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SCHOOL-INDUSTRY ACTIVITIES AND ADMINISTRATIVE LINK STRATEGIES FOR ENHANCING STUDENTS SKILLS ACQUISITION IN TECHNICAL COLLEGES IN ENUGU STATE, NIGERIA.

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Abstract

The study identified the role of school administration and curriculum in improving cooperation between industries and technical colleges to enhance student's skills acquisition in Enugu State, Nigeria. A descriptive survey research design was employed for the study. Two research questions and two null hypotheses guided the study, the population for the study was 72. This consist of 60 technical college teachers and 12 industry managers in Enugu State. There was no sampling, the entire population was studied. Structured questionnaire consisting of 39 items was used for collecting data from the respondents. The instrument was validated by three experts. Cronbach alpha method was used to determine the reliability of instrument which yielded a coefficient of 0.96. 72 copies of the instrument were administered to the respondents by the researchers and research assistants on one to one basis. All the 72 copies of the questionnaire were retrieved and analyzed using mean to answer the research questions while t-test statistic was used to test the hypotheses of no significant difference at 0.05 level significance and degree of freedom with the help of SPSS version 20. The study found that the contents of the school-industry activities and administrative link strategies which when incorporated into the curriculum would enhance students skill acquisition. It was recommended in the study that Industrial administrators should be involved in the TVET curriculum development and reforms.

Introduction

The relationship of Technical and Vocational Education and Training (TVET) institutions with industries is of paramount importance since the primary business of these institutions is to interpret the market demand signals and prepare human resources to satisfy the manpower needs of industry. TVET education in general can be seen as a discipline that empowers learners with constructive, analytical skills, knowledge and critical thinking that build craftsmanship, practical experience and practical problem solving. According to UNESCO (2011), Technical and Vocational Education and Training (TVET) is concerned with the acquisition of knowledge, skills and attitude for the world of work. In the words of Baqadir, (2011) TVET has as one of its goals which aims to meet the educational demands of learner who seek to earn a living through skill oriented enterprise. Baqadir, also went on to state that, to start and build economic development, technological change and along with market needs, have reliability assessment and supplies industry market in the world to put the job in the future (Baqadir, 2011).

The industry is more than a partner in the TVET system; in fact, it is the key driver, thus institutional effort are geared to meet their needs. Industry plays the major role in the setting of occupational and competency standards; it is the underbelly of the national qualifications framework and quality assurance provisions; hence industry is the nuts and bolts of a quality and effective TVET system. According to Meredith (2002) industry is used broadly to include all labour market sectors not just manufacturing or natural resources. Industry means, —any business, trade, undertaking, manufacture, or calling of employers and includes any calling, service, employment, handicraft or industrial occupation or avocation of workmen Malhotr's, (2004). An effective TVET system within a country is a critical pillar of any successful economy, it can serve as the impetus to boost the value of the nation and its Gross Domestic Product (GDP) in the global marketplace. The effectiveness of workplace learning and productivity of workers or manufacturing in industries is the nature and quality of the curriculum and school administration, supervision and mentoring that the students are offered in the technical colleges.

Technical colleges are designed to prepare individuals to acquire practical skills, basic scientific knowledge and attitudes required as craftsmen at sub professional level (F R N, 2013). The implementation of the above stated policy objective by the Federal and State governments led to the establishment of technical colleges in all the states of the federation, with the aim of ensuring that the teaming youths acquire the much needed employable skills which would prepare them to take up their appropriate roles in the technological development of the nation. Technical college is an institution, where students are made to acquire skills. Technical colleges, as type of technical education institution, admit students through entrance examinations for those who have completed Junior Secondary School (JSS). The Federal

