



Journal of Arts and Social Science Education (JASSE)

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(JASSE)**

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EDITORIAL BOARD

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Associate Prof. S. Ileuma
Department of Art and Social Science Education,
Lead City University, Ibadan
ileumaesther@gmail.com
+2348038047958

Managing Editor

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Lead City University, Ibadan
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Scope

Journal of Arts and Social Science Education (JASSE) is an internationally recognized peer-reviewed multidisciplinary Journal published twice a year (**June and December**) by the Department of Arts and Social Science Education, Lead City University, Ibadan, Nigeria. Normally, Authors submitting manuscripts are expected to present their research work for assessment and review. Manuscripts are published on the assumption that they are original and have not been published elsewhere. It places emphasis on publishing original work and findings on current issues of educational concern relevant to the following areas: Educational Management, Counselling Psychology, Business Education, Sciences Education, Arts Education, Social Sciences Education, Psychology, Human Behaviour Sciences, Teacher Education, Childhood Education and Other relevant/related Fields to Education.

Types of Paper Considered for Publication: Empirical and Theoretical research Papers and Book reviews

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- Research Questions/Hypotheses
- Methodology
- Results (Clear and concise)
- Discussion of Findings
- Conclusion and Recommendations
- References (APA latest Edition)

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EDITORIAL COMMENT

Journal of Arts & Social Science Education is multi-disciplinary in nature, hence it publishes articles in various areas in the field of education and other related academic disciplines. The current edition (Volume I, Number I) consists of articles published in July, 2022. There are altogether 13 articles in Volume I of the journal. All the thirteen (13) articles in volume I number I are for July, 2022 edition and most of them are research-based. The contributors are seasoned scholars. Articles in volume I, number I of JASSE address current educational issues and problems. It is no gainsaying the fact that volume I number of July, 2022 of JASSE contains well researched and discussed academic papers that make positive contributions to knowledge, scholarship and practice.

Therefore, individuals, researchers, teachers, educators, counsellors, ministries and agencies saddled with the responsibility of addressing the problems of education would find the papers useful reference materials. In addition, postgraduate students pursuing masters and doctoral degree programmes in various fields of education, and who are currently in the stage of literature review for their projects and theses would find JASSE a rewarding companion.

LIST OF CONTRIBUTORS

ILEUMA Senimetu (Ph.D)

Department of Educational Management,
Faculty of Arts & Education,
Lead City University, Ibadan

OLADEJI Abidemi Omotayo

Emmanuel Alayande College of Education,
Oyo, Department of Curriculum and
Instruction.

FAKUNLE Sunday Olutayo,

Department of Behavioural Studies,
Redeemer's University, Ede, Nigeria

OKUNOLA John Lola

Department of Behavioural Studies,
Redeemer's University, Ede, Nigeria

ADEOYE Adeponle Olayode

Department of Behavioural Studies,
Redeemer's University, Ede, Nigeria

ALADE, Felicia Yewande

Olufunmilayo (PhD)

Oyo State Ministry of Education, Science and
Technology, Secretariat, Agodi, Ibadan

Dr. F. K. OLUWALOLA

Department of Educational Management
Faculty of Education
University of Ilorin, Nigeria

PROF. T. A. UMORU

Department of Business and
Entrepreneurship Education,
Kwara State University, Malete

DR. L. F. ADEMILUYI

Department of Business and
Entrepreneurship Education,
Kwara State University, Malete

DR. N. B. NWABUFO

Department of Business and
Entrepreneurship Education,
Kwara State University, Malete

Seyi DAVID (PhD)

Department of Art and Social Sciences
Education, (Business Education Unit),
Faculty of Art and Education, Lead City
University, Ibadan

AdebimpeAdunni ODUNAYE

Department of Art and Social Sciences
Education, (Business Education Unit),

Faculty of Art and Education, Lead City
University, Ibadan

Mary Oiza JACOB

Department of Business and
Entrepreneurship Education,
Kwara State University, Malete

Adepeju ADEROGBA-OTI

Department of Arts and Social Science
Education, Faculty of Arts & Education
Lead City University, Ibadan. Nigeria

Kayode Musibau OJOOGUN

Department of Arts and Social Science
Education, Faculty of Arts & Education
Lead City University, Ibadan. Nigeria

EHINDERO, Funmilayo Florence

Department of Public Administration
Kogi State Polytechnic, Lokoja

Mr. Tosin T. BABATUNDE

Department of Educational Management
Faculty of Education,
University of Ilorin, Nigeria

ADEKUNLE Adesakin Matthew

Department of Educational Management,
Faculty of Arts & Education,
Lead City University, Ibadan

ABIOLA, R. Folashade

Department of Arts & Social Science
Education, Business Education Unit
Faculty of Arts & Education, Lead City
University, Ibadan

Sabina Nwakaego OBI, PhD

Lead City University, Ibadan, Nigeria

Roseline Temitope OYALAKUN

Lead City University, Ibadan, Nigeria

OLUWO, Oluwabunmi Amos

Department of Business Education
College of Vocational and Entrepreneurship
Education

Lagos State University of Education, Epe,
Lagos State

ADEYEMI, Adedayo Patrick

Department of Business Education
College of Vocational and Entrepreneurship
Education

