Journal of Centre for Technical Vocational Education, Training and Research (JOCETVETAR) Vol.3 No.2: December 2018

IMPROVING SCHOOL-INDUSTRY PARTNERSHIP IN SKILL DEVELOPMENT OF TVET STUDENTS FOR MATCHING SKILLS DEMAND IN ANAMBRA STATE

[1]Mbah, Chidozie O., [2]Obi, Cromwel U., [3]Ehimen, Theophilus E. & [4]Onyebuenyi, Promise N.

Department of Computer and Robotics Education, University of Nigeria, Nsukka.

[*1]Department of Automobile Technology Education, Fed. College of Education (Tech.), Umunze
[**2]Department of Metalwork Technology Education, Fed. College of Education (Tech.), Umunze.

[***3] Department of Vocational and Technology Education Niger Delta University, Bayelsa State.

[****4]Department of Technology and Vocational Education, Enugu State University of Sci. & Tech.

E-mail: doziembah@yahoo.com

Abstract

The study focused on improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State. The study was guided by two research questions and two null hypotheses tested at .05 level of significance. Descriptive survey research design was adopted. The population for the study was 157 respondents. This comprised of 101 TVET lecturers in public institution offering TVET programmes and human resource development managers working with 56 functional industries in Anambra State. The number was manageable hence, there was no sampling. Structured questionnaire containing a total of 18 items was the instrument for data collection. The instrument was validated by two experts in Technology Education and one in Measurement and Evaluation all in Enugu State University of Science and Technology, Enugu and the reliability of the instrument was determined using Cronbach Alpha reliability coefficient method which yielded .76. Out of 157 copies of the questionnaire distributed, only 139 copies were returned giving 88.54% return rate. Data collected were analyzed using mean and standard deviation. t-test was used to test the null hypotheses at .05 level of significant using SPSS. It was found out that: preparing skill training programmes that will suit the school academic calendar, granting visit to industries, industry personnel participating in special lectures, narrowing the gap between theory and practical and improving collaboration between school and industry through periodic meeting on technological innovations were among the strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State. Based on the findings, recommendations were made which include: industry should understand the partnership with school on SIWES and industry exposure to achieve quality skill development and institutions should ensure that good communication exist with the industry.

Keywords: *Partnership, Skill Development and TVET*

Introduction

The unemployment situation among Nigerian youths has continued to increase as a result of lack of employable skills, competence based and demanddriven school system. Students enroll into education programme and graduate without relevant and basic skills to become employable or self-employed. This has created a gap between the skills needed for employment and skill possessed by the job seekers. There is need to bridge the gap between the skills needed and skills possessed in the society through industry partnership in skill development programmes of institutions. The rapid innovation in technology demands that students need to visit industries in order to gain the skills and experiences that match the contemporary skill needs in industry and related occupation after graduation. Industries are undergoing seismic change due to continuous technology advances and the time pressure to achieve immediate results (Act on National Workforce Solution Advisory Board, 2017). One of the major obstacles to addressing the skill mismatch and closing the skill gap is that both the skill needs of the society and the skills possessed by workers are continually in flux due to the changing labour market demands and individual career choices.

Skills may be seen as well established habits or methods of doing things. Skill according to Mbah and Umurhurhu (2016) is the ability to make purposeful movements that are necessary to complete or master a particular task. Skill is manual dexterity to carry out a task with determined results often within a given amount of time, energy or both. Skill need may be categorized into basic psychomotor or manipulative, technical, adaptive, conceptual and transferable skills. Olabiyi, Aiyelabowo and Keshinro (2013) opined that skill development is a learned sequence of movements that are combined to produce a smooth and efficient action in order to master a particular task. Any education programme that aims at equipping people with skills need to determine the skill gap in developing and honouring of these skills. The relevance of skill development in contemporary Nigerian society cannot be over-emphasized, as it creates a workforce empowered with necessary and continuously upgraded skill, knowledge and internationally recognized qualifications to gain access to decent employment and ensure competiveness in dynamic global market.