Republic of Nigeria (F.R.N, 2013), describe it as part of the Senior Secondary School with emphasis on Technical and Vocational Education Training (TVET). Technical Colleges are regarded as principal Vocational institutions in Nigeria and they provide secondary level education (Okoro, 1999, Ogwo and Oranu, 2006). Technical Colleges have continued to train youths for the acquisition of requisite skills or competence or mastery of skills in various occupational trades, The curricula for technical colleges prepare students for the award of the National Technical Certificate (NTC), National Business Certificate (NBC) and the Advanced National Business/Technical Certificate (ANTC/ANBC) in a wide range of courses which include:- air conditioning and refrigeration, mechanical engineering craft practice, welding and fabrication, motor vehicle repairs, agricultural mechanization ,electrical installation, radio and television servicing, carpentry and joinery, block laying and concreting, e. t. c. The duration of course is usually three years, after which students take examinations set by National Business and Technical Education Board (NABTEB) (NBTE, 2001). In order for students from Technical Colleges to be relevant for employment in industries where modern equipment are used, the mode of training should be improved. This can be achieved through collaboration in

sharing equipment between industries and technical colleges in different trade areas, because when the required collaboration/ cooperation between Industries and Technical Colleges improves, the students enhance their skills in different trade areas.

Skill is the ability to use ones knowledge effectively in doing something well. Ogbuanya and Shetima,

(2013) defined skill as the capability to accomplish a job with precision of certainty, practical knowledge in combination with the ability, cleverness and expertness. Skill has to do with the dexterity an individual can muster in performing a given task. Skill according to Njoku (2002) and Michael (2004) is an individual's capability to control elements of behavior, thinking and feeling within specified contexts and within particular task domain. It is an organized sequence of actions, proficiency executed and usually displaying a flexible but, systematic temporal patterning in harnessing nation's natural resources because it helps in developing intrinsic potentials in individuals (Okeke, 2005 and Okorie, 2000). Since skill involves the ability to perform a task, there is need for Technical Colleges and Industries to cooperate (in terms of sharing training facilities and equipment) in task performance required by the curriculum at TVET institutions in Nigeria. Federal Republic of Nigeria (FRN, 2013) encourages cooperation between industries and institutions for training. This is in a bid to take care of the fact that government alone cannot effectively fund the Technical College Programmes.

Co-operation between TVET and Industries is pivotal for student's skill acquisition in Technical Colleges in Nigeria. A cooperative education plan is to formally integrate student's academic study with production work experience in cooperating employer organizations (Masons, Haines and Furtado, 1981, Osuala, 2004, Osinem and Nwoji, 2005). Through the interaction of study and work experience, students enhance their academic knowledge, personal development, and their professional preparation. Cooperational education is a structured method of combining class-room activities and practical work experience in Industries to provide academic credit for structured job experience. Co-operation education falls under the umbrella of work-integrated learning (alongside Internships, Service Learning, Clinical Placements and Student Industrial Work Experience Scheme) but is distinct as it alternates a school term with a work term in a structured manner, involves a partnership between the academic institution, school administrative staff, management and managers of industries and the employer, and generally in both paid and intended to advance the education of the students. According to Goma, (2000) Cooperative education is a simple method of instruction which can be applied to a variety of educational purposes. Fleming, (2013) suggested that a new practical and research focus should be on the relationship between educational institutions and employers. For cooperation to yield maximum result in enhancing skill acquisition for the students, there is need to integrate School Administrative Personnel and Industrial Training Personnel in the activities of TVET institutions.

Administration is the activities of groups cooperating to accomplish common goal. Administration is defined as an activity or process mainly concerned with the means for carrying out prescribed ends. According to Aquinas, (2007) Administration is a function of a special body in an organization, which supervises the line of activity of all the elements of that organization, keeps within

allowable limits the digression from the set goals by both the organization as a whole, and its part. Also it is the process by which a cooperative group directs action towards common goals. A distinct process consisting of planning, organizing, actuating and controlling performed actions to determine and accomplish the objectives by the use of people and resources.

American Association of School Administration describes school administration as the totality of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise. School administration are all those techniques and procedures employed in operating the educational organization in accordance with established policies. According to National Society for the Study of Education (NSSE, N.D) School

Administration is a social statesmanship which guides educational activities, plans, programmes mid facilities, and provides leadership in a long-term but broad social perspective. John Mooney (2001), looked at school administration as the attainment of common purpose through the curriculum.

