



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

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### Abstract

*The study focused on challenges 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 93 business educators in tertiary institutions that offer business education programme in Anambra State. No sample was taken, as the population size was manageable. A 32-items structured questionnaire validated by three experts was used for the study. The reliability of the instrument was ascertained using Cronbach Alpha which showed that the clusters achieved co-efficient values of 0.88, 0.89 and 0.76 respectively for the clusters B1, B2 and B3, with an overall reliability co-efficient value of 0.83. Data related to the research questions were analyzed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that there are no serious collaboration between the business education and industries except for the Students' Industrial Work Experience Scheme (SIWES). There is also no involvement of industries in the running of programme in business education in Anambra State, Nigeria. Some challenges tend to slow down the effective collaboration between business education, school and industries, and some suitable measures for improving the available programmes in business education through effective school-industry collaboration for nation building were identified. The study revealed that business educators in universities do not significantly differ from business educators in colleges of education on the available programmes, challenges and ways for improving business education through effective school-industry collaboration for nation building of tertiary institutions in Anambra State. It was concluded that business education programmes need effective collaboration between the school-industry to enhance nation building. It was recommended, among others, that school and industries should collaborate effectively in order to increase on the available programmes in business education for nation building.*

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

### Introduction

Business education is one of the aspects of vocational education that focuses on skills and knowledge acquisition for the recipients towards national development. Business education according to Okoye (2013) could be divided into two namely education for business and education about business. Education for business according to Okoye provides professional training in method of business making, techniques in business making, tactics to attract clients and make profit, scheming ideas for profitable venture, appropriate attitude and behaviour of a good business man.



Education about business on the other hand prepares individual to know how and when to buy goods for profitable outcome (in-season and out season), where to obtain goods for better sales, where to situate business for continued existence, when to make best sales (increased turnover rate), when to make sales for increased profit, tricks in season forecast for good business making and self-conviction indicator about risk taking in business. The goal of business education according to Anao in Nwazor and Udegbonam (2016) is the production of manpower that possesses the requisite knowledge, skills and attitudes for harnessing other resources and bring them into co-operative relationships yielding goods and services demanded by society for satisfaction of other wants and needs for national development.

Development according to Wu (2010) refers to a system integration and planned approach to improve the effectiveness of an individual/nation. To Nzotta (2012), development includes the progress made by person which may involve intellectual or conceptual growth along with practical performance. This shows that development has to be well organized, planned and articulated idea for change, upgrading, application and expression. Development enhances the trainee or learners in achieving optimum potentials and capabilities in business education before the end of the programme, and utilized to actual situations at either local or foreign scenes. Nation is defined by Joshua, Azuh and Olanrewaju (2015), relating to the whole of a particular country. Therefore, nation building is about future, a rightful step towards identifying more efficient use of technology and engaging in collaboration leading to national development. Successfully nation building improves organization's ability to fulfill its mission over time and enhances its ability to have positive impact on the lives of its citizenry. Kaplan in Jim (2017) opined that self-effectiveness and critical analysis are two qualities that promote effective nation building.

Considering the unemployment situation in Nigeria, Bogoro (2015) affirmed that looking for a job in Nigeria is fast becoming a job itself. These clearly portray the mobility of graduates from different educational levels in the country to engage in creative ability that will lead to self-employment. There is urgent need to arrest the situation and allow sustainable development to take place. The best solution is to promote nation building through the different educational programmes offered at various educational levels in the country. Prominent among them are the school-industry collaboration that can enhance the ability of learner to view an environment and come up with suitable competencies needed for the world of work and opportunities available in the area. In fact, many countries of the world including Nigeria have considered business education as relevant in equipping young people with necessary skills and competencies that would enable them engage in skill acquisition and productive livelihoods (Ezeani, 2014).

Business education is defined by Aliyu (2006) as the intellectual and vocational preparation of people for earning a living in a contemporary business world. Udoh (2010) defined business education as a means by which an individual develops understanding and skills which enables him to enter into the business world and be self-reliant. Thus, business education aims at providing training for specific type of jobs; developing the ability to use skills in the environment of business and helping learners become intelligent consumers of goods and services.

Considering the high rate of poverty and unemployment and their attendant consequences among business education graduates from various tertiary institutions in Nigeria, one may wonder if the programme is actually achieving its goals. It is against this background that Odu (2010) lamented that there is a sharp rise of complaint among parents and industries that graduates of our tertiary institutions are half-groomed, lacking manipulative skills and not employable, have their retraining on being employed. Moreover, this poor state of business education programme in Nigeria clearly indicates that government alone may not be able to promote functional, skill-oriented and successful business education programme. Hence, there is urgent need for effective, well-articulated and coordinated school-industry collaboration in the provision of business education programme. It is in



this regard, that Bamiro (2015) opined that one of the important prerequisites for enhancing business education programme is through effective school-industry collaboration.