Achieving effective skill development in Technical and Vocational Education and Training (TVET) programme to match the skill demand requires the students to master learning task in the teachinglearning situation. Teaching skills in technical and vocational education and training (TVET) programme is aimed at equipping the recipient with practical and manipulative skills for sustainable entrepreneurship or paid employment. While technology deals with the study of scientific principle ideas and applied sciences, technical is the attributes of applied and industry sciences (UNESCO, 2001) and vocational refers to the preparations for better performance in specific or a particular job. Education is the systematic acquisition of knowledge and modification of behaviour through learning which occurs in the

process of teaching and learning. Onyebuenyi, Mbah and Odeluga (2017) considered education as the development of a person's head, heart and hands for self-fulfillment and optimum service to humanity. Further, Training according to Onoh (2011) is the act of teaching a particular skill or behaviour through sustained practice and instruction to do a job. Okoye and Okwelle (2013) opined that Technical and Vocational Education and Training (TVET) has been recognized as the wide diversified education system instrumental in making the remarkable contribution to economic growth of a country by a way of suitable manpower production relevant to the needs of industry, society and changing technological work environment. TVET is seen as a system of education that gears towards the development of knowledge, skills and attitude in order to perform a specific task in the work environment. This type of education according to Mbah (2016) is for those that needs it, those who want it and those who want to progress by it.

TVET programmes are offered in tertiary institutions to enable students develop saleable skills for service and production occupations. TVET programmes in tertiary institution include agricultural education, industry technology education, business education, home economics education, fine and applied arts and computer education. These programmes are run in most of the tertiary institutions in Anambra State. The objective of TVET in these tertiary institutions is to train high human resource with skills to create job and train job creators for wealth creation. Because of the training challenges faced by these institutions, the quality of skill development has not met the demand of labour market. Mbah and Ebobuike (2016) observed that promoting partnership and collaboration between the training institution and industries/employers of labour is an effective strategy for achieving quality skill development.

School-industry partnership is the collaboration between formal education and industrial sector to create enabling training and learning environment for students to acquire on the job experiences, knowledge, skills and appropriate attitude to work. Rossi (2010) stressed that industries through collaboration with schools could be made to meaningfully contribute to the training of students in appropriate and contemporary skills that relate to their interest. This is particularly important in the development of capabilities needed for good occupational adjustment. Within Anambra State are industries that have highly skilled human agents in production, functional facilities in cutting edge technologies and raw materials that are useful for the development of employable skills. TVET students need a training environment that is a replica of the work environment for skill development. Therefore, it is imperative for industries to become actively involved in training (TVET) students to complement classroom experience in order to acquaint them with skills for practical teaching and employment in industries after graduation. TVET lecturers and administrators need to improve synergies in their partnership with industries to achieve the objective of the training. This is pertinent in the TVET programme as Okorie (2001) stated that as the industries participate in the training of the students, certain deficiencies that existed in the training of the students will be reduced if not completely eliminated. This partnership could be done through granting excursion visit to the students, picking adjunct lecturing jobs in institution and active participation during

industry training with giving out equipment and human resource for skill development.

Determining the industry and school strategies for improving the partnership would enhance quality skill development and also bridge the gap in skill demand.

The industry strategies as opined by Elobuike (2008) and Jim (2016) involve the provision of training station and opportunity for the students to learn on current practices and methods in the world of work. This strategy ensures that learning setting is provided in which students may discover their interest, abilities, occupational preferences, employment opportunities, working conditions and other prerequisites for success in the work place. Further, institution strategies ensure effective communication with industries and upgrading the curriculum to meet the labour market demand. Mbah (2016) observed that addressing the skill gap in society, institutions need to ensure that the curriculum is designed in cooperative education pattern to promote competency development and easy transition from school to work. Effective school-industry partnership in TVET programme would ensure qualitative and affordable skill development that is founded on deep skills and competencies acquisition for sustainable selfemployment. It is against this background the need arise to determine the strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State.