Curriculum is all the experiences the learner is made to undergo under the guidance of the school. In general, curriculum is the pathway to the development of professional knowledge and skills which facilities the flow from theory to practice. According to UNESCO (2009), curriculum is defined as the organization of learning sequences with a view to producing specific, intended learning outcomes, whereas curricula development is a set of practices aimed at introducing planned changes in search of better achievements. Curriculum is an interactive process developed among learners, teachers, materials, and the environment (Chen, 2007), which functions as a mirror that reflects cultural beliefs, social and political values and the organization. The substance of hidden curriculum is learning acquired ―by default‖ through participation in the activities of an institution, rather than by what has been directly taught (Atherton, 2010). Curriculum refers to educational goals (sequence of skills to be achieved), methods (specific instructional methods for teachers), (Universal Design for Learning Guidelines, 2014) materials (tools and media for teaching and learning) and assessment (measuring the progress of students).

Researchers have shown that there is mismatch between the training received at institutions offering TVET programmes and labour market demand which accounted for high rate of unemployment among the graduates of TVET. This great setback was as a result of too much emphasis placed on theory and examinations rather than internalization of knowledge and acquisition of practical skills. This is as a result of value attached to certificates in the country rather than knowledge and skill acquisition.

The problem of poor attainment of goals by the student (skill acquisition) through Technical Colleges can be somewhat likened to inadequacies in the administrative processes and curriculum, this has been identified as creating an imbalance between theory and practice. In addition the lack of modern equipment in schools‘ workshop that is used in industries has also been attributed as a party to the problem of self-employment. The problem identified are hinged on limited or dwindling

nature of financial allocations by the Government and non-cooperation between Technical Colleges and Industries which led to poor performance of TVET graduates in work places. Despite good facilities, the school-based learning environments designed should be able to simulate real life work which can generate instruction as authentic as that provided through social interaction in the workplace or familiarize students with the occupational structures involved as intimately as practical experience at actual workplaces. Schoolcentered education was alleged to make young people's transition to working life difficult, unemployment rate among the population of TVET graduates was high due to poor skill acquisition which carried a threat to lead to marginalization. Hence the need to identify the School-Industry Activities and Administrative Link Strategies for Enhancing Students Skills Acquisition in Technical Colleges in Enugu State, Nigeria.

Research Questions

1. What are the School-industry activities which when incorporated to the curriculum would strategically improve student's skill acquisition?
2. What are the Administrative link strategies that will improve student's skill acquisition?

Hypotheses

The following hypotheses guided the study:

H_{o1}: There is no significant difference in the mean rating of responses of industry managers and technical college teachers on the schoolindustry activities which when incorporated into the curriculum would strategically enhance student's skill acquisition.

H_{o2}: There is no significant difference in the mean ratings of responses of industry managers and technical college teachers on the administrative links that could improve cooperation between industries and technical colleges to enhance student's skill acquisition.

Method

The study adopted a descriptive survey design. Nworgu, (2010) saw descriptive survey as one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Descriptive survey design was therefore suitable for this study since it tends to obtain data from technical college teachers and industrial training managers on the role of school administration and curriculum in improving cooperation between industries and technical colleges to enhance student's skill acquisition in (TVET) institutions in Enugu State of Nigeria.

The population for the study was 72 persons. This consists of 60 technical teachers in three accredited technical colleges in the State registered under National Board for Technical Education (NBTE) as well as 12 industrial training managers registered under the Ministry of Commerce and Industry in Enugu State. Due to the relatively small size of the population, there was no sample for the study. A structured questionnaire made up of 39 items was developed for collecting data in accordance with the research questions. The instrument was in two sections A and B. A was for collecting data on area of school-industry activities which when incorporated to the curriculum would strategically improve student's skill acquisition. B was for collecting data on administrative link strategies that will improve student's skill acquisition. Each question was assigned a five-point Likert scale and response option assigned

thus: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD), with numerical values of 5,4,3,2 and 1 respectively. Three lectures from the Department of Industrial Technical Education University of Nigeria Nsukka validated the instrument for the study. Cronbach alpha method was used for obtaining the reliability of the instrument. A coefficient of 0.96 was obtained. The 72 copies of the questionnaire were administered on the respondents with the help of three research assistants. All the copies of the questionnaire administered were retrieved representing 100% return. The data collected from the study were analyzed using mean for answering the research questions, the t-test is used for testing the hypothesis at probability level of 0.05 with the help of statistical package for social sciences (SPSS Version 20). The real limit of numbers as regards to mean response of the items is as follows:

