



## IMPROVING BUSINESS EDUCATION PROGRAMMES THROUGH EFFECTIVE SCHOOL-INDUSTRY COLLABORATION FOR NATION BUILDING

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### Abstract

The study determined ways of improving business education programmes through effective school-industry collaboration for nation building in tertiary institutions in Anambra State. Three research questions guided the study and three null hypotheses were tested. A descriptive survey research design was adopted. The population of the study consisted of 96 business educators in tertiary institutions that offer business education programme in Anambra State. No sample was taken, as the population size was manageable. A structured 21-items validated questionnaire was used for data collection. The questionnaire was validated by three experts, two experts in business education and one in measurement and evaluation from Nnamdi Azikiwe University, Awka. The reliability of the instrument was ensured using pilot test, which was analyzed using Cronbach Alpha and its yielded reliability coefficient of 0.84. Data related to the research questions were analyzed using mean and standard deviation while t-test was used to test the null hypotheses. The findings from the study revealed that respondents rated research and innovation, knowledge transfer and employability, and teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions to a high extent for promoting nation building. The study revealed that business educators in universities did not differ significantly from business educators in colleges of education on the extent research and innovation, knowledge transfer and employability, and teaching and learning in tertiary institutions in Anambra State. It was concluded that business education programmes need to be improved through research and innovation, knowledge transfer and employability, and teaching and learning for nation building. Analysis have shown that the school-industry collaboration has no significant influence on research and innovation, knowledge transfer and employability, teaching and learning in business education programmes in Anambra State, Nigeria. It was recommended, among others, that school offering business education programmes should collaborate effectively in order to tap the dynamisms of the current workplace to the full so as to produce business education graduates who will be able to fit in and succeed in the world of work.

**Keywords:** Improving, business education programmes school-industry collaboration, nation building

### Introduction

As an integral part of vocational education, business education is an educational programme that prepares students for entry into advancement in jobs within business and prepares them to handle their own business affairs to function intelligently as consumers and citizens in a business economy.



Business education encompasses knowledge, attitudes, and skills needed by all citizens in order to effectively manage their personal businesses and economic system. Atakpa (2011) remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. In other words, business education means education for business or training skills which is required in business offices, clerical occupation and business policy analysis. Business Education aspires to produce skilled graduates to meet the demands of a fast growing society. The technological and industrial development of any nation depends on its ability to develop its citizens towards human resources especially in the area of vocational and entrepreneurship education. Due to poor infrastructural facilities haunting Nigerian tertiary institutions, coupled with the number of graduates from different institutions of higher learning that failed to transform the economic fortune of the country towards industrialization, the nation is far from experiencing technological advancements and economic growth (Olorunfemi&Ashaolu, 2008). A functional business education programme requires effective partnership with relevant industries which the graduates will serve. Although, business education students are exposed to Student Industrial Work Experience Scheme (SIWES) and Teaching Practice (TP) but the experiences students acquire from these schemes are not adequate to their training needs.

The scheme is designed to create a link between universities and industry, bridge the gaps between theory and practice by exposing students to out-of-classroom industrial and world of work experiences and build their capacity for entrepreneurship or self-employment. As school-to-work programme that ensures smooth transition of students to industry and business institutions, its activities has been less impactful due to inadequate student placement, lack of supervision and rejection of student-trainees in some cases by public institutions, local and multi-national organizations. As a result, such linkages have become ineffective in achieving its objective of transferrable skill development, improving work experience, providing practical and industrial orientation that leads to better career choice in entrepreneurship. Schools need to partner with industries for research assistance and collaboration, curriculum planning, infrastructural provision, scholarships, seminars and field trips among others. Furthermore, Gbenedio (2012) noted that many academic programmes tend to exist in isolation, with few connections between learning institutions and industries, even between those in the same geographical area.