Statement of Problem

An effective TVET programme needs a functional and favourable partnership with relevant industries which the students will work after graduation to develop the needed skills. Skill development is a critical tool for entrepreneurship and sustainable development of the society. In TVET programme, skill development has been the primary objective as it help in creating job. Skills possessed by the graduates in contemporary society do not address the skill needs as this condition leads to skill mismatch. The researchers are worried on the quality of skills imparted into the students that do not meet the standard of skill demand in the industry. This mismatch has contributed to unemployment, poverty and low economic growth in the nation. With the school industry partnership, students will be provided with the opportunity of receiving the appropriate training with relevant and related equipment, material and environment. This will reduce or even eliminate the gap between the classroom experience and industry skill demand. Hence, it becomes pertinent to determine the strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State.

Purpose of the Study

The main purpose of the study was to determine the strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State. Specifically, the study sought to determine the:

1 industry strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State;
2 institution strategies for improving schoolindustry partnership in skill development of TVET students for matching skill demand in Anambra State.

Hypotheses

The following null hypotheses were tested at .05 level of significance

1. There is no significant different between the mean rating of lecturers and industry personnel's on the industry strategies for improving schoolindustry partnership in skill development of TVET students for matching skill demand in Anambra State.
2. There is no significant difference between the mean ratings of lecturers and industry personnel's on the institution strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State.

Methods

The study adopted a descriptive survey research design. According to Alio (2008) and Nworgu (2015) descriptive survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The design was considered necessary because of the wide distribution of the respondents and the polychotomously structured instrument used for data collection. The area of the study was Anambra State of Nigeria. Anambra State is one of the five states in south-East geopolitical zone of Nigeria. The population for the study was 157 respondents. This comprised of 101 TVET lecturers in public institution offering TVET programmes and 56 human resource development managers in 56 functional industries in Anambra. The number was manageable hence, there was no sampling. Structured questionnaire containing a total of 18 items was the instrument for data collection. The questionnaire was grouped into two parts. Part A contained the personal data of the respondents and part two contained 18 items grouped into two sections according to the research questions that guided the study. The items in the instrument were structured in four points rating scale of, Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4, 3, 2, and 1 respectively. The instrument was validated by three experts, two from Technology Education in Department of Technology and Vocational Education and one from Measurement and Evaluation in Department of Science and Computer Education all from in Enugu State University of Science and Technology, Enugu. The reliability of the instrument was determined by administering 20 copies of the questionnaire to the 10 lecturers and 10 industrial experts. The data collected was analyzed using Cronbach Alpha and the reliability coefficient yielded .76. This is in line with Uzoagulu (2011) who noted that reliability coefficient above 0.6 indicates that the instrument is reliable. Out of 157 copies of the questionnaire distributed, only 139 copies were returned giving 88.54% return rate. Data collected were analyzed using mean and standard deviation. ttest was used to test the null hypotheses at .05 level of significant using SPSS. Decisions were made using the real limits of the scale values 1 to 4 on a four point scale as follows:

Strongly Agree (SA)	–	3.50 - 4.00
Agree (A)	–	2.50 – 3.49
Disagree (D)	–	1.50 – 2.49
Strongly Disagree (SD)	–	1.00 – 1.49

The standard deviation was used to determine the homogeneity or otherwise of the opinions of the respondents. For the t – test statistics, the t- test result was compared with the significant value (using SPSS) at .05 level of significance and at appropriate degree of freedom. The null hypothesis was significant

where the probability value was less than the .05 significant level at appropriate degree of freedom, otherwise the null hypothesis was not significant.

Results of the Study

The results of the study were presented according to research questions and hypotheses that guided the

study

Research Questions 1

What are the industry strategies for improving schoolindustry partnership in skill development of TVET students for matching skill demand in Anambra State?

