought that such an interaction could be for matters relating to curriculum, training, study, and transfer of technology. Similarly, in an investigation on teacher training in the United States, Campbell and Dunleavy (2018) wrote about the need to link the work of university and the knowledge of practitioners through guided field experience. The article concentrated on the importance of these collaborations in ensuring achievement of university goals.

One of the critical areas of collaboration between universities and industries is in research activities. Research implies careful observation of a phenomenon for the purpose of effecting advancement and improvement. It is a way of procuring reliable and beneficial information and data about a particular phenomenon as well as the analysis of the data collected in order to arrive at a concrete conclusion. Accordingly, the primary purpose of research is to discover answers to important questions to resolve social problems (Odia & Omofonmwan, 2013). Oyesola (2010) saw research as the application of the scientific method to attain or prove new and exciting theories, search for new ideas, inventions, discoveries and establishment of new knowledge, principles, and methods. Research is also regarded as being a systematic and unbiased quest for understanding, developing theories and proving the validity of concepts, hypotheses and assumptions. It's a quest for new facts which needs care and diligence. Experimentation is about seeking experience, taking new information and discovering ways of applying it to life's many problems. Research is the process of achieving effective solutions to problems by means of organized and systematic data collection, analysis and interpretation (Osuala, 2001). Research is the quest for information, facts, similarities and relationships and the process of seeking solutions to problems by systematically collecting, analysing and interpreting data Aloysius & Ajoku, (2007). Assessment of Effect of ASUU Strike on PeAccording to Chikwe, Ogidi and Nwanchukwu (2015), research is the lead to a range of benefits including the provision of solutions to counterpart' problems, the identification of problems, gathering new data, finding solution to a problem through carefully designed procedures and logical analysis. Collaboration between academics and industry can bring about improvement of standard of living, the improvement of educational practices, the eradication of poverty and ignorance, and national development (Nwakpa, 2015).

University can collaborate with industries in the aspect of research by diverting students' research interest into aspect of challenges facing the industry, investigate into it in an attempt to find reliable and long term solution to the problem. By this, students who undertake the research activities can further be employed in the service of the industry. In the same vein, institution and industry can collaborate in research activities by sponsoring some research which could be of benefit to the organization and the world at large.

The demand for well-trained graduates with relevant entrepreneurial skills who can be employed to meet the nation's need industries, by industries and other organizations is increasing daily. Students' Industrial Training is the practical training programme that students receive from relevant organisations while still in school, such as Students Industrial Work Experience Scheme (SIWES). The scheme is an educational programme which is run concurrently with school programme. Students participate in work activities while still in school. Based on this, students are given the opportunity to be part of the actual work



situation in a real work (Emeahara & Chris-Israel 2017; Akerejola (2014)., SIWES is a skill development programme put in place to prepare Office Technology and Management students for transition from school to work. Ogbuanya, T. C., Njoku, C., A., Kemi P.O. & Ogunkelu, M.O. (2018). According to Nsu (2012), SIWES is a planned, monitored training and intervention program centred on specified and specific learning and career goals which leads to the development of participants' occupational skills. A goal is the cause of all the productive actions taking place in the institutions. Hence, Mamedu (2016) affirmed that a high quality of work-life is expected to generate satisfactory university goal achievement. Industrial training affords the students an opportunity to learn industrial culture, translate theory into practice, understand the measure of acceptable performance in industry and ethics of work force

