

## **INFLUENCE OF INSTITUTION-INDUSTRY COLLABORATION ON BUSINESS EDUCATION STUDENTS FOR SELF-EMPLOYMENT IN ENUGU STATE**

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### **Abstract**

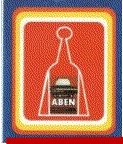
*The main purpose of the study was to determine the influence of institution-industry collaboration on Business Education students for self-employment in Enugu State. The study was guided by two research questions and two null hypotheses. Descriptive survey research design was adopted for the study. The population for the study was 89 final year Business Education students from public universities in Enugu state. Since the population was manageable, there was no sampling. Self-structured questionnaire was the instrument for data collection. The instrument was validated by three experts. The reliability of the instrument was determined using Cronbach Alpha which yielded a coefficient of 0.76. Out of the 89 copies of the instrument distributed, 65 copies were properly filled and retrieved representing 57.85% return rate. Mean, Standard Deviation and t-test statistics were the statistical tools used. From the result of data analysis, it was discovered that Student's Industrial Work Experience Scheme and Field Trip influence Business Education students of public universities in Enugu state for self-employment. Based on the findings, it was recommended among others that administrators of Business Education programme should intensify and strengthen the current Students Industrial Work Experience Scheme (SIWES) through proper supervision, enlightenment and Education of the students on the core imperatives and nitty-gritty of the programme.*

**Keywords:** Institution-Industrial Collaboration, Business Education, Self-employment.

### **Introduction**

Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy. Ezeabii, Madueke and Ugwunwa (2019) opined that education is a key factor for achieving national integration, economic, technological development and national security. Hence, education facilitates economic development, and provides the basis for transformation. Education is an essential tool for sustainability. The present global economic crises suggest that the entire world is in a war between financial/qualitative education and catastrophe. (Mach, 2019). A form of qualitative education for solving imminent problems is Business Education.

Business Education has been defined by Seyi and Abiola (2022) as a program of study which provides students with information and competencies which are needed in managing personal business



affairs. Its courses such as bookkeeping, accounting, shorthand, transcription, and typewriting relate to the modern occupational scene. Skills and knowledge learned in the above subjects are used for the day-to-day management of business affairs in society. Education is said to be qualitative when the input such as students, teachers, finance, facilities, and equipment are converted through teaching and learning (theory and practical) to produce desirable outputs. The outputs are better equipped to serve themselves and society. The quality of input influences to a large extent the quality of output. In other words, the quality of the input of business education such as teachers, students, and infrastructural facilities will greatly influence the quality of students produced (Olorunmolu, 2011). Thus, the program equips individual students with a functional, appropriate attitude and value to operate in a particular work environment for expected self-employment.

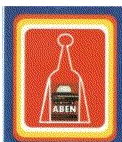
Business Education has been defined by Ezeabii (2017), as an aspect of vocational education that equips individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job occupations or self-employment. Business Education is a process of instructing a person on what happens during business transactions in offices, banks, markets, and anywhere there is an exchange of funds. It is also a type of education that helps someone to learn the facts, acquire the skills, develop abilities, solve problems, and be able to have a business-like attitude useful for success in business situations. (Emeasoba, Ekoh and Modebelu, 2015) Some contemporary thinkers in education and training conceive of business education as a major contributor to human resource, entrepreneurial and national development. Despite these laudable roles, available indications have shown that Nigeria has been handling business education with levity (Oladunjoye, 2016; Edokpolor and Egbri, 2017). Edokpolor and Egbri (2017) added that this situation has consequently deprived business education of adequate provision of funds, qualified manpower, modern facilities, quality curriculum, and proper attention. Business education is important for everybody. The present economic condition coupled with the high rate of unemployment in the country has greatly justified the existence of Business education in the curriculum of secondary and tertiary institutions in Nigeria. Thus, the primary objective of all undergraduate Business Education programme is to provide students with skills along with knowledge and abilities which will enable them to succeed in particular area of business and world of work as to prepare and develop students' capacity for critical thinking and self-employment through a well-structured curriculum and institution-industry collaboration.

Nigeria's economy is facing technological changes in business, industry and education. Business courses in tertiary institutions are designed to equip students and graduates with necessary skills and knowledge required to meet the dynamic nature of the ever-changing nature of the world of work. Business education students are recipients of knowledge and skills from various higher institutions of learning and equipped with requisite skills needed by the industrial sector as some of these students may end up in such industries or be self-employed on graduation. Hence, the need for institution-industry collaboration as a sustainability tool for self-employment and preparing business education graduates for e-world challenges.