Table 1: Mean rating and standard deviation on the industry strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State.

S/N	industry strategies for improving schoolindustry partnership in skill development of TVET students	Lecturers N = 91		Industry Personnel N= 48		Overall		
		X_1	SD_1	X_2	SD_2	X_G	SD_G	Decision
1	Preparing skill training programmes that will suit the school academic calendar.	3.45	0.67	2.84	0.84	2.87	0.84	Agree
2	Granting industry visit to various schools for relevant exposure in practical work.	3.49	0.58	3.14	0.71	3.15	0.71	Agree
3	Industry personnel participating in given special lectures.	3.47	0.69	3.28	0.71	3.29	0.70	Agree
4	Establishing skill acquisition programme for students.	3.50	0.58	3.28	0.77	3.29	0.70	Agree
5	Organizing workshops/seminars by industries on contemporary issues in industry operation.	3.25	0.50	2.94	0.79	2.95	0.78	Agree
6	Provision of scholarship to TVET students.	3.53	0.52	2.98	0.82	3.00	0.81	Agree
7	Granting TVET students SIWES opportunity.	3.50	0.57	2.84	0.94	2.86	0.94	Agree
8	Granting work study permits to TVET students.	3.76	0.51	2.93	0.95	2.96	0.95	Agree
9	Partnering with school in research/development activities.	3.49	0.54	2.84	0.89	2.87	0.84	Agree
	Cluster Mean/ Standard Deviation	**3.49**	**0.57**	**3.01**	**0.82**	**3.03**	**0.81**	**Agree**

The result of data analysis shows that the overall itemized as the industry strategies for improving mean rating of the respondents ranges from 2.86 to school-industry partnership in skill development of 3.29 indicating that the respondents agreed on the TVET students for matching skill demand in Anambra

Table 2: t-test item by item analysis of mean rating of lecturers and industry personnel on the industry strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State.

S/N	industry strategies for improving schoolindustry partnership in skill development of TVET students	Lecturers N = 91		Industry Personnel N= 48		tvalue	Df	Sig(2 tailed)	Deci
		X_1	SD_1	X_2	SD_2				
1	Preparing skill training programmes that will suit the school academic calendar.	3.45	0.67	2.84	0.84	1.547	137	1.225	NS
2	Granting industry visit to various schools for relevant exposure in practical work.	3.49	0.58	3.14	0.71	1.005	137	0.317	NS
3	Industry personnel participating in given special lectures.	3.47	0.69	3.28	0.71	0.610	137	0.543	NS
4	Establishing skill acquisition programme for students.	3.50	0.58	3.28	0.77	0.610	137	0.543	NS
5	Organizing workshops/seminars by industries on contemporary issues in industry operation.	3.25	0.50	2.94	0.79	0.772	137	0.442	NS
6	Provision of scholarship to TVET students.	3.53	0.52	2.98	0.82	1.258	137	0.211	NS
7	Granting TVET students SIWES opportunity.	3.50	0.57	2.84	0.94	1.400	137	0.164	NS
8	Granting work study permits to TVET students.	3.76	0.51	2.93	0.95	1.703	137	0.092	NS
9	Partnering with school in research/development activities.	3.49	0.54	2.84	0.89	2.184	137	0.031	S
	Cluster Mean, SD and t-value	**3.49**	**0.57**	**3.01**	**0.82**	**1.232**		**0.396**	NS

State. The overall cluster mean of 3.03 further shows that the respondents agreed in all the items. The low standard deviation obtained from data analysis indicates that the respondents have consensus opinion in their responses to the items.

The result of t-test item by item data analysis in Table 2 shows that the significant value at 0.05 level of significant and 137 degree of freedom for item 1-8

are above the 0.05 probability level indicating not significant. While item 9 with probability level of 0.031 which is below 0.05 depicts significant. The implication is that there is no significant different in the mean rating of lecturers and industry personnel's on the industry strategies for improving schoolindustry partnership in skill development of TVET students for matching skill demand in Anambra State on the first eight items in the Table.