School-industry collaboration is the partnership between formal education and industrial sector to create an enabling environment for students to acquire hands-on experience, knowledge, skills and appropriate attitude to world of work. Within communities are industries that have a highly skilled workforce of production, functional facilities and raw materials that could be very useful in the practical training of business education students. These industries through collaboration with schools could be made to meaningfully contribute to the training of students in appropriate skills that relate to their areas of interests (Oviawe, Uwameiye & Uddin, 2017). The collaboration will be more functional through education sector. Jim (2017) noted available programmes in business education that needed school-industry collaboration to include SIWES, organization of school-industry liaison offices, skill acquisition programmes for students, special skills training/retraining for lecturers, curriculum planning and review, research collaboration and grants, scholarship to technical education students and among others. Similarly, Oviawe, Uwameiye and Uddin (2017) revealed that a lot of challenges tend to slow down the collaboration between school and industries. These include students' apathy to SIWES, disruption of academic calendar by recurrent strike, poor supportive attitude of the industries, poor attitude of students during SIWES, industries' apathy to SIWES, poor economic state of the industries, lack of school-industry liaison offices, mismanagement of industries' donations and so on. While Oviawe, Uwameiye and Uddin (2017) noted that school-industry collaboration could be improved through the identified strategies like SIWES, continuous curriculum planning and review to meet the needs of the industry, research collaboration and grants, IT, scholarship to business education students, planning of work-visits/excursions/field-trips, organization of seminars/workshops by the industries for business education students, invitation industrial workers for special lectures among others.

Education blooms in bio-network in which multiple stakeholders play vital roles, but academic institutions are fundamental to provide education and are in a position to stimulate and fortify collaboration with the industries to enhance the exposure of students to practical and real life situations of the workplace. This collaboration needs an extensive formal and flexible commitment on both the academic institutions and industries. The collaboration will make both sectors to share the felt needs, challenges, issues, strengths and weaknesses of training business education students. The industrial sector can provide expertise and collaborate with educators and educational institutions to develop the desired atmosphere and locally relevant pool of resources for students' training. This when appropriately controlled, would work well to produce the most needed business education products with enhanced nation building.

Thus, it has become necessary that industries should be keenly involved in the skills training of business education students to complement classroom experience to accustom them with skills acquired for employment in the industries upon graduation. Business education programmes should tap the energies and synergies as well as the resources of the industries to the full. An effective relationship between the schools and the industries will compel the industries to make their expertise, equipment and expendable materials available for learning of the students. To this end, Oviawe, Uwameiye and Uddin (2017) opined that as the industries contribute in the training of the students, certain deficiencies that beforehand existed in the training of students will be reduced if not entirely eliminated. The relevance of effective school-industry collaboration to students' training according to Ibik (2014) are to:

- (i) Make training of the students more meaningful and relevant to the available jobs in the industries;
- (ii) Expose students to the training environment which is a replica of the actual work environment of where they will work upon graduation so as to eliminate the phobia associated with



new work environment; (iii) Give students first-hand information regarding technologies, processes and latest development; (iv) Reduce the burden of career choice on the students, since proper career guidance and exposure to the different industries help them to identify careers that are in line with their interest and abilities; (v) Create and maintain avenue for the flow of information between the schools and industries about various careers and their entry level skill requirement; and (vi) Help on the planning and development of the relevant curriculum, that is, a curriculum that will take cognizance of the students' needs, the needs of the industries and those of the society.

The influencing factor on business education programme effectiveness through school-industry collaboration for nation building in tertiary institutions could be institutions type. Institutions type in this study means colleges of education and universities where the programme are taught in Anambra State. 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.