The advent of industrial revolution, discovery and development brought a strong force with regard to the proliferation and exchange of information across the globe (Entonyeaku, Onuoha and Kanu 2016). Today's industries are thinking of how to operate and compete favorably in order to combat the new forces in the economy. For this to happen, there is a need for industries who are the employers of labour to collaborate with institutions that have the mandate of producing graduates that will eventually work in the industries or become self-employed.

According to Wagner and Ramsey (2019), institution - industry collaboration refers to when a school and industry join together to share resources. Collaboration is the process of two or more people or organizations working together to complete a task or achieve a goal (Rubin, 2018). It is viewed as a means by which a gap is bridged between the less experienced and the more experienced. Collaboration relies on openness, knowledge sharing, some level of focus and accountability on the part of the institutions and the industries. Across the nation, businesses and governments are facing the challenge of high levels of youth unemployment and shortage of job seekers with critical skills. Merely having a high school diploma or degree is not enough to be qualified for many white-collar jobs in today's workplace. The job market now requires a higher level of analytical reading, creative thinking, writing, skill and math than the same jobs in some ten or twenty years ago (Odugbesan, 2017).

Institution-industry collaboration is an opportunity to access untold resources which stand to benefit students tremendously. When an institution collaborates with an industry, everybody wins. The industry has a chance to give back to the community and at the same time allow benefiting students to



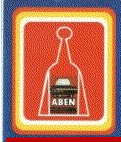
experience a whole new type of education. Emeasoba (2017) noted that Business-Institution partnership provides activities such as in-service training to employees, use of facilities, student directed projects, software development or mandatory research. They also serve to strengthen institutions in academic skills and to enrich the educational process through the talents and ideas of the personnel of partnership business. Because industries are the ones employing graduates from schools and at the same time offering the goods or services, the institution should be careful of what they are willing (and not willing) to contribute. It should be very clear to both parties what the institution is getting, how they are getting it, and what the time frame is. Scheduling and transparency are extremely important to make sure that the experience is a positive one for everyone involved, especially the graduates. To achieve this objective, institutions should foster close collaboration with employers and industries through student's industrial work experience scheme (SIWES) and field trips so as to ensure schools are producing work-ready graduates who can quickly begin to deliver value without the need for additional on-the-job training.

In order to bridge the varieties of gaps involving practical skills acquisition and classroom learning experiences with industrial skills, the Industrial Training Fund (ITF) was mandated with the Students' Industrial Work Experience Scheme (SIWES) to enhance practical skills acquisition of Business Education students and others in allied area of study (Ekpenyong, 2013). ITF has really encouraged skill acquisition in Nigeria by building good collaboration between institutions and industries. Obviously, the nation needs a better collaboration system for self-employment. In the context of this study, collaboration means partnership between Business Education institutions and industries in Nigeria for the purpose of equipping Business Education students with skills needed to be gainfully employed in the industries upon graduation.

A functional Business Education programme requires effective partnership with relevant Industries as to enable students to acquire expected skills. Business Education students are expected to be exposed to Students' Industrial Work Experience Scheme (SIWES) and Field Trip which will enhance their acquisition of knowledge and skills. Schools need to partner with industries for research assistance and collaboration, curriculum planning, infrastructural provision, scholarships, seminars and field trips among others. SIWES is a skill training programme designed to expose and prepare students of Business Education, engineering, technology, environmental science, medical science, and education including technical and vocational education (TVE), pure and applied sciences for industrial work situations (Orifa, 2014). Business Education students seem to perform excellently when they undergo industrial training during their course of study. Business Education is a specialized phase of vocational education that prepares students to enter teaching and office occupations as capable and intelligent members of the labour force through student's industrial work experience and field trips.

Accordingly, Jekayinfa (2015) asserts that Field Trips are usually planned to take students not only to places of interest but also to places where relevant materials, information or knowledge are available for better teaching and learning of a particular subject matter. Field Trips have long been used as a context for teaching and learning in Business Education. Field Trips can provide students the opportunity to construct knowledge through interacting with business places, experts and artifacts. Panarina (2015) asserted that universities-industries partnership of which field trips are a part will help integrate young people into the labour market by involving them in cooperative education, connect schools with local businesses and empower students with new learning opportunities and skills development.