Hypothesis 1

There is no significant different between the mean rating of lecturers and industry personnel's on the industry strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State**.**

Research Questions 2

What are the institution strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State?

Table 3: Mean rating and standard deviation on the institution strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State.

S/N	Institution strategies for improving schoolindustry partnership in skill development of TVET students includes	Lecturers 91		Industry Personnel N= 48		Overall		Decision
		X_1	SD_1	X_2	SD_2	X_G	SD_G	
10	Organizing seminar that will unite school and industry worker.	3.75	0.50	3.08	0.81	3.10	0.81	Agree
11	Improving collaboration between school and industry through periodic meeting on technological innovation.	3.20	0.93	3.24	0.68	3.24	0.68	Agree
12	Ensuring effective communication with industries.	3.29	0.93	3.19	0.66	3.19	0.67	Agree
13	Narrowing the gap between theory/practical through field trips/excursions.	3.25	0.95	3.09	0.60	3.10	0.61	Agree
14	Attracting industry representatives in planning with management of school skill development activities.	3.08	0.87	3.05	0.78	3.05	0.78	Agree
15	Upgrading the curriculum to meet the labour market demand through industry participation.	3.00	0.81	2.95	0.78	2.95	0.78	Agree
16	Encouraging joint development projects initiative between school and industry.	3.02	0.86	3.19	0.66	3.19	0.66	Agree
17	Employment of qualified industry staff in teaching/research activities.	3.07	0.82	2.95	0.78	2.95	0.78	Agree
18	Encouraging entrepreneurship development among the students through industry oriented experiences among the student.	3.49	0.58	3.08	0.68	3.10	0.69	Agree
	Grand Mean/ Standard Deviation	**3.24**	**0.81**	**3.09**	**0.71**	**3.03**	**0.72**	**Agree**

The result presented in Table 3 depicts that the respondents overall mean rating ranges from 2.95 to 3.24 which shows that the itemized are the institution strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State. The overall cluster mean of 3.31 further indicated that the respondents totally agreed to the items as the institution strategies for improving school-industry partnership in skill development of TVET students. The low standard deviation shows that the respondents' responses do no differ remarkably.

Hypothesis 2

There is no significant difference between the mean ratings of lecturers and industry personnel's on the institution strategies for improving school-industry partnership in skill development of TVET students for

matching skill demand in Anambra State

Table 4: t-test item by item analysis on the mean rating of lecturers and industry personnel's on the institution strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State.

S/N	institution strategies for improving schoolindustry partnership in skill development of TVET students	Lecturers N = 91		Industry Personnel N= 48		tvalue	df	Sig(2 tailed)	Deci
		X_1	SD_1	X_2	SD_2				
10	Organizing seminar that will unite school and industry worker.	3.75	0.50	3.08	0.81	1.638	137	0.104	NS
11	Improving collaboration between school and industry through periodic meeting on technological innovation.	3.20	0.93	3.24	0.68	0.021	137	0.983	NS
12	Ensuring effective communication with industries.	3.29	0.93	3.19	0.66	0.164	137	0.870	NS
13	Narrowing the gap between theory/practical through field trips/excursions.	3.25	0.95	3.09	0.60	0.487	137	0.627	NS
14	Attracting industry representatives in planning with management of school skill development activities.	3.08		0.87		0.121	137	0.904	NS
15	Upgrading the curriculum to meet the labour market demand through industry participation.	3.00	0.81	2.95	0.78	0.121	137	0.904	NS
16	Encouraging joint development projects initiative between school and industry.	3.02	0.86	3.19	0.66	0.575	137	0.567	NS
17	Employment of qualified industry staff in teaching/research activities.	3.07	0.82	2.95	0.78	0.121	137	0.904	NS
18	Encouraging entrepreneurship development among the students through industry oriented experiences among the student.	3.49	0.58	3.08	0.68	1.949	137	0.054	NS
	Cluster Mean/ Standard Deviation	**3.24**	**0.81**	**3.09**	**0.71**	**0.5774**		**0.657**	NS

Table 4 above on the t-test item by item data analysis shows that all the items have the significant value at 0.05 level of significant and 137 degree of freedom above the 0.05 probability level indicating not significant. This invariably depicts that there is no significant difference on the mean rating of lecturers and industry personnel's on the institution strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State.