In recent time, graduates from the nation's tertiary institution of learning most especially the business education graduates have been plagued by the inability to get jobs in corporate industries and companies in Nigeria. The industries mostly complaint of inadequate skills required especially in the current cutting edge technology, having low practical know-how and lack of confidence. Many authors and researchers have related this problem to the quality of training received by these graduates while in school which is devoid of skills required to meet up with the demands of the business world. However, Essia (2012) and Nwazor (2012) decried the failure of the education offered in tertiary institutions especially in the business education programme to prepare students and graduates for real life situations. In consonance, Okojie (2013) observed that some of the courses available in Nigerian higher institutions nowadays are far removed from the needs of the society and this is partly responsible for the mass unemployment of Nigerian graduates. This is in line with the trend of thought of Fnae, Adeniji and Adu (2008) that Nigeria is bedeviled with severe problem of graduate unemployment brought about by mismatch between graduate training and the world of work.

Some developed countries have been able to overcome the problem of graduate unemployment through careful planning and school-industry collaboration. For instance, Microsoft,



Cisco and Intel are in collaboration with the University of Melbourne; AALTO University is in collaboration with the industrial sector; Technical University of Munich (TUM) is in partnership with Audi motor company; University of California is also in partnership with the industrial sector of the economy to mention just a few (Belfield, 2012). The essence of this collaboration among other things is to identify the higher order of skills needed by the students for success in school and in the work place after graduation so as to inculcate same in the students. One outcome of tertiary educational institutions drive to produce students with high order skills is closer integration with industry (Williams, Smith, Yasin & Pitchford, 2013). With regard to the need and relevance of the Nigerian tertiary educational institutions to foster collaboration with industries, Ojimba (2013) posited that, given the right and conducive atmosphere, schools and industry linkages could be developed into strong and solid partnerships. According to Ojimba, the benefits of this partnership are enormous: students acquire industrial skills, develop work habits and instill positive attitude in business education students towards industries.

Business education/industry collaboration is critical for skills development (education and training), the generation, acquisition, and adoption of knowledge (innovation and technology transfer), and the promotion of entrepreneurship (start-ups and spin-offs). Business education is basically occupational education which makes individuals self sufficient and reliant. Ikechukwu and Najimu (2011) believed that the acquisition of practical skills relating to occupation in various sectors of economic and social life will improve the standard of living of the people, and assist in eradicating poverty in the society. The linkage between institution and industry is very weak in Africa including Nigeria and do not produce the skills assets needed for industrial productivity leading to low absorption level by the available industries. Business education students need this industrial collaboration in order to be effective in their chosen field of work.

In Nigeria there is lack of linkage between industry and academics and this is really a serious problem hampering the performance of business education that the students should also learn practical techniques and should build skills related to commerce, trade and industry for which they have to practically visit the business sites and locations. If there are fewer linkages between industry and academics then they will not be able to get practical exposure (Rotua, 2017). In order to overcome the gap between theory and practice, there is a need of quality research. But in the business education in Nigeria especially in the private sector there are no facilities for doing good quality research; there are no properly maintained libraries, with non updated data bases and no extra remunerations for researchers. Furthermore, teachers are given too many courses in each semester, which perceived by teaching as extra burden which ultimately hampers their teaching effectiveness (Anwar, Ishak&Kamran, 2011).

The interaction between institutions of higher learning and employers in Industries and related business organizations represent a means of contributing quality education training programmes. The challenge to business and industry to succeed in an increasingly competitive world market is contingent upon skilled personnel, who learn, grow and adapt to the changing markets and technologies (Rufai, Bakar & Rashid, 2015). Both school and industry should seek to enhance graduate skills and ensure a smooth and effective transition between university and the business environments through collaborations such as joint community service programs among others (Tumuti, Wanderi&Thoruwa, 2013). Through such ventures, students have opportunities to acquire



hands own experiences and skills that will come in handy when they finally join the job market. With this, universities should also explore ideas to facilitate business matching, networking, knowledge transfer programmes, and community network among others with industry bring significant changes to the country's economic development. It is through these programs that relevant skill development by tertiary educational institutions will be realized in order to meet business needs.

School-industry collaboration is achieved in several ways- through mentorships, research and development, technology transfer and internship work placements (Jackson, 2015). Collaboration is important not just because it is a better way to learn. The spirit of collaboration penetrates every institution and all lives. Thus learning to collaborate is part of equipping oneself for effectiveness, problem solving, innovation and life-long learning in an ever-changing networked economy(Nakagawa, Takata, Kato, Matsuyuki& Matsuhashi, 2017). Therefore ways of improving business education programmes through effective school-industry collaboration for nation building includes research and innovation, knowledge transfer and employability and teaching and learning.