4.50 – 5.00 = Strongly Agree (SA)

3.50 – 4.49 = Agree (A)

2.50 – 3.39 = Undecided (U)

1.50 – 2.49 = Disagree (D)

1.00 – 1.49 = Strongly Disagree (SD)

Results

The results for the study were obtained from the research questions answered through data collection and analyzed with the help of SPSS version 20.

Table 1: Mean rating and standard deviation of the school-industry activities which when incorporated into the curriculum would strategically improve student's skill acquisition.

S/N	Items Statements	$\bar{X}$	SD	Remarks
1	School supporting creativity, innovation and co-operative work programme.	4.13	0.82	A
2	Development or transition of entrepreneurship skill into school activities.	4.29	0.89	A
3	Transitions of occupations and giving the ability to adopt to a new 4.06 1.03 A profession in technology.			
4	Performing skill acquisition in line with the needs and demands of labour market.	4.87	0.40	SA
5	Skill acquisition in form of participatory approach. 3.95 0.97 A 6 Training the students in a way to allow for their national and international 4.15 1.02 A employment.			
7	Taking into consideration the national qualifications as well as international standards and qualifications when preparing the programme.	4.79	0.55	SA

The data presented in Table 1 revealed that items 1, 2, 3, 5, 6, 9, 10, 12, 13, 14, 16 and 18 had their mean ranging from 3.50 to 4.45 which fall within the response option of Agree. This implies that the respondents agreed that the items are the school-industry activities which should be incorporated into the curriculum to improve student's skills acquisition. Table 1 also shows that items 4, 7, 8, 11 and 15 had their mean ranging from 4.58 to 4.97, which fall within the response option of strongly improve student's skills acquisition. It was also found from Table 1 that item 17 had a mean value of 3.47 which fall within the response option of undecided. This means that the respondents were undecided that organized educational visit to industries is one of the school-industry activities which should be incorporated into the curriculum to improve students skills acquisition.

agree. This means that the respondents strongly agreed that the items are the school-industry activities which should be incorporated into the curriculum to

8	Continuous development and improving the quality of tools used in programmme.	4.97	0.16	SA	technical training
9	Jointly organizing seminar, workshop and conferences by technical colleges industries.	3.88	1.25	A	and
10	Organizing cross training pattern, which utilizes a combination of industrial managers and technical college personnel and curriculum.	3.88	0.91	A	training
11	Entering into agreement of joint sharing of training facilities between technical colleges and industries.	4.66	0.53	SA	
12	Encouraging professional from industry to engage in part-time teaching in technical colleges	4.25	0.72	A	
13	Requesting industry to donate equipment to technical colleges.	3.58	1.15	A	
14	Setting up of short-course/refresher course in the industry for technical college teachers.	4.31	0.97	A	
15	Inviting experts from industry to give lectures	4.58	0.49	SA	
16	Assigning instructors in industry to gain industrial experience	3.75	0.89	A	
17	Organized educational visit to industries	3.47	1.41	U	
18	Offering students industrial placement opportunity at technical college	4.45	0.67	A	level

Table 2: t-test analysis of the school-industry activities which when incorporated into the curriculum would strategically improve students skills acquisition.