Discussion of Findings

The findings of the study according to research question one depicted that the itemized industry strategies for improving school-industry partnership for skill development were agreed by the respondents. The identified strategies include, preparing skill training programs that will suit the school calendar, granting industry visit to various schools for relevant exposure in practical work, industry personnel participating in a given special lectures, establishing skill acquisition program for students, organizing workshop\seminars by industries on contemporary issues in industry operation, provision of scholarship to students, granting TVET students, SIWES opportunity and partnering with schools in research and development activities in the industries. The findings showed that implementation of the itemized industry strategies will go a long way in promoting collaboration with schools in

quality skill development among students. Partnership between school-industries could help to promote research development and innovations both in schools and industry. The findings of this study are supported by Elobuike (2008) that industries need to participate in the training of students through granting industrial visit to various schools for relevant exposure in practical work and given special lectures on the relevant areas. Also, Okorie (2001) and Jim (2016) observed that when industries participate in the training and skill acquisition of students, certain deficiencies that existed in the training will be reduced if not completely eliminated. The findings further showed that industry can organize workshops and seminar on contemporary issues in industry operation.

The test of null hypothesis one showed that there is no significant difference between the mean rating of lecturers and industry personnel on the industry strategies for improving school-industry partnership in skill development of TVET students for matching skill demand in Anambra State. The implication of the findings was lecturers and industry personnel share the same opinion on the itemized industry strategies for improving skill development for matching skill demand in Anambra State. This finding of no significant difference was in line with Jim (2016) that the lecturers and industrial personnel have the same view on the measure for achieving quality training of the students on SIWES programme. This same opinion in the findings showed that collaboration in research, teaching and other innovative activities toward quality skill development is achievable through partnership if well planned.

Furthermore, the findings of the study with respect to research question two showed the respondents agreed with the listed items on institution strategies for improving skill development of TVET students for matching skill demand in Anambra State. Among the identified institution strategies based on result of data analysis include; organizing seminar that will unite school and industry workers, improving collaboration between school and industry through periodic meeting on technological innovation, ensuring effective communication with industries, narrowing gap between theory/practical activities, attracting industry representative in the management of school activities, encouraging joint development projects initiative between school/industry and upgrading the curriculum to meet the labour market demands. The findings of the study showed that the identified institution strategies will help in promoting skill development of TVET Students. The findings of the study are in agreement with Rossi (2010) that schools needs to involve the industries in teaching, research and seminar aimed at developing relevant skill in the students. Moreover, the findings are supported by Elobuike (2008) that the institution cooperative education teacher coordinator needs to ensure that the industries collaboratively support the training and capacity improvement of students and teachers on emerging technologies and the innovations in the world of work. The lecturers and school administrators needs to encourage industry personnel through sabbatical leave, adjunct the teaching jobs and given them positions of research assistants and fellows in order to help in transmitting industrial experiences to the students in schools.

The result of null hypothesis two showed that there is no significant difference between the mean rating of lecturers and industry personnel‘s on the institutional strategies for improving school–industry partnership in skill

development of TVET Students for matching skill demand in Anambra State. The finding depicted that the Lectures and industries personnel shares the same opinion in their opinion on the institutional strategies for improving skill development in TVET Students. This consensus opinion could be used to develop a strong and reliable synergy between the lecturers and industry workers to achieve quality skill development in the TVET programme in Anambra development in TVET. Implementation of the identified findings of the study will help in promoting collaboration and strengthening appropriate synergy between the industry and school in developing skills that will match the demand in the society. Based on the findings the the institutions have more roles to play in ensuring that effective communication is maintained with the industry.