Universities and industries are also in partnership agreement in students' industrial training. The quest for skilful graduates by companies, industries, and other organisations are In exhaustive. Demand for well-trained graduates with saleable entrepreneurial skills who can fill the existing vacancies are increasing day to day. Students' Industrial Training is the practical experience programme that students receive from relevant organisations while still in school. The scheme is an educational and practical oriented programme designed purposely to align theory with practical. Lots of theories are taught within the four walls of the classroom without the correspondence practical simply because there are no adequate equipment in schools to put theory in practice. SIWES affords the undergraduates opportunities to put theories learnt under the auspices of school into practice thereby bridging the wide gap that exists between the two. Moreover, Student Industrial Training Scheme paves way for smooth transition of students from school to work environment. It unveils the practical situation of industrial world and enable them to prepare for it. The trainee are expose to work-force and it requirement by participating in work activities while still in school. Based on this, students are given the opportunity to be part of the actual work situation in a real work Akerejola (2014)., It is a skill development programme put in place to prepare students of tertiary institutions for transition from school to work (Abraham-Ibe, (2014). According to Nsu (2012), SIWES is a planned, monitored training and intervention program centred on specified and specific learning and career goals which leads to the development of participants' occupational skills.

Graduate Adjustment Programme (GAP) typically refers to a program or initiative designed to help recent college or university graduates transition smoothly into the workforce or post-graduate life. These programs can take various forms and may be offered by educational institutions, employers, or government agencies. The broad goal of this program is to correct the skills mismatch in order to make graduates fit into the world of work. Graduates might have acquired skills that are not relevant to the needs of the industries and rendered unemployed. The efforts made by employers, government agencies or even the educational institutions to inculcate the required and needed industrial skills into the graduates which comes up after graduation Is known as Graduate Adjustment Program. The specific goals and components of such programs can vary depending on the organizational goals.

Graduate adjustment programs often provide career counseling, guidance, and resources to help graduates explore potential career paths, set career goals, and develop job-searching skills like resume writing and interview preparation. These programs may offer workshops or training sessions to inculcate graduates' job-related skills, including technical skills, communication skills, and soft skills like teamwork and leadership. Graduates are encouraged to build professional networks by connecting to alumni, industry professionals, and potential employers. Networking events, job fairs, and industry-specific seminars can be part of the program. Some programs pair recent graduates with experienced mentors who can provide guidance, advice, and support as they enter the workforce.

Assistance with job searching, including access to job listings, assistance with job applications, and interview coaching, is often a key component of these programs. Graduates may receive guidance on personal development and well-being to help them cope with the transition from academia to the professional world. Understanding personal finance, including budgeting, saving, and managing student loans, is often included to help graduates make informed financial decisions iss also an integral aspect of the programme. This program focuses on helping graduates adapt to workplace culture, including understanding workplace expectations, ethics, and professional conduct. Encouragement to pursue further education or professional development opportunities, such as certifications or advanced degrees, may also be part of these programs. The specific name and structure of such programs can vary by institution or organization. They aim to address the challenges and uncertainties that recent graduates often face when transitioning from the academic environment to the professional world and help them become more competitive and successful in their chosen careers.

Collaboration allows institutions to align their curricula with industry needs. Graduates receive training and education that is directly applicable to the real-world demands of the job market, making them



more attractive candidates to employers. This bridges the gap between the acquired and needed skills and enhances graduates' smooth transition to industrial world. Collaborative efforts often involve internships, co-op programs, or research partnerships. Graduates can gain practical experience, access industry-standard equipment, and develop a network of industry contacts during their academic journey, which can greatly enhance their employability. However, Institutions collaborating with specific industries may have established pipelines for job placements. Graduates may find it easier to secure employment through these connections, as employers often value candidates from institutions with strong industry ties. Industries are dynamic, and changes rapidly with time. Collaboration helps institutions stay up-to-date with the latest industry trends and technologies, ensuring that graduates are equipped with the most relevant knowledge and skills.

Collaboration can lead to research projects that benefit both institutions and industries. Graduates who participate in such projects may gain research experience, which can be a valuable asset in certain job markets. Some collaborations involve tailoring educational programs to meet the specific needs of an industry. This customization ensures that graduates are better prepared to enter the workforce with the exact skills required. In the same vein, graduates from institutions with strong industry ties often enjoy higher employability rates and may have an advantage when competing for job positions. Collaboration can facilitate the integration of industry-recognized certifications into educational programs. Graduates with these certifications may have a competitive edge in the job market.