Lagos State University of Education, Epe,
Lagos State

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**INSTITUTION-INDUSTRY COLLABORATION AND ACQUISITION OF
EMPLOYABILITY SKILLS IN TERTIARY INSTITUTIONS IN SOUTH WEST,
NIGERIA**

**Dr. F. K. OLUWALOLA¹, PROF. T. A. UMORU², DR. L. F. ADEMILUYI³, DR. N. B.
NWABUFO⁴**

**University of Ilorin, Ilorin, Nigeria¹,
Kwara State University, Malete^{2, 3, 4}.**

**oluwalola.fk@unilorin.edu.ng, titus.umoru@kwasu.edu.ng, femiluyi44@gmail.com,
ngozi.nwabufu@kwasu.edu.ng**

Abstract

The study focused on institution-industry collaboration and acquisition of employability skills in tertiary institutions in South West, Nigeria. The study had three each specific purposes, research questions guided the study and three null hypotheses were tested at a 0.05 level of significance. The study adopted a descriptive survey research design. The population of the study comprised 353 Business Educators and 4,321 final year students for the 2021 academic session in federal and state-owned tertiary institutions in South West, Nigeria. A multi-stage sampling technique was used for this study. Taro Yamane's sample size formula was used to select the sample of 484 respondents, comprising lecturers and students for the study. Institution-industry Collaboration Questionnaire" (ICQ), and Employability Skills Questionnaire" (ESQ) which were duly validated with a reliability coefficient of 0.83 was used to gather data for the study. Research questions and hypotheses were analyzed and tested using mean, standard deviation, and t-test. Findings revealed that there was a significant difference between the mean ratings of lecturers and students on the influence of institution-industry collaboration on ICT skills ($t_{482}=1.803$, $p=0.072$). It was concluded that universities, polytechnics, and colleges of education should no longer act in isolation but form relationships with industries and agencies which are entrusted with industrial development activities in order to bring about rapid growth. It was recommended that amongst which includes that there is a need for tertiary institutions to collaborate in the area of ICT. This will go a long way in assisting students to acquire relevant ICT skills.

Keywords: Institution-Industry Collaboration, Employability Skills, Tertiary Institution, ICT Skills, Critical skills, Analytical

Introduction

In recent times, higher institutions in Nigeria have attained a pivotal milestone in learning across all levels of education. The educational paradigm is based more on the teaching and learning of concrete skills than abstract or theoretical learning. The positive impact of higher education is not restricted to those who directly study in universities, polytechnics, and colleges of education but to the whole society. A governmental and educationist's role in providing adequate and quality education to students during their course of study goes a long way in the acquisition of employability skills for nation building. The foregoing indicates the importance of education that provides working skills. The importance of higher education and employability skills is anchored on the development of students' skills considering fields of knowledge and approaches that link industrial output (Aloysius et al., 2018). The aims and objectives of higher

education are predicated on the reliable dissemination of information to prospective graduates to meet the needs of the labour market. Individual skills for employability are meant to help new workers be successful on the job. Also, human resource development programmes help people who are employed, unemployed or underemployed get better jobs by giving them better education and training.

In the past, graduates secured jobs prior to the influx of technological developments of the 21st century. Rapid developments in technology have changed the nature of work, demanding more flexibility from workers. Besides, training students for a career path in Higher Education Institutions (HEIs) is not enough. Rather, students need to be prepared to meet the demands of current work standards to enable them to perform in the new technological dispensation. Umoru and Yakubu (2018) stated that skills are the acquired attitudes and behaviours that an individual possesses after exposure to theories and practices in the field of study. They further explained that skill is the ability to do something with a degree of proficiency resulting from a certain behavioural pattern with respect to smoothness, speed, and accuracy. This means that graduates will do better in the job market if they learn skills that make them more employable. Higher education should prioritize the development of employability skills and initiative in order to improve the employability of graduates who are expected to be job producers rather than job seekers.

The employability skills that Business Education equips students with include: information and communication technology skills (ICT), critical thinking skills, analytical thinking skills, time management skills, teamwork skills, and problem-solving skills. Information and Communication Technology skills are concerned with the method of comprehending and applying a variety of computer programmes, software, and other applications in daily tasks. Information and Communication Technology skills include working with Word Processing, Excel, Databases, Power Points, Management Information Systems, Webpage Design, Desktop Publishing, and online collaborative networks. These skills help Business Education students' store, process, transmit, convert, duplicate, or retrieve information quickly. In the world of work, Business Education students are expected to be skills drive in order to meet up with the present challenges in the labour market.

The institution-industry partnership has been a subject of debate on the key question of how to improve national economic development over the years, as every institution strives for worldwide recognition. Collaboration is the process of collaborating with others to achieve a common goal. Institution-industry collaboration (UIC) refers to interactions between various components of the higher education system and industry, with the primary goal of promoting knowledge and technology transfer. It is a term that refers to collaboration, participation, combination, association, links, partnerships, or exchanges between universities and relevant industries. Institution-industry collaboration is described by Wagner and Ramsey (2019) as when institutions and businesses work together to share resources (monetary donations, contributing time from local professionals, donating equipment, offering internships depending on what the institution needs, and what the industry has to offer). Moreover, the institution-industry relationship provides students with access to a wealth of resources. This type of cooperation exists for the express goal of bridging the gap between the institution and the industry in order to satisfy the demands of this modern era.