Research and innovation have a central role to play in supporting industrial strategy and tertiary educational institutions should be seen as key partners in its development and delivery. Government has an opportunity to use industrial sectors and key technologies as levers to encourage greater business investment in innovation, research and development and to involve companies of all sizes through the supply chain. It also needs to ensure that the tax system effectively encourages collaborative research. School-industry collaboration can expand the relevance of research carried out in public institutions, foster the commercialization of public research and development outcomes, and increase the mobility of labor between public and private sectors(Jo-Johnson, 2015). According to Ankrah, Burgess, Grimshaw and Shaw (2013), the educational institute who don't have interaction with industry at all seems to produce less number of research papers compares to those institutes who have collaboration with industry. The institute with moderate level of collaboration with industry produced more research papers than institutes which has very high level of industry interaction. Thus adequate interaction with industry is valuable, which enables knowledge transfer, speedup inventions and increases research productivity academic institutes. The benefits of school-industry linkages are wide-reaching. They can help coordinate research and development agendas and avoid duplications, stimulate additional private research and development investment, and exploit synergies and complementarities of scientific and technological capabilities.

Knowledge is a key driver of growth and development in a country. Countries with higher skilled levels are better equipped to face new challenges and master technological discoveries. Highly technologically developed countries in the world invest so much in technological innovation through partnership of industry with academics. Transferring knowledge is one the primary drivers of innovation in inter-organizational collaboration (Kunttu, 2017) in which both partners have to share their previous knowledge and information that can often be tacit or experimental in nature. According to Abhijeet, Sunith and Sidharth (2014),programme of international design and business management (IDBM) of AALTO University was one year program for management students. In collaboration with Finnish industry; The IDBM partnership made actual world learning practices for the students. Industrial problems were solved innovatively by students group with different disciplines of education. This outcome produced direct recruitment platform for students. 7 percent of the services and products arose from collaborated project, which had created value for industrial partner. This collaboration resulted in good knowledge transfer activities between industry and institute.



Typical forms of knowledge transfer include jointly organized research projects, training and education, consulting engagements, or thesis supervision. The transfer of technological knowledge is an important part of the relational learning process, because innovative collaboration involves close sharing of experience-based specialized knowledge that is often tacit in nature (Selnes Sallis in Kunttu, 2017). Collaboration opens the door to the teaching, learning and employability opportunities with Industry. The collaboration with industry has increased the student motivations for learning. Collaboration has increased awareness of desired employability skills; faculties understood the expectations of industry in workforce development. Collaboration provided better corporate image and recognition in technical industry (Oviawe, Uwameiye & Uddin, 2017). Therefore, the knowledge sharing and transfer in school-industry relationships requires engagement and commitment to the collaboration from both parties (Ankrah, Burgess, Grimshaw & Shaw, 2013). To build a knowledge-based economy, Nigeria needs to similarly integrate business elements into its education system, with the plan being to drive innovation by strengthening links between higher education, research and business practices.

Teaching is an interaction between teachers and students under the auspices and responsibilities of the teacher in order to bring about the expected change in the students' behaviour (Ukata, 2016). Teaching and learning is an active interactive process involving both the classroom teacher and the learner in well planned activities using effective instructional strategies. Teaching and learning is important in every aspect of education. This is because without teaching, students will find it difficult to learn new ideas and techniques that educational programmes provide. Involvement of training programmes such as workshops, seminars and conferences will improve the quality of teaching and learning process in academic institutes. Seminars, workshop and conference are important means for school-industry collaboration. According to Islam, Mohajan and Datta (2011), observed that most school organize some seminars, workshops and conference every year and the industry meets the faculty members of the schools at such venues. Such type of seminars provides a forum for a dialogue between school and industry.