Consequently, when effective school-industry collaboration is established, business education students will have the opportunity to receive the appropriate training from the real work environment and bridge the gap between classroom experience and the yearnings of employers of labour will be reduced to the barest minimum. Hence, this study will find out ways of enhancing business education programme through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

### **Statement of the Problem**

Business education programme is an important type of professional education which aims at preparing managers, competent lecturers and executives for the future. Therefore, a functional business education programme needs effective collaboration with the relevant industries that the graduates will serve upon graduation. Although, business education students are exposed to Students Industrial Works Experience Scheme (SIWES) but Odugbasan in Jim (2017) opined that the experiences students acquire from these schemes are not adequate to their training needs. Schools need to collaborate with the industries for research assistance and collaboration, curriculum planning, infrastructural provision, in-service training, scholarships, seminars and work visits. According to Gbenedio (2012), many academic programmes tend to exist in isolation with few connections between the school and industries, and even between those in the same geographical area. Thus, it becomes importance for to ascertain the adequate measures to be used to enhance business education programme through school-industry collaboration for nation building in tertiary institutions in Anambra State. The problem of this study is that it seems that there are little or no effective collaboration between the institution and workplace despite the inherent mutual benefits derivable from such collaborations. Therefore, this study focused on challenges 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 the challenges of business education programmes through effective school-industry collaboration for nation building in tertiary institutions in Anambra State. Specifically, the study sought to:



Ascertain the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.  
Ascertain the challenges to available programmes in business education through effective school-industry collaboration for nation building tertiary institutions in Anambra State.  
Find out the ways of improving on the available programmes in business education through effective school-industry collaboration for nation building tertiary institutions in Anambra State.

### **Research Questions**

The following research questions guided the study:

How effective are the available programmes in business education through effective school-industry collaboration for nation building tertiary institutions in Anambra State?  
What are the challenges to available programmes in business education through effective school-industry collaboration for nation building tertiary institutions in Anambra State?  
In what ways can the available programmes in business education through effective school-industry collaboration for nation building be improved tertiary institutions in Anambra State?

### **Hypotheses**

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

Business educators in colleges of education do not differ significantly from business educators in universities on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Business educators in colleges of education do not differ significantly from business educators in universities on the challenges to available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Business educators in colleges of education do not differ significantly from business educators in universities on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

### **Method**

Descriptive survey research design was adopted for the study. The population for the study consisted of 93 business educators in tertiary institutions in Anambra State comprised of FCE(T)-Umunze; NAU, Awka; NOCE, Nsugba; COOU, Igbriam and Manadon University Okija. Record was gotten from the academic planning unit of the institutions as at 2018. The entire population was studied because of its manageable size. A 32-item structured questionnaire validated by three experts, two experts in business education and one in measurement and evaluation from Nnamdi Azikiwe University, Awka was used in gathering data for the study. To establish the instrument's reliability, split half test was utilized. The internal consistency of the instrument was established using Cranbach Alpha to which yielded reliability co-efficient values of 0.88, 0.89 and 0.76 respectively for the three clusters with an overall co-efficient value of 0.83. Data collected in the study regarding the three research questions were analyzed using descriptive statistics of mean and standard deviation. The

mean value was used to answer the three research questions while the standard deviation was used to determine the closeness of the mean ratings. Decision on the questionnaire items were interpreted on means, any mean score of 3.00 and above were considered agreed while the mean scores below 3.00 were considered disagreed. In data collection, out of the 93 copies of the questionnaire distributed to the respondents, 89 copies were actually retrieved from the respondents which represented about 95 percent. 2 copies were not properly filled and discarded. Two copies were not retrieved representing 1 percent each. The t-test was used to test the null hypotheses at 0.05 level of significance. Where the calculated p-value was less than the 0.05, it means that there was significant difference and the hypothesis was rejected. Conversely, where the calculated p-value was equal to or greater than the table value at level of significance (0.05), it means that there was no significant difference and the hypothesis was not rejected.

## Results

### Research Question 1

How effective are the available programmes in business education through effective school-industry collaboration for nation building tertiary institutions in Anambra State?

**Table 1:** Mean ratings of respondents on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions

N=89

S/N	Available Programme	$\bar{X}$	SD	Remarks
1.	SIWES.	4.23	0.55	Agree
2.	Organization of school-industry liaison offices	1.24	0.73	Disagree
3.	Skill acquisition programmes for students	1.39	0.88	Disagree
4.	Special skills training/retraining for lecturers	1.33	0.93	Disagree
5.	Curriculum planning and review	2.31	0.99	Disagree
6.	Research collaboration and grants	2.25	0.96	Disagree
7.	Scholarship to technical education students	1.07	0.40	Disagree
8.	Planning of work-visits/excursions/field-trips	1.09	0.46	Disagree
9.	Organization of seminars/workshops by the industries for technical education students	1.20	0.55	Disagree
10.	Invitation of industrial workers for special lectures	1.28	0.44	Disagree
11.	School visits to industries for relevance information	1.02	0.41	Disagree

Data in Table 1 show that all the respondents generally agreed that all the items listed except one (item 1) were the available programme in business education through effective school-industry collaboration for nation building tertiary institutions with mean scores ranged of 4.23. This is because its mean score were below 3.00 which is the cut of point or the boundary real limit. They did not, however, disagreed on the remaining 10 items with mean scores ranging from 1.02 to 2.25. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

### Research Question 2

What are the challenges to available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State?