Collaboration can also foster entrepreneurship by connecting graduates with industry mentors, investors, and resources to help them start their own businesses or join start ups. It's important to note that the impact of institution-industry collaboration on graduates' employment can vary depending on the specific institutions and industries involved, as well as the region and the field of study. However, in general, such collaborations have the potential to significantly enhance graduates' prospects in the job market by providing them with the skills, experiences, and connections they need to succeed.

### **Statement of the Problem**

The unemployment wind in Nigeria is blowing at an alarming stage. University graduates who have spent much efforts and time cum resources learning under the school auspices, are roaming about the street without securing gainful jobs. The number of graduates Nigerian institutions turn out yearly could not correspond with the available jobs. The fewer job opportunities available found the graduates unfit as a result of skill mismatch. Some of the skills acquired in school do not correlate with the skills needed in the labour market. Employers are not satisfied with the performance of their employees especially when the employees are given jobs that required display of specific skills and are not well accomplished due to lack of technical know-how. Business education curriculum is at variance with the skills required in business office indicating a wide gap between school and industry. Several attempts have been made by government to bridge the identified gaps between theory and practice to no avail. Efforts like Vocational and Technical Training Programmes: Work-Integrated Learning Programs and apprenticeship program was made by government to ease the difficulty of skill mismatch to little or no effect. To bridge the gap between academic theory and industrial demand, there should be effective collaboration between universities and industry on the path of molding skilled and employable business education graduates

### **Research Questions**

- i) To what extent are University-Industry collaboration strategies molding business education graduates?
- ii) How impactful is University-Industry collaboration strategies in getting business education graduates employed?
- iii) What are the future directions of collaboration between Universities and Industries in molding digital business education graduates?

### **Methods**

The descriptive survey research was used in this study. The population of the study comprised of all 16 lecturers of Business Education in Ekiti State University hosted by Emmanuel Alayande University of Education and all the 1,864,954 registered Small Scale Enterprises in Oyo state. The entire 16 business education lecturers in Ekiti State University and the whole workers in 1,864,954 registered small scale enterprises in Oyo forms the population for this work. Multi-stage sampling technique was used to select sample for this research work. At the initial stage of this selection, purposive sampling technique was used to absorb all the 16 Business Education lecturers in Ekiti State University resided in Emmanuel Alayande



University of Education. At the second stage of it, random sampling technique was used to choose 12 small scale enterprises out of 1,864,954 that were registered. Stratified random sampling technique was used to choose seven staff of different strata from each of the 12 small scale enterprises sampled. In all, the sample size consists of 100 respondents made up of 16 lecturers and 84 workers of the selected enterprises. A validated three in one questionnaire with reliability coefficients of 0.75 was used for data collection. Mean and standard deviation were used to analyze research questions. When the mean value of an item was 2.50 and above it was regarded as Agreed and below 2.50 was regarded as Disagreed. Mean scores were subjected to ranking method to see the weight of responses on each item

## Results

Research question one: To what extent is University-Industry collaboration effective, in moulding business education graduates?

**Table 1: Mean and Standard Deviation of extent is University-Industry collaboration effective, in moulding business education graduates**

S/N	Items	Mean	Std.	Rank
1	Students' Industrial Work Experience Scheme (SIWES)	3.62	0.76	1 <sup>st</sup>
2	Collaborative Research	3.29	0.80	6 <sup>th</sup>
3	Graduate Adjustment Programme (GAP)	3.39	0.86	4 <sup>th</sup>
4	Industrial Training	3.38	0.81	5 <sup>th</sup>
5	Customized Training	3.52	0.67	3 <sup>rd</sup>
6	Industrial Mentorship	3.59	0.65	2 <sup>nd</sup>

The result showed that items 1-6 influences University-Industry collaboration for effective moulding of business education graduates to a great extent. Item 1-Students; Work Experience Scheme ranked 1<sup>st</sup>with average mean value of 3.62 (Agreed), item 6 - industrial mentorship ranked 2<sup>nd</sup> with average mean value 3.59 (Agreed), while item 5 – ranked 3<sup>rd</sup>with average mean value of 3.52 (Agreed). Others were items 3, 4, and 2 that ranked 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> with mean value 3.39; 3.38 and 3.29 respectively depicting Agreed

Research question two: How impactful is University-Industry collaboration strategies in getting business education graduates employed?