The influencing factors on ways of improving business education programmes through effective school-industry collaboration for nation building in tertiary institutions could be institutions type. Institutions type in this study means the colleges of education and universities. Jim (2017) revealed that no significant different regarding the school-industry collaboration on research and innovation, knowledge transfer and employability, and teaching and learning. In addition, Ankrah, Burgess, Grimshaw and Shaw (2013) noted that the knowledge transfer and employability, and teaching and learning in school industry relationships require engagement and commitment to the collaboration from both parties.

The collaboration will be helpful for students to gain practical experience and learnt to work through group task. School-industry collaboration has created real world learning for students. The collaboration developed the skills which were required by industrial standard. Industry that has developed collaboration aimed at modernizing teaching and learning process. Collaboration with industry using cross disciplinary team was ground breaking approach to transform teaching and learning process (Belfield, 2012). However, an effective relationship between the schools and the industries will compel the industries to make their expertise, equipment and expendable material available for the effective teaching and learning of the students. Okoriein Jim (2017) noted 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.



### **Statement of the Problem**

Despite the objectives of business education programme, it has been observed that some of the courses available in Nigerian higher institutions nowadays are far removed from the needs of the society and this is partly responsible for the mass unemployment of Nigerian graduates (Joshua, Azuh&Olanrewaju, 2015; Okojie, 2013). This is in line with the trend of thought of Fnae, Adeniji and Adu (2008) that Nigeria is bedeviled with severe problem of graduate unemployment brought about by mismatch between graduate training and the world of work. Some developed countries have been able to overcome the problem of graduate unemployment through careful planning and school-industry collaboration. It is generally believed that if business education students are properly taught the requisite life skills before leaving schools, they should certainly acquire the desired skills necessary for sustainable national development, hence the need for this study. Therefore, if effective school-industry collaboration is established, business education students will have the opportunity to receive appropriate training from appropriate environment and the gap between the classroom experiences and the yearnings of employers will be reduced to the barest minimum. This study focused on ways of improving business education programme through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

### **Purpose of the Study**

The main purpose of this study was to determine ways of improving business education programmes through effective school-industry collaboration for nation building in tertiary institutions in Anambra State. Specifically, the study sought to determine how:

- Research and innovation improves business education programmes
- Knowledge transfer and employability improves business education programmes
- Teaching-learning improves business education programmes

### **Research Questions**

The following research questions guided the study:

- To what extent does research and innovation improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State?
- To what extent does knowledge transfer and employability improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State?
- To what extent does teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

- Business educators in universities and colleges of education do not differ significantly in their mean ratings on the extent research and innovation improves business education programmes through effective school-industry collaboration for nation building.
- Business educators in universities and colleges of education do not differ significantly in their mean ratings on the extent knowledge transfer and employability improves business education programmes through effective school-industry collaboration for nation building.
- Business educators in universities and colleges of education do not differ significantly in their mean ratings on the extent teaching and learning improves business education programmes through effective school-industry collaboration for nation building.

## Method

Descriptive survey research design was adopted for the study. The researchers considered this design appropriate for this study since it collected data from business educators in tertiary institutions in Anambra State. The population of the study consisted of 96 business educators in tertiary institutions that offer business education programme in Anambra State. Instrument for data collection was a structured questionnaire. The instrument was validated by two experts in business education in Nnamdi Azikiwe University, Awka. Their comments enhanced the content validity of the instrument. To establish the internal consistency of the instrument, a pilot test was conducted and Cronbach Alpha was used to test data collected to determine the internal consistency using the application of Statistical Package for Social Sciences (SPSS) version 21. The analysis yielded a co-efficient score of 0.84. The questionnaire was structured on a five-point scale, with response categories as “Very High Extent”, “High Extent”, “Moderate Extent”, “Low Extent” and “Very Low Extent”. The administration of the instrument was carried out personally by the researchers. Data collected regarding the research questions were analyzed using mean and standard deviation while the t-test was used to test the null hypotheses at 0.05 level of significance. In order to determine the ways of improving business education programmes through school-industry collaboration, a decision rule based on mean ratings between 4.50-5.00 were regarded as very high extent, items with mean ratings of 3.50-4.49 were considered as high extent and items with 2.50-3.49 were regarded as moderate extent. Furthermore, items with mean ratings of 1.50-2.49 and 0.50-1.49 were considered as low extent and very low extent respectively. In testing the null hypotheses, where the calculated p-value is less than the stipulated level of significance (0.05), it meant that there was a significant difference and the hypothesis was rejected. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (0.05), it meant that there was no significant difference and the hypothesis was not rejected.