Institution-industry collaboration refers to a wide variety of interactions or communication between institutions and businesses at various levels, linking various activities for the exchange of information and technology (Emeasoba, 2017). This includes the formation of start-up companies focused on commercializing university inventions and innovations, the presentation of shared research between industries and academic institutions, contract

research and academic consulting commissioned by industry, graduate education collaboration, higher education for enterprise personnel, and researcher exchange between industries and universities. According to Greenberg in Akele and Chukwu (2020), collaborative efforts between business/industry and education, such as co-operative work-study programmes that allow students to receive part of their education on the job, are best learned alongside the problems and constraints that are part of the private sector operation. It is developed through an agreement between two or more parties to set goals and devise a strategy for achieving those goals. Employee in-service training, facility utilization, student-directed projects, software development or obligatory research, cooperative research, service-learning programmes, and developmental project support are all available.

The skill process cycle, according to Okon (2019), is a collaborative strategy in which essential stakeholders, who are prospective beneficiaries of one another's products, are required to contribute significantly to the enhancement of each stakeholder's services. Those who are substantial investors and direct beneficiaries of the education sector's product are considered critical stakeholders. Among these are: (a) students and their relatives who are direct investors; (b) educational institutions and their owners who are also direct investors; (c) governments of nations with their appropriate agencies that establish an enabling environment, formulate policies, including funding; (d) donor agencies as indirect investors; (e) regional and international authorities; (f) employers of labor; (g) professional bodies; and (h) society/general public and others. However, research has revealed that those institutions that collaborated reaped numerous benefits. Institutions benefit from external research funds, possibilities to develop practical applications for research findings, access to industry expertise and equipment, and insights into new research fields when they collaborate (Madu et al., 2019, Kunttu 2019, Kunttu and Josu 2018). Similarly, good research partnerships with higher education institutions allow industrial enterprises to absorb the knowledge that could be crucial for future innovations and new product development, address technological challenges, and gain access to critical human resources and new expertise (Lee, 2011).

Higher education is provided in institutions such as universities, polytechnics, colleges of education, and other specialized institutions after post-secondary education. Institutions in Nigeria are dedicated to providing high-quality workers for the country's numerous industries. To attain this goal, tertiary institutions must provide high-quality infrastructure, admissions, staff recruiting, collaborative research, and industrial for students. For academic institutions, integrating technology into teaching and learning is not a tough undertaking. In the field of collaboration, technology has played a significant role. Lecturers can collaborate toward the production of high-quality research using technology. This opens up possibilities for large-scale data collecting, analysis, and processing, as well as sophisticated computations that are exceptionally quick, accurate, and dependable. Integration of Information Communication and Technology (ICT) in education, according to Ghavifekr and Rosdy (2015), is the use of computer-based communication that is integrated into the regular classroom instructional process. Teachers are viewed as major players in using ICT in their daily classes in order to prepare pupils for the current digital era.

The primary goal of integrating ICT into education is to increase the quality, accessibility, and efficiency with which students receive instruction. It is an important instrument that has aided in the classroom atmosphere in this era of globalization. This has made a significant contribution to the educational aspects, as the use of ICT will lead to successful learning with the assistance and support of ICT elements and components. Students who acquire adequate and effective ICT skills would be better prepared to confront the difficulties of the labor market and meet employer demand. ICT proficiency is one of the

employability skills that the institution-industry collaboration aspires to attain through student and professor interaction. Word processing, excel, records administration, desktop publishing, webpage design, and management information systems are just a few of the important ICT skills required in today's workplace (Fayemi in Ademiluyi and Ademiluyi, 2019).

Five strategies to improve learning through technology were emphasized in the National Education Technology Plan Update (2017), including:

1. Technology allows for individualized learning, this strategy allows students in a class to select from a menu of learning experiences such as writing essays, creating media, developing websites, interacting with experts from across the world in data collection, and demonstrating their learning. It makes the learning process more efficient and meaningful to the students than the old way. Because of the huge student-teacher ratio in most of our classrooms, the use of ICT would improve personalised teaching and learning.
2. Instead of writing a research report to be read, technology helps to organize learning around real-world project-based learning by using a broad array of digital learning devices and resources to demonstrate mastery of complicated topics and information. Students can then submit their findings online, where they can obtain feedback from researchers and other members of the communities of practice from all around the country. It serves as a guide for all researchers on how to write, present, and gather data for their studies.
3. Both teachers and students have benefited from technological advancements that have allowed them to expand their learning beyond the classroom. People from all across the world can come together through literacy in these coordinated classes. Learners are supported in this context through a shared experience and global connections. It enables students who are under-skilled or under-equipped to build effective business attitudes and approaches (Hamza and Garba, 2020).
4. Learners can use technology to follow their passions and personal interests. This is the ability to learn about issues of personal interest, which teaches children how to explore and investigate in order to build a lifetime love of learning. This implies that even individuals with exceptional disabilities can learn at their own pace.
5. Technology helps to bridge the digital divide and provides all students with chances for transformational learning. Adult learners who have limited physical access to continuing education can use online programmes to gain new credentials and achieve their objectives, regardless of their location.

This meant that incorporating ICT into business education programmes has greatly aided students in the teaching and learning process. Information and communication technology has been identified as one of the primary cardinal skills that underpin a business education programme that exposes and prepares students for practical rather than theoretical learning.