**Table 2: Mean and Standard deviation of impact of University-Industry collaboration strategies in getting business education graduates employed**

S/N	Items	Mean	Std	Rank
1	Collaborative research addresses specific areas of need of a company in a way to facilitate graduate placement	3.48	0.64	1 <sup>st</sup>
2	Collaborative allows the institution to align their curricula with the industry needs to make their output fit into the world of work	3.28	0.60	2 <sup>nd</sup>
3	Graduates from institutions with strong industry ties often enjoy higher employability rates and may have an advantage when competing for job positions.	2.96	1.02	8 <sup>th</sup>
4	Graduates can benefit from exposure to industry professionals, allowing them to develop soft skills such as communication, teamwork, and problem-solving, which are highly sought after by employers.	2.83	0.98	10 <sup>th</sup>
5	Some collaborations involve tailoring educational programs to meet the specific needs of an industry to ensures that graduates are better prepared to enter the workforce with the exact skills required.	2.86	1.01	9 <sup>th</sup>
6	Collaboration can also foster entrepreneurship by connecting graduates with industry mentors, investors, and resources to help them start their own businesses or join start ups.	3.02	0.90	7 <sup>th</sup>
7	Collaboration can facilitate the integration of industry-recognized certifications into educational programs. Graduates with these certifications may have a competitive edge in the job market.	3.23	1.01	4 <sup>th</sup>



- 9 Graduate Adjustment Programs (GAP) often provide career counseling, guidance, and resources to help graduates explore potential career paths, set career goals, and develop job-searching skills like resume writing and interview preparation. 3.11 0.74 6<sup>th</sup>

The result showed that majority of the respondents sampled agreed that items 1-10 confirmed significant impact of University-industry collaboration in getting business education graduates employed in industrial sector. This evident as majority of the respondents sampled agreed that collaborative research addresses specific areas of need of a company in a way to facilitate graduate placement. The mean value for item1 is 3.48 and ranked 1<sup>st</sup>. Item 2 ‘Collaborative allows the institution to align their curricula with the industry needs to make their output fit into the world of work’ ranked 2<sup>nd</sup> and the mean value is 3.28. Item 3 ‘Graduates from institutions with strong industry ties often enjoy higher employability rates and may have an advantage when competing for job positions’ ranked 8<sup>th</sup> and the mean value is 2.96. Item 4 ‘Graduates can benefit from exposure to industry professionals, allowing them to develop soft skills such as communication, teamwork, and problem-solving, which are highly sought after by employers’ ranked 10<sup>th</sup> and the mean value is 2.83. Item 5 ‘Some collaborations involve tailoring educational programs to meet the specific needs of an industry to ensures that graduates are better prepared to enter the workforce with the exact skills required’ ranked 9<sup>th</sup> and the mean value is 2.86. Item 6 ‘Collaboration can also foster entrepreneurship by connecting graduates with industry mentors, investors, and resources to help them start their own businesses or join startups’ ranked 7<sup>th</sup> and the mean value is 3.02. Item 7 ‘Collaboration can facilitate the integration of industry-recognized certifications into educational programs. Graduates with these certifications may have a competitive edge in the job market’ and item 10 ‘Graduate adjustment programs often provide career counseling, guidance, and resources to help graduates explore potential career paths, set career goals, and develop job-searching skills like resume writing and interview preparation’ ranked 4<sup>th</sup> and the mean value is 3.23. Item 8 ‘Collaborative efforts often involve internships, co-op programs, or research partnerships. Graduates can gain practical experience, access industry-standard equipment, and develop a network of industry contacts during their academic journey, which can greatly enhance their employability’ ranked 3<sup>rd</sup> and the mean value is 3.27. Item 9 ‘Graduate Adjustment Programs as a strategy to correct skill mismatch often provide career counseling, guidance, and resources to help graduates explore potential career paths, set career goals, and develop job-searching skills like resume writing and interview preparation’ ranked 6<sup>th</sup> and the mean value is 3.11. This high value of mean is an indicator that GAP has significant impact as a strategy of institution-industry collaboration in molding business educators in Nigeria University system.