## Results

### Research Question 1:

To what extent does research and innovation improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State?

**Table 1:**

Business educators' mean rating on the extent research and innovation improves business education programmes through effective school-industry collaboration in tertiary institutions.

N=96				
S/N	Research and innovation	X	SD	Remarks
1.	Collaboration with industry partners to develop new products or services	3.53	1.34	High Extent
2.	School-industry collaboration bridges technology gap between schools and industry	3.53	1.38	High Extent
	Involvement of multidisciplinary teams tackled industry problems and produces innovative solutions	3.58	1.36	High Extent
4.	Facilitates business matching	3.53	1.34	High Extent
5.	Facilitates community network	3.53	1.34	High Extent
6.	Increases research productivity	3.53	1.34	High Extent

Data in Table 1 show that the respondents rated that research and innovation improves business education programmes through effective school-industry collaboration in tertiary institutions to a high extent. The item by item analysis shows that all the items achieved mean scores ranging from 3.53 to 3.58 indicating high extent. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

### Research Question 2

To what extent does knowledge transfer and employability improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State

**Table 2:** Business educators' mean rating on the extent knowledge transfer and employability improves business education programmes through effective school-industry collaboration in tertiary institutions

N=96				
S/N	Knowledge transfer and employability	$\bar{X}$	SD	Remarks
1.	Joint projects based on public funding	3.67	.89	High Extent
2.	Presentations (papers, conference contributions	4.17	.49	High Extent
3.	Licensing of technology to school partners	3.65	.99	High Extent
4.	Formation of ventures together with school	3.57	.97	High Extent
	Recruitment of personnel from business institute (Internships)	3.55	.68	High Extent
6.	Training of students by industrial personnel	3.77	.88	High Extent
	Use of industrial equipments in business institutes			
	Laboratory	4.27	.38	High Extent
8.	Free dissemination of research outputs	3.67	.89	High Extent
9.	Helps in increasing employment in institutes	4.23	.32	High Extent

Data in Table 2 show that the respondents rated that knowledge transfer and employability improves business education programmes through effective school-industry collaboration in tertiary institutions to a high extent. The item by item analysis shows that all the items achieved mean scores ranging from 3.55 to 4.27 indicating high extent. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

### Research Question 3

To what extent does teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State?

**Table 3:** Business educators' mean rating on the extent teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions

N= 96

S/N	Teaching and Learning	$\bar{X}$	SD	Remarks
	Industry develop partnerships with schools specifically aimed at modernizing teaching and learning	3.56	1.13	High Extent
2.	Collaboration creates real world learning experience	4.16	1.03	High Extent
3.	Engagement with industry transforms teaching and Learning	3.56	1.11	High Extent
4.	Develops new skills for next generation workforce	3.76	1.09	High Extent
5.	Develops conduit for future recruitment of top talent	4.02	1.04	High Extent
6.	Provides a forum for dialogue between school and industry	3.55	1.14	High Extent

Data in Table 3 show that the respondents rated that teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions to a high extent. The item by item analysis shows that all the items achieved mean scores ranging from 3.56 to 4.16 indicating high extent. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

### Testing the Hypotheses

#### Null Hypothesis 1

Business educators in universities and colleges of education do not differ significantly in their mean ratings on the extent research and innovation improves business education programmes through effective school-industry collaboration for nation building.

**Table 3:** Summary of t-test result analysis of colleges of education and universities business educators on extent research and innovation improves business education programmes through effective school-industry collaboration for nation building.

N=96								
Type of Institution	N	$\bar{X}$	SD	$\alpha$	Df	t-val	p-val	Remark
Universities	21	3.80	1.38	0.05	94	0.884	0.373	Not Significant
Colleges of Education	75	3.62	1.22					

Source: Field Study, 2018.