		Technical Teachers		Industry Training Mangers					
S/N	Items Statements	X_{TT}	SD_{TT}	X_{ITM}	SD_{ITM}	t-cal	d.f	Sig	Remarks
1	School supporting creativity, innovation and co-operative work programme.	3.96	0.80	5.00	0.00	4.43	70	0.00	S
2	Development or transition of	4.15	0.91	5.00	0.00	3.19	70	0.00	S

	entrepreneurship skill into school activities.								
3	Transitions of occupations and giving the ability to adopt to a new profession in technology.	4.01	0.91	4.33	1.55	0.96	70	0.33	NS
4	Performing skill acquisition in line with the needs and demands of labour market.	4.85	0.44	5.00	0.00	1.16	70	0.24	NS
5	Skill acquisition in form of participatory approach.	3.75	0.93	5.00	0.00	4.62	70	0.00	S
6	Training the students in a way to allow for their national and international employment.	4.05	0.98	4.66	1.15	1.92	70	0.05	S
7	Taking into consideration the national qualifications as well as international standards and qualifications when preparing the programme.	4.75	0.60	5.00	0.00	1.43	70	0.15	NS
8	Continuous development and improving the quality of tools used in technical training programmme.	4.96	0.18	5.00	0.00	0.63	70	0.52	NS
9	Jointly organizing seminar, workshop and conferences by technical colleges and industries.	3.66	1.25	5.00	0.00	3.65	70	0.00	S
10	Organizing cross training pattern, which utilizes a combination of industrial training managers and technical college personnel and curriculum.	3.86	0.62	4.00	1.80	0.46	70	0.64	NS
11	Entering into agreement of joint sharing of training facilities between technical colleges and industries.	4.66	0.47	4.66	0.77	0.00	70	1.00	NS
12	Encouraging professional from industry to engage in part-time teaching in technical colleges	4.10	0.70	5.00	0.00	4.39	70	0.00	S
13	Requesting industry to donate equipment to technical colleges.	4.00	0.71	1.50	0.52	-11.51	70	0.00	S
14	Setting up of short-course/refresher course in the industry for technical college teachers.	4.18	1.01	5.00	0.00	2.76	70	0.00	S
15	Inviting experts from industry to give lectures	4.50	0.50	5.00	0.00	3.41	70	0.00	S
16	Assigning instructors in industry to gain industrial experience	3.50	0.77	5.00	0.00	6.70	70	0.00	S
17	Organized educational visit to industries	3.16	1.35	5.00	0.00	4.66	70	0.00	S

18	Offering students industrial placement opportunity at technical college level	4.35	0.68	5.00	0.00	3.27	70	0.00	S

The data presented in Table 2 indicated that there was significant difference in the mean rating of responses of industry training managers and technical college teachers on items

1,2,5,9,12,13,14,15,16,17, and 18. Since their significance level ranges from 0.00 to 0.05 which are less than 0.05 level of significance. Therefore, the null hypothesis of no significant difference was rejected for those items.

The table also indicated that there was no significant difference in the mean rating of responses of industry managers and technical college teachers on items 3, 4, 6, 7,8,10 and 11. Since their significance level ranges from 0.24 to 1.00 which is more than 0.05 level of significance. Therefore, the null hypothesis of no significant difference was not rejected for those items.

Table 3: Mean rating and standard deviation of the administrative links strategies that will improve student's skill acquisition.

S/N	Items statements	X	SD	Remarks
1	Increasing the quality, efficiency and attractiveness of technical college training.	4.02	1.07	A
2	Development of international mobility in technical college and training.	4.00	1.30	A
3	Improvement of the qualifications of the teacher and administrators.	3.75	1.11	A
4	Strengthening the links between technical colleges and labour market.	3.88	1.00	A
5	Promotion of the use of information technology.	4.86	0.34	SA
6	Strengthening management and expansion of partnerships between technical colleges and industries.	4.22	0.79	A
7	Technical education should be carried out within the scope of non-formal and education.	4.20	0.94	A formal
8	Planning, development and evaluation of technical education should be made in types and degrees of formal, non-formal and apprenticeship education.	4.29	0.89	A all
9	Promotion of adult learners to continue technical training.	3.30	1.27	U
10	Preparation of learning outcomes at different levels should be made known to learners with the help of sectors involved.	4.30	0.95	A
11	Crediting activities such as internship, job training, and counselling and guidance information system.	4.83	0.37	SA
12	The research and laboratory infrastructures of the industries should be used by technical colleges for academic and industrial research and development activities.	4.65	0.60	SA
13	Formulation of law by the federal government to compel co-operation between technical colleges and industries.	3.88	1.00	A
14	Setting up of technical committee for proper implementation of school-industry relations, members which should comprise of industrial training managers and National Board for Technical Education.	3.65	1.03	A
15	Setting of industrial committee members of which should comprise representative of technical college teachers, industrial training managers, and ministryof education, labour and trade unions.	3.98	0.95	A