**Research question three: What are the future directions of collaboration between Universities and Industries in moulding digital business education graduates?**

**Table 3: Mean and standard deviation on future directions of collaboration between Universities and Industries in moulding digital business education graduates**

S/N	Items	Mean	Std.	Rank
1	Organizing hackathons, case competitions, and other events with industry involvement can encourage students to apply their knowledge to real-world problems. Industry judges can evaluate and provide feedback, fostering a competitive and innovative spirit among students.	3.35	1.02	1 <sup>st</sup>
2	Digital business can foster collaboration between academia and industry. These facilities can serve as hubs for joint projects, seminars, and networking events.	2.95	1.01	4 <sup>th</sup>
3	Universities can work closely with industry partners to develop industry-integrated curricula that are aligned with the current and future needs of the digital business sector. This involves identifying emerging technologies, trends, and skills that are in high demand and incorporating them into the educational programs.	2.29	1.11	5 <sup>th</sup>
4	Global partnership of institution-industry will go a long way to put business education graduates on the same pedestal with their counterparts across the globe	3.06	1.09	3 <sup>rd</sup>



- 5 Online learning and micro credentials will ease task of accessibility and afford business education graduates to interact globally 3.15 1.06 2<sup>nd</sup>

Responding on the future directions of collaboration between Universities and Industries in molding digital business education graduates, majority of the respondents sampled agreed that organizing hackathons, case competitions, and other events with industry involvement can encourage students to apply their knowledge to real-world problems. Industry judges can evaluate and provide feedback, fostering a competitive and innovative spirit among students. The mean value for item 1 is 3.35 and ranked 1<sup>st</sup>. Also, majority of them agreed that digital business can foster collaboration between academia and industry. These facilities can serve as hubs for joint projects, seminars, and networking events. The mean value for item 2 is 2.95 and ranked 4<sup>th</sup>. Moreover, majority of the population sampled agreed that Universities can work closely with industry partners to develop industry-integrated curricula that are aligned with the current and future needs of the digital business sector. This involves identifying emerging technologies, trends, and skills that are in high demand and incorporating them into the educational programs. The mean value for item 3 is 2.29 and ranked 5<sup>th</sup>.

In addition, majority of the respondents sampled agreed that global partnership of institution-industry will go a long way to put business education graduates on the same pedestal with the counterparts across the globe. By this, business educator produced in Nigeria will be able to compete favourably with their colleagues across the globe in terms of performances. The mean value for item 4 is 3.06 and ranked 3<sup>rd</sup>. Also, majority of them agreed that online learning and micro credentials will ease task of accessibility and afford business education graduates to interact globally.

### Conclusion

When there is gap between what is produced and the specification required, the production output is worthless, waste and unconsumable. For business education graduates to mend up with the industry needs and fit into the world work institution should collaborate with to develop industry-integrated curricula that are aligned with the current and future needs of the digital business sector. This involves identifying emerging technologies, trends, and skills that are in high demand and incorporating them into the educational programs

### Recommendations

Based on the finding of this research work, the following recommendations were made:

1. Industry driven curricula should be introduced into business education programme by relevant stakeholders, this will go a long way to bridge the gap between theory and practical
2. Classroom should be a replica of the industry wherein technological devices required in industry are made available in the classroom for proper moulding of business education graduates
3. Government should brace up in the proper funding of business education programmes to incorporate training and re-training of business education lecturers to take up their new role as demand by technology
4. Collaborative research which was found to have low extent in institution-industry collaboration should be improved upon by Business educators.