Graduates of post-secondary institutions must develop a diverse set of abilities in order to fulfill the demands of employers in the labour market in the age of globalisation. Higher education, according to Ibrahim (2016), plays a critical role in technology transfer and development on two levels: first, it has the ability to build the production and management skills needed to use and organise new technologies. Second, with the growth of science-based companies, higher education is the only place where basic research may be combined with the training of researchers and researchers who apply research to the industry. As a result, modern society's desire has shifted away from obtaining a liberal education and toward getting the appropriate skill. Collaboration between industry and universities is the best way to improve

skill requirements. Other advantages of collaboration can be enhanced between the two parties, such as cost savings, the use of a multidisciplinary approach, the reputation of collaborators, and experience in a specific subject (Draghici et al., 2015; Anna and Karsten, 2017). Institutional-industry collaboration (IIC) can be thought of as a means of fostering creativity through information exchange. The establishment of a combination university/industry should address concerns such as work-study programs and increased internship programs that expose students to practical rather than theoretical learning (Adebisi, 2014).

The primary goal of institution–industry collaboration is to take advantage of each organization's expertise, knowledge, and technology. Each institution must comprehend the concept of acquiring employable skills, for example, attempting to close the skill gap and making the greatest use of their employees' expertise. Knowledge transfer will act as a source of innovation between institutions and industries. Employers' erroneous perceptions about higher education graduates necessitate collaboration between higher education institutions and companies in the acquisition of skills. In terms of skill development, for example, the ability to transfer what they have learned in class to the workplace has become a major issue in the labour market. Cai (2013) stated that one of the numerous challenges in the research of transition from higher education to the workplace is how employers view the potential of degree holders. He went on to say that understanding employers' views on educational output is based mostly on individuals' cognitive frameworks and, to a lesser extent, common norms. Students should be allowed to experience in higher education institutions to acquire understandings, skills, self-theories, and reflection, according to Kevin et al. (2011), and that good learning and education promotes employability. This demonstrates the need of including employment skills and traits in the curriculum. In attempt in bridging the gap between graduates' needs for improved soft and technical abilities such as critical thinking skills.

Critical thinking is a skill that everyone should have, regardless of whether they are elite or not. It is referred to as one of the critical thinking skills that must be taught in school. Today, critical thinking is acknowledged as a skill that can be taught to increase students' thinking skills and allow them to think at a higher level. It entails much more than judging, assessing, making decisions, deducing, and solving problems. Critical thinking, according to Heard et al. (2020), is a process of analyzing and assessing information, reasoning, and circumstances using acceptance criteria such as truth and logic in order to develop solid and insightful new knowledge, understandings, hypotheses, and beliefs. Students' ability to process and synthesize information in such a way that they can apply it judiciously to tasks for informed decision-making and successful problem-solving is referred to as critical thinking. Students can build better-reasoned arguments for their assignments, projects, and examination problems by developing critical thinking abilities and drawing evidence to support their arguments and ideas. It also synthesizes the ideas of various theorists, researchers, and the course materials provided by their lecturers.

Adeyemi (2012) said that critical thinking is a method of correcting mental critique that incorporates investigation, historical subject understanding, and balanced judgment. This refers to the student's ability to reason and reason scientifically. Students will be able to analyze, synthesize, evaluate, scrutinize, infer, and rethink their thinking if they have adequate critical thinking skills. As a result, it lowers bias among students, allowing them to respond appropriately in real-life circumstances. It measures an individual's capacity to process and analyze data in a way that allows them to use it effectively for decision-making and problem-solving. Business Education graduates are expected to have critical thinking abilities in order to detect, adapt, and reason rationally. The ability to think critically entails more than making

judgments, evaluating, solving problems, or making decisions; it also necessitates the practical application of various ways of thinking at work. This will allow students to develop the ability to quickly adjust to technology advances and their effects on individuals and communities. Therefore, the development of critical thinking abilities will provide both teachers and students with the intellectual ability to think critically and the broad-mindedness essential for the development of the requisite talent.

Tertiary institutions have an essential role in the creation of new information, either alone or in conjunction with external bodies, and the transmission of that knowledge into the labour market. Institutional-industry collaboration can provide access to specialized knowledge and opportunities for high-quality research. Students are required to learn how to think critically, rationally, analytically, and creatively, as well as how to solve problems quickly. Higher education is a type of education that emphasizes the teaching and development of practical skills rather than abstract or theoretical knowledge. It is expected of business education students to acquire essential employable skills before graduation. With the advancement of technology, employability is quickly becoming one of the primary aims of educational institutions. The shortage of skilled and educated labour is one of the key causes for bridging the employability gap in business education graduates.

It is vital to give training and skill development programmes for graduates before they complete their studies in order to prevent the massive trend of unemployment. This is absolutely necessary in order to meet the current labour market problems. To minimize the rate of unemployment, various training and skill development programmes can be used to bridge the employability skill gap. It should be noted that acquiring suitable skills is a vital feature of any post-secondary institution in Nigeria's business education. More than the theoretical, learners must be trained in skill development and exposed to demonstrations of practical aspects. They will be able to be more productive and relevant in the workplace as a result of this. Graduate employability, according to Ekpoh (2020), is defined as the possession of a particular level of skills and attitudes, as well as the capacity to apply them to job search and retention. As a result, both institutions and industries should work together to acquire these talents. Students in business education must be able to think analytically and adapt such thinking to any situation. It is a skill that allows students to deal with complex challenges by analyzing information and organizing it in a logical manner.