16	Making the industry participate in decision making	4.86	0.34	SA
17	Creating open transparent and positive work environment with the industry	4.20	0.85	A
18	Research and problem solving coordination	4.58	0.72	SA
19	Developing joint action plan with the industry	4.44	0.90	A
20	Coordinating the implementation of the linkage program, scheduling and controlling	3.19	1.27	U
21	Monitoring and evaluation of the programme in the workshop by industrial expects	5.00	0.00	SA

The data presented in Table 3 revealed that items 1, 2, 3, 4, 6, 7, 8, 10, 13, 14, 15, 17 and 19 had their mean ranging from 3.65 to 4.44 which fall within the response option of Agree. This implies that the respondents agreed that the items are the administrative link strategies which should be incorporated into the curriculum to improve student's skills acquisition. Table 3 also show that items 5, 11, 12, 16, 18 and 21 had their mean rating ranging from 4.58 to 5.00 which fall within the responses option of strongly agree. This means that the respondents strongly agreed that the items are the administrative link strategies which should be incorporated into the curriculum to improve student's skills acquisition. It was also found from the table that items 9 and 20 had their mean rating ranging from 3.19 to 3.30 which fall within the response option of undecided. This means that the respondents were undecided that the promotion of adult learners to continue technical incorporated into the curriculum to improve student's training and coordinating the implementation of the skills acquisition.

linkage programme, scheduling and controlling are the administrative link strategies which should be

Table 4: t-test analysis of the administrative links strategies that improve students skills acquisition.

S/N	Items Statements	Technical Teachers $\overline{X}_{TT}$	SD_{TT}	Industry Training Managers $\overline{X}_{ITM}$	SD_{ITM}	t-cal	d.f	Sig (2-tailed)	Remarks
1	Increasing the quality, efficiency and attractiveness of technical college training.	3.83	1.07	5.00	0.00	3.73	70	0.00	S
2	Development of international mobility in technical college and training.	3.80	1.33	5.00	0.00	3.09	70	0.00	S
3	Improvement of the qualifications of the teacher and administrators.	3.50	1.04	5.00	0.00	4.92	70	0.00	S
4	Strengthening the links between technical colleges and labour market.	3.66	0.95	5.00	0.00	4.83	70	0.00	S
5	Promotion of the use of information technology.	4.83	0.37	5.00	0.00	1.52	70	0.13	NS
6	Strengthening management and	4.06	0.77	5.00	0.00	4.13	70	0.00	S

	expansion of partnerships between technical colleges and industries.								
7	Technical education should be carried out within the scope of nonformal and formal education.	4.05	0.96	5.00	0.00	3.39	70	0.00	S
8	Planning, development and evaluation of technical education should be made in all types and degrees of formal, non-formal and apprenticeship education.	4.15	0.91	5.00	0.00	3.19	70	0.00	S
9	Promotion of adult learners to continue technical training.	3.00	1.16	4.83	0.38	5.36	70	0.00	S
10	Preparation of learning outcomes at different levels should be made known to learners with the help of sectors involved.	4.16	0.99	5.00	0.00	2.88	70	0.00	S
11	Crediting activities such as internship, job training, and counselling and guidance information system.	4.80	0.40	5.00	0.00	1.70	70	0.09	NS
12	The research and laboratory infrastructures of the industries should be used by technical colleges for academic and industrial research and development activities.	4.86	0.34	3.58	0.51	-10.8	70	0.00	S
13	Formulation of law by the federal government to compel co-operation between technical colleges and industries.	3.66	0.95	5.00	0.00	4.83	70	0.00	S
14	Setting up of technical committee for proper implementation of school-industry relations, members which should comprise of industrial training managers and National Board for Technical Education.	3.41	0.96	4.83	0.38	4.99	70	0.00	S
15	Setting of industrial committee members of which should comprise representative of technical college teachers, industrial training managers, and ministryof education, labour and trade unions.	4.33	0.47	2.25	0.86	-11.8	70	0.00	S
16	Making the industry participate in decision making	4.83	0.37	5.00	0.0	1.52	70	0.13	NS
17	Creating open transparent and positive work environment with the industry	4.50	0.50	2.75	0.75	-10.0	70	0.00	S
18	Research and problem solving coordination	4.50	0.77	5.00	0.00	2.23	70	0.02	S
19	Developing joint action plan with the industry	4.33	0.95	5.00	0.00	2.41	70	0.01	S
20	Coordinating the implementation of the linkage program, scheduling and controlling	2.83	1.07	5.00	0.00	6.93	70	0.00	S