**Table 2:** Mean ratings of respondents on the challenges to available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions N=89

S/N	Challenges to Available Programmes	$\bar{X}$	SD	Remarks
1.	Students' apathy to SIWES	3.43	0.30	Agree
2.	Disruption of academic calendar by recurrent strike	4.56	0.71	Agree
3.	Poor supportive attitude of the industries	4.20	0.84	Agree
4.	Poor attitude of students during SIWES	3.12	0.53	Agree
5.	Industries' apathy to SIWES	4.18	0.90	Agree
6.	Poor economic state of the industries	4.60	0.70	Agree
7.	Lack of school-industry liaison offices	4.37	1.00	Agree
8.	Mismanagement of industries' donations	4.50	0.83	Agree
9.	Poor maintenance culture of industries' supplies	4.34	1.02	Agree
10.	Gap in communication between the schools and Industries	4.60	0.70	Agree

Data in Table 2 show that the respondents agreed that all the items as challenges to available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions with mean scores ranging from 3.12 to 4.60. This is because its mean score were above 3.00 which is the cut of point or the boundary real limit. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

### Research Question 3

In what ways can available programmes in business education through effective school-industry collaboration for nation building be improved in tertiary institutions in Anambra State?

**Table 3:** Mean ratings of respondents on the ways available programmes in business education through effective school-industry collaboration for nation building is improved in tertiary institutions N=89

S/N	Ways available programmes in business education Through effective school-industry collaboration be improved	$\bar{X}$	SD	Remarks
1.	SIWES.	4.58	0.67	Agree
	Continuous curriculum planning and review to meet the needs of the industry	4.46	0.71	Agree
3.	Research collaboration and grants	4.30	0.70	Agree
4.	Scholarship to business education students	4.43	0.64	Agree
5.	Planning of work-visits/excursions/field-trips	4.40	0.83	Agree
	Organization of seminars/workshops by the industries for business education students	4.43	0.63	Agree
7.	Invitation industrial workers for special lectures	4.31	0.78	Agree
8.	Organization of school-industry liaison offices	4.24	1.00	Agree
9.	Sharing training facilities between school-industry	4.26	0.65	Agree
	Donation of equipment/devices from industries to business education institutions	4.51	0.65	Agree
11.	Special skills training/retraining for lecturers	4.49	0.70	Agree

Data in Table 3 show that the respondents agreed that all the items as suitable measures for improving the available programmes in business education through effective school-industry collaboration for nation building with mean scores ranging from 4.24 to 4.58. This is because its mean score were below 3.00 which is the cut of point or the boundary real limit. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

**Testing of Hypotheses**

**Null Hypothesis 1**

Business educators in colleges of education do not differ significantly from business educators in universities on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

**Table 4:** Summary of t-test analysis of colleges of education and universities business educators on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions

N=89								
Type of Institution	N	$\bar{X}$	SD	$\alpha$	Df	t-val	p-val	Remark
Universities	20	3.60	1.18	0.05	87	0.74	0.47	Not Sign.
Colleges of Education	69	3.52	1.12					

Source: Field Study, 2018.

Data in Table 4, indicate that the aggregate mean ratings of business educators in universities and colleges of education on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions is 3.60 and 3.52, while the corresponding standard deviation is 1.18 and 1.12. The Table indicated that the t-value is .744 at degree of freedom of 87, while the p-value is 0.47. Testing at alpha level of 0.05, the p-value is not significant, since 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 available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

**Null Hypothesis 2**

Business educators in colleges of education do not differ significantly from business educators in universities on the challenges to effective programmes in business education through school-industry collaboration for nation building in tertiary institutions in Anambra State.

**Table 5:** Summary of t-test analysis of colleges of education and universities business educators on the challenges to effective programmes in business education through school-industry collaboration for nation building in tertiary institutions

N=89								
Type of Institution	N	$\bar{X}$	SD	$\alpha$	Df	t-val	p-val	Remark
Universities	20	3.23	1.11	0.05	87	0.50	0.25	Not Sign.
Colleges of Education	69	3.17	1.07					

Source: Field Study, 2018.