Analytical thinking is an employability skill that allows Business Education students to recognize an issue, study the topic to learn relevant facts, and come up with a logical solution to the challenges they have found. This is a valuable talent in business education, because it allows them to solve problems that arise in the workplace. Teachers' knowledge and teaching methods are critical in helping students develop their learning processes and analytical thinking skills. Teachers must select appropriate teaching and learning pedagogies applicable to specific learning topics in order to develop students' critical thinking skills. It is critical to use appropriate teaching resources to help students develop analytical thinking skills. According to Sitthipont (2017), any nation's future human resource must be able to think analytically, critically, solve problems, develop innovative and initiative thinking skills. It is vital to develop analytical thinking skills in students so that they can ask questions, think critically, and solve issues in a variety of ways. In this line, teachers must combine analytical thinking skills for the application of knowledge in the learning process in order to discover a solution to a problem. Students will be able to deal with issues and compete as a result of this. As a result, students' analytical thinking skills serve as a foundation for developing learning processes that enhance students' critical thinking abilities.

Statement of the Problem

The problem of unemployment in modern Nigeria is growing at an alarming rate. According to statistics, 32.5 percent of Nigerians are unemployed (National Bureau of Statistics, 2021). The researcher has observed the skill gap that exists in the labour market prerequisites of the industries is based on the input that comes from institutions and industrial requirements. This situation causes economic and developmental stagnation. Failure to address the educational aspirations and needs of the youth is likely to result in not only economic stagnation, but also youth unrest, a lingering sense of injustice and lack of purpose, and, in the worst-case scenarios, extremism and violence.

In many countries, including Nigeria, official policy discourse emphasizes graduate employability as a major outcome of higher education, with a special focus on the supply side. This puts more pressure on higher education institutions (HEIs) to adapt their education and training programmes so that graduates develop skills and competencies that will enable them to enter the labour market after graduation. Despite these efforts, industries continue to complain about a lack of practical experience and a gap between the classroom and the workplace. Numerous studies have found a mismatch between labour market skills and graduate profiles.

Various authors have speculated on emphasizing employability skills of graduates as a way to reduce graduate unemployment. When considering employability as a set of accomplishments describing skills, understandings, and personal characteristics that make graduates more employable and successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy of a country, it becomes necessary to investigate variables that can influence and improve it among business education students. According to research, graduates must develop a diverse set of skills in order to meet the demands of employers in the labour market. Graduates of higher education are expected to possess not only academic skills but also higher-level skills such as problem-solving, teamwork, management, and technological abilities.

Literature revealed that institution-industry collaboration allows students to access a wealth of resources and greatly aids knowledge and technology exchange in order to improve graduate quality and promote innovation through knowledge exchange. The problem of graduate unemployment can be traced back to a mismatch between labour market needs and a lack of vital employable skills among Nigerian graduates (Akele and Chukwu, 2020). To meet these challenges, institutions and industries need to collaborate to promote employability skills in Nigerian tertiary institutions. As a result, there is a need to investigate institution-industry collaboration and the acquisition of employable skills by business education students in tertiary institutions.

Purpose of the Study

The main purpose of this study is to examine institution-industry collaboration and acquisition of employability skills of business education students in tertiary institutions. The specific purposes are to:

1. examine the extent to which institution-industry collaboration influences the acquisition of ICT skills among Business Education students in South West.
2. determine the extent to which institution-industry collaboration influences the acquisition of critical thinking skills among Business Education students in South West.
3. establish the extent to which institution-industry collaboration influences the acquisition of analytical thinking skills among Business Education students in South West.

Research Questions

The following research questions guided the study:

1. To what extent does the institution-industry collaboration influences the acquisition of ICT skills among Business Education students in South West, Nigeria?
2. What is the influence of institution-industry collaboration on the acquisition of critical thinking skills among Business Education students in South West, Nigeria?
3. To what extent does the institution-industry collaboration influences the acquisition of analytical thinking skills among Business Education students in South West, Nigeria?

Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance:

- HO₁: There is no significant difference between the mean ratings of lecturers and students regarding the influence of institution-industry collaboration on ICT skills among Business Education students in South West, Nigeria.
- HO₂: There is no significant difference between the mean ratings of respondents from federal and state-owned institutions regarding the influence of institution-industry collaboration on the critical thinking skills among Business Education students in South West, Nigeria.
- HO₃: There is no significant difference between the mean ratings of respondents from urban and rural tertiary institutions regarding the influence of institution-industry collaboration on the analytical thinking skills among Business Education students in South West, Nigeria.