21	Monitoring and evaluation of the programme in the workshop by industrial expects	4.60	0.71	5.00	0.00	1.91	70	0.05 S

The data presented in Table 4 indicate that there was significance difference in the mean rating of responses of industry managers and technical college teachers on items 1,2,3,4,6,7,8,9,10,12,13,14,15,17,18,19,20 and 21. Since their p-value ranges from 0.00 to 0.05. Therefore, the null hypothesis of no significance difference was upheld for those items. The table also indicated that there was no significance difference in the mean rating of responses of industry managers and technical college teachers on items 5, 11 and 16. Since their p-value ranges from 0.09 to 0.13, therefore the null hypothesis of no significance difference was not upheld for those items.

Discussion of Findings

The result of the analysis of school-industry activities as shown in Table 1 revealed that development or transition of entrepreneurship skill into school activities, skill acquisition inform of participatory approach, jointly organizing seminar, workshop and conferences by technical colleges and industries will enhance student's skill acquisition at technical colleges. The findings are supported by the view of Ogalanya (1996) suggested that, for school-industry collaborative exercise to be as dynamic as possible, there should be planned study trips and excursion, proper orientation of students and workshop/seminar. Through trips and excursion, students could get firsthand information on new techniques processes and current development in the industry. Similarly, Dyankov (2002) pointed out that cooperation between technical and vocational institutions and various industries, business, agriculture and other enterprises has a feature of bilateral character.

The result of the analysis of administrative link strategies as shown in Table 2 revealed that acceptance of redesigning job during the training to avoid boredom and loss of interest, strengthening the links between technical college labour market, formulation of law by the federal government to compel cooperation between technical college and industries and planning are administrative link strategies for improving cooperation between industries and technical colleges to enhance students skills acquisition. The findings are supported by the view of Aquinas (2007) suggested that administrative link is a function of a special body in an organization, which supervises the line of activity of all the elements of that organization, keeps within allowable limits the digression from the set goals by both the organization as a whole, and its parts. Through this links students could get first-hand information on new techniques processes and current development in the industry. Proper orientation on the purpose of the exercise, responsibilities, rules and regulation for onthe-job training should be great advantage in the linkage. The findings of the authors cited above help to validate the findings of this study.

Conclusion

Based on the result of the study, the status of Technical Vocational Education and Training is closely linked with improvements in the quality of education and training provision at the system, programme and curriculum levels. Unless there is qualitative improvements in technical vocational education and

training, particularly as regards work based training, it will be impossible to attract high achievers, incorporate work-based qualifications into an integrated education and training system and establish the overarching qualifications across educational tracks. It is therefore recommended that all the identified school-industry activities and administrative link strategies should be in cooperated to the curriculum of TVET institutions.

Recommendation

1. Industrial administrators should be involved in the TVET curriculum development and reforms, since the student of the TVET after graduation will be integrated into industries to serve as craftsmen in different section of the production units.
2. Students industrial work experiences scheme (SIWES) should be introduce at technical college level in all TVET programmes.

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