Data in Table 3, indicate that the aggregate mean ratings of business educators in universities and colleges of education on the extent research and innovation improves business education programmes through effective school-industry collaboration for nation building is 3.80 and 3.62, while the corresponding standard deviation is 1.38 and 1.22. The Table indicated that the t-value is .884 at degree of freedom of 94, while the p-value is 0.373. Testing at alpha level of 0.05, the p-value is not significant, because the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on the extent research and innovation improves business education programmes through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

### Null Hypothesis 2

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**Table 3:** Summary of t-test result analysis of colleges of education and universities business educators on extent knowledge transfer and employability improves business education programmes through effective school-industry collaboration for nation building.  $N=96$

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### **Discussion of Findings**

Findings of the study in the first research question revealed that all the items on research and innovation will help to improve business education programmes through effective school-industry collaboration in tertiary institutions to a high extent with mean ratings ranged from 3.53 to 3.58. This agreed with Jo-Johnson (2015) that school-industry collaboration can expand the relevance of research carried out in public institutions, foster the commercialization of public research and development outcomes, and increase the mobility of labor between public and private sectors, and improved nation building.

The result in Table 4 revealed that business educators in universities did not differ significantly from business educators in colleges of education on the extent research and innovation helps to improve business education programmes through effective school-industry collaboration in tertiary institutions. This means that the institution type does not affect on the extent research and innovation helps to improve business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State, Nigeria.

The findings of the study on the second research question revealed that all the items on knowledge transfer and employability will help to improve business education programmes through effective school-industry collaboration in tertiary institutions to a high extent with mean ratings ranged from 3.55 to 4.27. This is in line with findings of Kunttu (2017) who noted that transferring knowledge is one the primary drivers of innovation in inter-organizational collaboration in which both partners have to share their previous knowledge and information that can often be tacit or experimental in nature improving nation building.

Results in Table 5, revealed that business educators in universities did not differ significantly from business educators in colleges of education on the extent knowledge transfer and employability improves business education programmes through effective school-industry collaboration in tertiary institutions. This invariably implies that collaboration through knowledge transfer opens the door to the teaching, learning and employability opportunities with Industry.

The findings of the study on the third research question revealed that all of the items on teaching and learning will help to improve business education programmes through effective school-industry collaboration in tertiary institutions to a high extent with mean ratings ranged from **3.56 to 4.16**. This is in line with this findings of Islam, Mohajan and Datta (2011) who observed that most school organize some seminars, workshops and conference every year and the industry meets the faculty members of the schools at such venues to help in improving nation building.

Results in Table 6, revealed that business educators in universities did not differ significantly from business educators in colleges of education on the extent teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions. This agreed with Jim (2017) who revealed that no significant different regarding the school-industry collaboration on research and innovation, knowledge transfer and employability, and teaching and learning.



## Conclusion

Based on the findings of the study, it was concluded that business education programmes need to be improved through research and innovation, knowledge transfer and employability, and teaching and learning for nation building. Analysis has shown that the school-industry collaboration has no significant influence on research and innovation, knowledge transfer and employability, teaching and learning in business education programmes in Anambra State, Nigeria. Business education school-industry collaboration created real learning experience for students while they were working on industrial problems to provide solutions innovatively. Many faculties from business education programmes were working on the contract research project to improve products of industry, the partnership helped in developing new products for industry partners. Faculties have agreed that involvement with industry partners in internships, training and workshop programmes improved the teaching and learning process; students who emerged in industrial training have known the important skill set and understood their alertness toward job role in industry which created employment opportunities for business education students in Anambra State, Nigeria. From the analysis the most significant knowledge transfer between school-industry was found and ranked according to the training of students by industrial personnel, recruitment of personnel from business education programmes.

## Recommendations

Based on the findings of the study, the researchers proffer the following recommendations:

School offering business education programmes should collaborate effectively in order to tap the dynamisms of the current workplace to the full so as to produce business education graduates who will be able to fit in and succeed in the world of work.

Educational institutions offering business education programmes should involve current workplace in the planning and review of their curriculum.

The workplace should contribute meaningfully to business education programmes through research and innovation, knowledge transfer and employability, and teaching and learning needs of the school, giving grants and support for research and development of business education.

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