Methodology

A descriptive survey design was adopted for the study. The population of the study comprised 353 Business Educators and 4,321 final year students for the 2021 academic session in federal and state-owned tertiary institutions in South West, Nigeria. A multi-stage sampling technique was used for this study. Taro Yamane's sample size formula was used to select a sample of 484 respondents, comprising lecturers and students for the study. The instrument for data collection was a structured questionnaire tagged "Institution-industry Collaboration Questionnaire" (ICQ), and "Employability Skills Questionnaire" (ESQ). The questionnaire is made up of 37 items. The responses pattern adopted for the questionnaire was four-point scale of High Extent=4 (HE), Moderate Extent=3 (ME), Low Extent=2 (LE) and No Extent=1 (NE). The questionnaire was validated by three research experts from the institutions who were requested to vet the instrument base on language, clarity, and relevance. Their comments were considered in enriching the worth of the instrument. The reliability of the instrument was ensured using the Cronbach Alpha method, and the result yielded a reliability coefficient of 0.83 which was high enough to be reliable. A total of 484 copies of the questionnaire were administered for the data collection with the help of trained research assistants. The 484 copies of the questionnaires administered were all collected. Research questions and hypotheses were analyzed and tested using mean, standard deviation, and t-test. The mean rating of 2.50 was used for decisions regarding the research questions. This was calculated based on the 4-point rating interval used in the study. Items with mean values of 2.50 and above were considered moderate while items with means values below 2.50 were considered to no extent.

Results

Research Question One: To what extent does the institution-industry collaboration influence the acquisition of ICT skills among Business Education students in South West Nigeria?

Table 1: Mean and standard deviation of responses on the extent of influence of Institution-industry collaboration on the acquisition of ICT skills among Business Education students in South West, Nigeria

S/N	Items	Mean	Std	Remark
1.	Working on the Excel spreadsheet	3.32	0.74	Moderate Extent
2.	Using PowerPoint	3.24	0.79	Moderate Extent
3.	Using Word Processing Application	3.31	0.81	Moderate Extent
4.	Using and Surfing the Internet	3.15	0.87	Moderate Extent
5.	Using Management Information System	3.13	0.84	Moderate Extent
6.	Having Desktop Publishing ability	3.14	0.90	Moderate Extent
	Weighted Mean and Std	3.22	0.82	Moderate Extent

Source: Field Survey, 2022

Table 1 revealed that working on the Excel spreadsheet (mean=3.32), using PowerPoint (mean=3.24), using word processing applications (mean=3.31), using and surfing the internet (mean=3.15), using Management Information Systems (mean=3.13), and having desktop publishing ability (mean=3.14) are moderately influenced by institution-industry collaboration. All the six items have their standard deviation ranging from 0.74 to 0.90, which is below the fixed value of 1.96. This means that the responses of the respondents were not too wide spread from the mean. The responses are slightly clustered around the mean. Overall, the data in Table 1 showed that collaboration between institutions and industry has moderate influence on the ICT skills among Business Education students (Weighted mean=3.22, SD=0.82).

Research Question Two: What is the influence of institution-industry collaboration on the acquisition of critical thinking skills among Business Education students in South West, Nigeria?

Table 2: Mean and standard deviation of responses on the influence of institution-industry collaboration on the acquisition of critical thinking skills among Business Education students in South West, Nigeria

S/N	Items	Mean	Std	Remark
1.	Taking initiative	3.36	0.77	Moderate Extent
2.	Ability to analyze complex issues	3.26	0.72	Moderate Extent
3.	Being creative	3.35	0.77	Moderate Extent
4.	Applying knowledge to real life settings	3.21	0.78	Moderate Extent
5.	Locating information from multiple sources	3.23	0.81	Moderate Extent
6.	Providing solutions to challenges	3.22	0.87	Moderate Extent
	Weighted Mean and Std	3.27	0.79	Moderate Extent

Source: Field Survey, 2022

Table 2 showed that the following critical thinking skills were moderately influenced by institution-industry: taking initiative (mean=3.36), ability to analyze complex issues

(mean=3.26), being creative (mean=3.35), applying knowledge to real-life settings (mean=3.21), locating information from multiple sources (mean=3.23), and providing solutions to challenges (mean=3.22). The table showed that all the six items have standard deviations ranging from 0.72 to 0.87, which is below the fixed value of 1.96. This implies that the responses were not too wide-spread from the mean and were highly clustered around the mean. Overall, the data analyzed in Table 2 revealed that critical thinking skills were moderately influenced by institution-industry collaboration among Business Education students (Weighted mean=3.27, SD=0.79).

Research Question Three: To what extent does the institution-industry collaboration influence the acquisition of analytical thinking skills among Business Education students in South West, Nigeria?

Table 3: Mean and standard deviation of responses on the extent of influence of Institution-industry collaboration on the acquisition of analytical thinking skills among Business Education students in South West, Nigeria

S/N	Items	Mean	Std	Remark
1.	Information collection ability	3.34	0.79	Moderate Extent
2.	Analysing information appropriately	3.17	0.79	Moderate Extent
3.	Utilising and applying statistical knowledge to solve problems	3.19	0.88	Moderate Extent
4.	Making appropriate decisions	3.27	0.87	Moderate Extent
5.	Having problem-solving ability	3.18	0.81	Moderate Extent
6.	Discovering more efficient ways to completing a particular job/task	3.16	0.81	Moderate Extent
Weighted Mean and Std		3.22	0.83	Moderate Extent

Source: Field Survey, 2022

Table 3 showed that the following analytical thinking skills were moderately influenced by institution-industry: information collection ability (mean=3.34), analyzing information appropriately (mean=3.17), utilizing and applying statistical knowledge to solve problems (mean=3.19), making appropriate decisions (mean=3.27), having problem-solving ability (mean=3.18), discovering more efficient ways to complete a particular job/task (mean=3.16). The Table shows that all the six items had standard deviations ranging from 0.79 to 0.87, which is below the fixed value of 1.96. This implies that the responses were not too wide-spread from the mean and were clustered around the mean. Overall, the data analysed on Table 3 reveals that analytical thinking skills were moderately influenced by institution-industry collaboration among Business Education students (Weighted mean=3.22, SD=0.83).