State.

effective school

-industry

Recommendations

Based on findings of the study, the following recommendations were made;

1. Industry should understand the relevance of partnership with school on SIWES and industry exposure to achieve quality skill development.
2. Institutions offering TVET programmes should ensure that good communication exist with the industry in relevant areas.
3. Industry should establish skill development programmes for the students especially during SIWES.
4. Industry personnel should partner with school in lecture delivery especially in practical areas.

References

Act on National Workforce Solution Advisory Board (2017). Understanding and solving the skills gap. *Retrieved from*

https://www.act.org.understanding+and +solving+skill+gap.

Alio, A. N. (2008). *Fundamentals of Educational Research.* Enugu. Samireen Nigeria Ltd.

Elobuike, H. U. (2008). Coordination of Cooperative Education. *Unpublished* programme through *Lecture Monograph.* Department of Technology and Vocational Education, ESUT.

Jim, E. U. (2016). Improving business education

Conclusion

The demand for quality partnership skill development program for TVET students is becoming high because of the current technological innovation, human capital development and economic unrest. The findings of the study depicted that the core benefit of the school-industry partnership in TVET programmes includes facilitating research, innovation and skill acquisition of the students. The stakeholders in TVET programmes have not shown adequate commitment to this partnership in achieving the objective of TVET in Nigeria, based on this, the study has identified possible industry and institution strategies for improving partnership for quality skill partnership for students' capacity building in

Rivers State. *ABEN Conference proceedings 3* (1) 149-155

Mbah, C. O. (2016). Mechatronics technology craft training needs of technical college students in Anambra State. *Unpublished M. Sc.*

Dissertation presented to the Department of Technology and Vocational Education. Enugu State University of Science and Technology, Enugu

Mbah, C.O. & Elobuike, H.U. (2016). Achieveing quality assurance in informal automobile apprenticeship training system for sustainable self- employment of trainees in

Enugu metropolis. *Journal of Research in Science and Technology Education JORSTED 6*(1),146-155.

Mbah, C.O. & Umurhurhu, E. B. (2016). Improving the teaching learning of computer aided drafting and designing (CADD) for effective skill development in Nigerian tertiary institution. *International Technology Research Journal (INTERJ) 4*(1), 24-29.

Nworgu, B.G. (2015). *Educational Research; Basic issues and methodology*. Nsukka; University Trust Publishers.

Okorie, J.U. (2001). *Vocational Industry Education; Nigeria League of Research.* Enugu LRNH Publishers.

Okoye, K. R. E. & Okwelle, P.C. (2013). Technical and Vocational Education and Training (TVET) in Nigeria and energy development, marketing and national transformation. *Journal of Education and Practice 4*(14), 134-138.

Olabiyi, O.S. Aiyelabowo, O.P. & Leshinso, O.T. (2013). Relevance of Computer Assisted Instruction (CAI) for effective skill development among technology education students in Nigeria. *Journal of Education and Practice 4* (21) 80-89.

Onoh, B.C.E.C. (2011). *Fundamental of Entrepreneurship Studies.* Enugu; Cheston Agency Press Ltd.

Onyebuenyi, P. N., Mbah, C. O. & Odeluga, P. E. (2017). Enhancing practical skill acquisition among technical college students through information and communication technology for self-reliance in Abia State. *Journal of Vocational Education & Research 2*(1) *252-264*

Rossi, F. (2010). The governance of universityindustry knowledge transfer. *European Journal of Innovation Management 13*(2) 155-171.

UNESCO (2001). *Revised recommendation concerning technical and vocational education and training.* Paris; UNESCO Press 1-17.

Uzoagulu, A.E. (2011). *Practical Guide to Writing Research Project in Tertiary Institution.* Enugu. Cheston Ltd.