Data in Table 5, indicate that the aggregate mean ratings of business educators in universities and colleges of education on the challenges to effective programmes in business education through school-industry collaboration for nation building in tertiary institutions is 3.23 and 3.17, while the corresponding standard deviation is 1.11 and 1.07. The Table indicated that the t-value is .50 at degree of freedom of 87, while the p-value is 0.25. Testing at alpha level of 0.05, the p-value is not significant, since 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 challenges to effective programmes in business education through school-industry collaboration for nation building in tertiary institutions in Anambra State.

### Null Hypothesis 3

Business educators in colleges of education do not differ significantly from business educators in universities on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

**Table 6:** Summary of t-test analysis of colleges of education and universities business educators on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions N=89

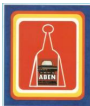
Type of Institution	N	$\bar{X}$	SD	$\alpha$	Df	t-val	p-val	Remark
Universities	20	3.43	1.14	0.05	87	0.60	0.54	Not Sign.
Colleges of Education	89	3.37	1.17					

*Source: Field Study, 2018.*

Data in Table 6, indicate that the mean ratings of business educators in universities and colleges of education on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions is 3.43 and 3.37, while the corresponding standard deviation is 1.14 and 1.17. The Table 6 indicated that the t-value is .60 at degree of freedom of 87, while the p-value is 0.54. Testing at alpha level of 0.05, the p-value is not significant, since 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 ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

### Discussion of Findings

Findings of the study revealed that only item one are the available programme in business education through effective school-industry collaboration for nation building tertiary institutions with mean scores ranged of 4.23 while they rated remaining 10 items as disagreed with mean scores ranging from 1.02 to 2.25. This implies that there is almost no available programme in business education through school and industries except for SIWES. This disagreed with Jim (2017) who revealed that available programmes in business education through school-industry collaboration to include SIWES, organization of school-industry liaison offices, skill acquisition programmes for students, special skills training/retraining for lecturers, curriculum planning and review, research collaboration and grants. This implies that there are no serious collaboration between the business education institutions and the workplaces. In spite of the benefits of school-industry collaboration,



neither the schools nor the industries have indicated interest in collaboration or any strong move for partnership.

The study revealed that business educators in universities do not significantly differ from business educators in colleges of education on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions. This means that the institution type does not affect the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State, Nigeria.

The findings of the study revealed that all the respondents rated all the items as challenges to available programmes in business education for effective school-industry collaboration for nation building in tertiary institutions with mean scores ranging from 3.12 to 4.60. This implies that the respondents agreed that these statements are the challenges to available programmes in business education to effective school-industry collaboration for nation building in Anambra State. The finding of this study is in line with the assertion of Oviawe, Uwameiye and Uddin (2017) that a lot of challenges tend to slow down the collaboration between school and industries.

The study revealed that business educators in universities do not significantly differ from business educators in colleges of education on the challenges to effective programmes in business education through school-industry collaboration for nation building in tertiary institutions in Anambra State. This implies that there are no serious linkages between the business education institutions and the workplaces. In spite of the benefits of school-industry collaboration, neither the schools nor the industries have indicated interest in collaboration or any strong move for collaboration

The findings of the study revealed that the respondents rated all the items as suitable measures for improving the available programmes in business education through effective school-industry collaboration for nation building with mean scores ranging from 4.24 to 4.58. This implies that the respondents agreed that all the items are possible ways or programmes that can be jointly engaged by schools and industries to enhance the capacity building of technical education students. The finding of this study supported by view of Oviawe, Uwameiye and Uddin (2017) who noted that school-industry collaboration could be improved through the identified strategies like SIWES, continuous curriculum planning and review to meet the needs of the industry, research collaboration and grants, IT, scholarship to business education students, planning of work-visits/excursions/field-trips. The strategies as itemized above can enhance available business education programmes for nation building, if pursued forcefully by both parties.

The study revealed that business educators in universities do not significantly differ from business educators in colleges of education on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State. This implies that if both parties can apply the strategies mentioned above the school-industry collaboration will be enhanced.

## **Conclusion**

Based on the findings of the study, it was concluded that there exist little connection between the business education programmes and the workplace. Business education programmes are constantly faced with the challenges to produce virile graduates that the current workplace would find fit and proper to assume functions in the industries. However, if there is an effective collaboration between the school and industry, these challenges would be reduced or addressed. Effective collaboration between the school-industry will salvage the deplorable learning environment of our business education programmes and enhance nation building.



## Recommendations

Based on the findings of the study, the researchers proffer the following recommendations:  
School and industries should collaborate effectively in order to increase on the available programmes of business education for nation building.  
Business education with schools should provide liaisons offices for industries to and helps in bridging the collaboration gap schools and industries.  
Schools should make sure that the strategies provided in this study be adequately implemented for effective collaboration between and industries to enhance nation building.

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