Test of Hypotheses

H₀₁: There is no significant difference between the mean ratings of students and lecturers regarding the extent of the influence of institution-industry collaboration on ICT skills of Business Education students in South West, Nigeria

Table 4: Summary of t-test of the difference between the mean ratings of lecturers and students on the influence of institution-industry collaboration on ICT skills of Business Education students in South West, Nigeria

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Lecturers	128	19.75	3.24	1.803	482	0.072	NS
Students	356	19.13	3.36				

Source: Field Survey, 2022

Table 4 showed that there were 128 and 356 lecturers and students, respectively. Lecturers had a higher mean (Mean=19.75; SD=3.24) than students (Mean=19.13; SD=3.36). Table 18 reveals that there was no significant difference between the mean ratings of lecturers and students on the influence of institution-industry collaboration on ICT skills among Business Education students ($t_{482}=1.803$, $p=0.072$). Therefore, the hypothesis which stated that there is no significant difference between the mean ratings of lecturers and students on the influence of institution-industry collaboration on the ICT skills of business education students was retained. This indicated that lecturers and students do not differ statistically significantly in their responses regarding the influence of institution-industry collaboration on ICT skills among Business Education students in South West, Nigeria

H₀₂: There is no significant difference between the mean ratings of respondents from federal and state-owned institution regarding the influence of institution-industry collaboration on critical thinking skills among Business Education in South West, Nigeria

Table 5: Summary of t-test of the difference between the mean ratings of federal and state-owned independents samples institution regarding the influence of institution-industry collaboration on critical thinking skills among Business Education students in South West, Nigeria

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Federal	195	20.13	2.70	3.141	482	0.002	S
State	289	19.29	3.19				

Source: Field Survey, 2022

Table 5 showed that there are 195 and 289 respondents from federal and state-owned institutions, respectively. The federal-owned institutions had a higher mean (Mean=20.13; SD=2.70) than state-owned (Mean=19.29; SD=3.19). The table revealed that there was a significant difference between the mean rating of the federal-owned institutions and state-owned institutions on the influence of institution-industry collaboration on the critical thinking skills of business education ($t_{482}=3.141$, $p=0.002$). Therefore, the hypothesis which stated that there is no significant difference between the mean ratings of federal-owned institutions and state-owned institutions on the influence of institution-industry collaboration on the critical thinking skills among Business Education students was rejected. This implies that federal and state institutions differ statistically significantly in their responses regarding the influence of institution-industry collaboration on the critical thinking skills among Business Education in South West, Nigeria

H₀₃: There is no significant difference between the mean ratings of respondents from urban and rural tertiary institutions regarding the influence of institution-industry collaboration on analytical thinking skills among Business Education in South West, Nigeria

Table 6: Summary of t-test of the difference between the mean ratings of respondents from urban and rural tertiary institutions regarding the influence of institution industry collaboration on analytical thinking skills among Business Education students in South West, Nigeria

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Urban	385	19.26	3.14	0.664	482	0.507	NS
Rural	99	19.49	3.14				

Source: Field Survey, 2022

Table 6 showed that there were about 385 respondents from institutions located in urban areas and 99 respondents from rural areas. Respondents from urban-based institutions had a smaller mean (Mean=19.26; SD=3.14) than those from rural institutions (Mean=19.49; SD=3.14). Table 20 shows that there was no significant difference between the mean rating of urban and rural tertiary institutions regarding the influence of institution-industry collaboration on the analytical thinking skills among Business Education students ($t_{482}=0.64$, $p=0.507$). Therefore, the hypothesis which stated that there is no significant difference between the mean ratings of urban tertiary institutions and rural tertiary institutions regarding the influence of institution-industry collaboration on the analytical thinking skills among Business Education was not rejected. This implies that urban and rural tertiary institutions do not differ significantly in their responses regarding the influence of institution-industry collaboration on the analytical thinking skills among Business Education students in South West, Nigeria.

Discussion of Findings

Findings from research question one stated that acquisition of ICT skills was moderately influenced by institution-industry collaboration among Business Education students. This result is in line with the position of Greenberg in Akele and Chukwu (2020) who reported that collaborative efforts between business/industry and education, such as co-operative work study programmes that allow students to receive part of their education on the job, are best learned alongside the problems and constraints that are part of the private sector operation. This has been identified as a key motivator of collaboration between universities and businesses. Nigeria is dedicated to providing high-quality workers for the country's numerous industries. To attain this goal, tertiary institutions must provide high-quality infrastructure, admissions, staff recruiting, collaborative research, and industrial training for students.