### References

- Akerejola, O. (2014). Information and Guidelines for students Industrial Work Experience Scheme: Potentials for increasing domestic fish supply in Nigeria. *Review of development* 7(2), 74-84
- Aloysius T., A. & Njoku, A., C., (2007). Assessment of Effect of ASUU Strike on Performance of Universities in South Eastern States of Nigeria
- Chikwe, C. K., & Ogidi, R.C, & Nwachukwu, K., (2015) Challenges of Research and Human Capital Development in Nigeria. *Journal of Education and Practice* 6(8)
- Dunleavy P., Margetts H., Bastow S., Tinkler J. (2006). New public management is dead—Long live digital-era governance. *Journal of Public Administration Research and Theory*, 16(3), 467–494. <https://doi.org/10.1093/jopart/mui057> Google Scholar
- Federal Republic of Nigeria, (2013). National Policy on Education. 2013 Abuja. *NERDC Press*
- Idris, A. & Rajuddin, M. (2012). The trend of Engineering Education in Nigerian Tertiary Institutions of Learning towards Achieving Technological development. Malaysia Published by Elsevier Ltd University of Technology, Malaysia



- Mamedu , O., P. (2016). Quality of work-life and University goal attainment perception by academic staff in South-South geo-political zone of Nigeria of Nigeria. *Journal of good governance and Sustainable Development in Arica* 3(3), pp 1-19
- Natarajan, R. (2014). Industry academic linkages in education R&D and innovations. *Science proceed* 2(3)<http://dx.doi.org/qpror.2015.el2014:28>.
- Nwakpa, P. (2015). Research in Tertiary Institutions in Nigeria: Issues, Challenges and Prospects: Implication for Educational Managers. IOSR. *Journal of Humanities and Social Science (IOSR-JHSS)*, 20 (6), 45-49.
- Obanor, A. I. & Kwasi-Effa, C. C. (2013). Assessment of university-industry collaboration and technology transfer in schools of Engineering and Sciences in Nigeria: *Nigerian Journal of Technology* 32(2) 286- 293
- Odia, L. O. & Omofonmwan, S. I. (2013). Research and Development Initiatives in Nigeria: Challenges and Prospects.3(4)
- Ogbuanya, T. C., Njoku, C., A., Kemi P.O. & Ogunkelu, M.O. (2018). Evaluating the effectiveness of Students' Industrial Work Experience Scheme (SIWES) programme to ensure quality of technical vocational education and training in technical colleges in Lagos state. *International journal of Vocational and Technical Education* 10 (7)
- Ogungboyega, S. A. (2019). The Perceptions of Employers towards Employability of Business Education Graduates in Nigeria. *Nigerian Journal of Business Education*. 6(1), 35-42.
- Osuala, E. C. (2001). Introduction to Research Methodology. Onitsha African – Fep.Pub. Ltd.
- Oyesiku, K. (2010). Synopsis of a colloquium on organised private sector/public service demand for Nigerian Universities Colleges of Education and Polytechnic Graduates Employability Organised by Bureau of Tertiary Institutions, Abeokuta, Ogun State between 12th and 13th October.
- Oyesola, G. O. (2010). The Contribution of Research to the Development of the National education System <http://unilorin.edu.ng/journals/education/ije/sept1988/the%20c>
- Pai, P. S. & Chiplunkar, N. N. (2014). Success Story of industry- institution collaboration for enhancing teaching and learning experience. Proceedings of the International Conference on Transformation in Engineering Education. Springer, India. 95-10