The result of the analysis of responses in research questions two revealed that collaboration between institutions and businesses has a moderate influence on the critical thinking of business education students. This is consistent with the findings of Adebisi (2014) who reported that Institutional-industry collaboration (IIC) can be thought of as a means of fostering creativity through information exchange. The establishment of a combination university/industry should address concerns such as work-study programmes and increased internship programs that expose students to practical rather than theoretical learning. Clearly, one of the fundamental aims of higher institutions is to train skilled labour to contribute to national growth. Similarly, the finding agreed with Heard et al. (2020) who posited that critical

thinking is a process of analyzing and assessing information, reasoning, and circumstances using acceptance criteria such as truth and logic in order to develop solid and insightful new knowledge, understandings, hypotheses, and beliefs. Students' ability to process and synthesize information in such a way that they can apply it judiciously to tasks for informed decision-making and successful problem-solving is referred to as critical thinking.

From the research question three, it was found that acquisition of analytical thinking skills was moderately influenced by institution-industry collaboration among Business Education students. This is in line with the findings of Sitthiponent (2017), who reported that any country's future human resource must be able to think analytically, critically, solve issues, gain creative and initiative thinking abilities, acquire knowledge from multiple sources, learn and construct bodies of knowledge on their own, adapt in time to ever-changing situations, and be prepared to face the world's challenges. It is critical to instill analytical thinking abilities in students in order for them to be able to ask questions, think critically, and solve problems in a variety of ways.

The study found from hypothesis one that there was no significant difference between the mean ratings of lecturers and students regarding the influence of institution-industry collaboration on ICT skills of business education students. The difference in the mean ratings of the lecturers and students was insignificant with 0.62. This meant that both lecturers and students agreed that the collaboration of the institution and industry would influence and improve the ICT skills of business education students. The findings is in consonance with Ademiluyi and Ademiluyi (2020) who reported that ICT proficiency is one of the employability skills that the institution-industry collaboration aspires to attain through student and lecturer interaction. Word processing, excel, records administration, desktop publishing, webpage design, and management information systems are just a few of the important ICT skills required in today's workplace Umoru and Yakubu (2018) reported that skills are the acquired attitudes and behaviours that an individual possesses after an exposure to theories and practices in the field of study. Hence, the acquisition of ICT skills is necessary and important for Business Education students to meet the present challenges in the labour market.

The study also found from hypothesis two that federal and state-owned institutions differ statistically significantly in their mean ratings regarding the influence of institution-industry collaboration on the critical thinking skills among Business Education students. This indicated that the federal and state-owned tertiary institutions differ in their opinion on whether the collaboration of institution and industry influences the critical thinking skills of Business Education students with 0.84. Encarta in Adeyemi (2012) opined that critical thinking skills are a way of correcting mental criticism that combines research, knowledge of historical content and balance judgment. This implied the student's ability to think reasonably and empirically. Adequate knowledge of critical thinking skills will enable the students to analyse, synthesise, evaluate, scrutinize inference and revamp their thinking. Thus, it reduces bias among the students and enables them to act accordingly when handling situations in the real world of work.

The study also found from hypothesis three that urban and rural tertiary institutions do not differ significantly in their mean ratings regarding the influence of institution-industry collaboration on the analytical thinking skills of business education students. The difference in the mean of 0.23 is insignificant. This means that both the rural and urban based tertiary institutions support the collaboration of the two bodies in order to increase the analytical thinking skills of the business education students. This was confirmed in the words of Sitthiponent (2017), who reported that the importance of students' proficiency in thinking competencies, particularly analytical thinking, synthetic thinking, and creative thinking, which

will lead to the application of facts or information or the making of appropriate decisions for themselves and the community at large. In this vein, teachers are required to incorporate analytical thinking skills for the application of knowledge in finding solutions to problems in the learning process. As a result of this, students will be able to tackle problems and compete with others. Therefore, students' analytical thinking skills serve as a basic concept in designing a learning process that empowers the critical thinking skills of students' academic performance.

Conclusion

Based on the findings of this study, it was concluded that the acquisition of ICT skills among business education students was moderately influenced by institution-industry collaboration. This could be attributed to the fact that the necessary technological facilities were provided for hands-on learning for the students. The acquisition of critical thinking skills was found to be moderately influenced by institution-industry collaboration among business education students. The more institutions and industry agree to collaborate to expose students to modern skills, the more their critical thinking skills will increase. The acquisition of analytical thinking skills was also moderately influenced by institution-industry collaboration among business education students. When institutions and industries collaborate to give students the required training and they are given the opportunity to solve real world problems, their analytical skills are enhanced.

Conclusion was also made that universities, polytechnics, and colleges of education should no longer act in isolation but form relationships with industries and agencies which are entrusted with industrial development activities in order to bring about rapid growth. This linkages play crucial roles in cross training pattern which will permits both institutions and industries to pull their resources together for acquisition of employability skills also enriching research programmes.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made that:

1. There is a need for tertiary institutions to collaborate in the area of ICT. This will go a long way in assisting students to acquire relevant ICT skills. Information and communication technology proficiency is one of the employability skills that the institution-industry collaboration aspires to attain through students and lecturers interaction.
2. The institutions should collaborate more in the area of research and development projects with industries. This is because the three cardinal roles of tertiary institutions revolve around research, teaching and community service, which means that if they are able to collaborate effectively, this will improve the critical thinking skills of the students and their academic performance.
3. Effective collaboration between the industry and the institutions should be encouraged by all involved to increase the acquisition of the students' analytical thinking skills that makes them employable. This could be achieved if students are given the opportunity to understand and develop complex situations (analytical thinking skills) to enable them to face the challenges in the labour market.

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