Field-trip as a method of learning involves taking the students outside the classroom for the purpose of making relevant observations and obtaining some specific information. It could be in a nearby school farm, national park, institutions, agencies and government parastatal industry, forest or game reserve. It is an important component of teaching basic concepts of Business Education (Bajah, 2013). According to Aliyu (2018), the field trip is taking students out of the classroom to places where they can see concrete illustrations of classroom theories. It also offers direct observation and interpretation of the substance in their natural surroundings. It requires the use of basic skills such as observation, identification, classification and manipulation of substance in the natural surroundings. It provides real life context for the material being learned. It can make more sense and be remembered better if students can actually see where and how they work or take place in reality. This is in line with a Chinese proverb cited by Ukairo in Ahmad (2014) that says; What I hear, I forget; What I see, I remember; and What I do I understand. However, field trip is not the only method/ strategy for effective teaching and learning of concepts in Business Education which can gear towards the training of the individual through learner centred approach for maximum self and societal development. Field trip exposes the student group out of the classroom and school environment to the actual source of information in order to attain instructional objectives. When



integrated into the curriculum, Field Trips can be among the valuable and effective modes of teaching and practical for self-employment.

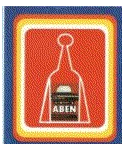
Self-employment is the state of working for oneself rather than an employer. Self-employment refers to a work arrangement in which an individual operates their own business or works as an independent contractor, freelancer, or sole proprietor, rather than being an employee of a company or organization. Onoh (2013) observed that self-employment can mean the promotion of free enterprise and self-sufficiency by creating and spreading wealth to the grass root level as a contribution to economic growth, employment generation and social progress. Therefore, the ability of an individual to establish a small-scale business, be able to manage it and make profit out of it is a step towards self-employment. In self-employment, individuals are responsible for managing their business activities, including clients or customers, setting prices or rates, delivering services or products, and handling administrative tasks like accounting and taxes. Self-employed individuals have the freedom to choose their work hours, clients, and their work-life balance. They are also responsible for acquiring their own tools, equipment, and resources necessary for their work.

Self-employment is starting and running a successful business or social enterprise and is equally a lifestyle choice achievable by setting up a business, either on a full-time basis or alongside a part-time job; working as a freelancer or contractor and buying into a franchise (Laing, 2015). Self-employment therefore is a situation whereby individual persons engage in any economic activity and manage it on their own. Department of Human Services (2017) viewed self-employment as a situation whereby individual operates a business or profession as a sole proprietor, partner in a partnership or Corporation, independent contractor or consultant and draw income from the trade or business while the person must demonstrate that he or she is in business for the purpose of making a profit. Someone who organizes or sets up, owns, manages, funds and controls a venture or business rather than being engaged by government or private organization could be termed to be in self-employment. Such a person remains economically independent and as such a contributor to national development. A person who has acquired requisite skills in the course of training in educational institutions through institution-industry collaboration is expected to have understanding of managing business and be able to stand on his own in the business world.

The impact of Business Education is felt in curtailing the menace of unemployment, reduction of poverty and the breakthrough in industrial development. This aspect of education, in the view of Egbri and Chukwuedo (2013), should stand closest to the crossroads of the classroom and the real world of work, and hence should be able to combine technical knowledge and business acumen, creativity and innovations for effective job performance. However, there exist gaps between what is obtainable in the classroom and what is needed in the world of work. One of the major factors contributing to this scenario is the mismatch between the Business Education curricula and the needs of the industrial sector of the economy. This makes the Business Education graduates turned out in Nigeria year by year unemployable whereas the ideal situation is that Business education institution outputs are the industrial inputs in terms of technical know-how. Ezeabii (2017) observed that Business Education graduates join other graduates to roam the streets seeking paid employment.

There are many challenges facing Business Education Institution-industry collaboration for self-employment in Nigeria. The challenges have led to decline in required skills and training among Business Education graduates available in the workforce. Also, a skill gap exists between the supply and demand of graduates in the labour market. Many industries have argued that graduates are not well trained for self-employment and were inadequately trained, ill equipped or not properly prepared and trained for industrial jobs (Aloysius, Ismail, Suandi, & Arshad, 2018). The gap which exists in the labour prerequisites of the industries emanate from inadequacies between Business Education institutions and industry collaboration. Regrettably, this situation breeds retardation in both economic and developmental growth among graduates, and a lack of communication between university education and industry. It is important to note that the specific regulations and legal requirements for self-employment can vary between countries, regions and states especially in Enugu state.

Enugu State is a state in southeastern Nigeria. Its capital is Enugu. Enugu State consists of 17 Local Government Areas. There are public universities in the state. These public universities are divided into federal and state universities. The federal universities are funded and controlled by the federal government while the state universities are funded and controlled by the state government. These universities offer Business Education programme which prepare the recipients to be self-employed after graduation through institution-industry collaborations. It is against these backdrops of Business Education



graduates not having the skills needed in industries, high unemployment rate and poverty level and dearth of literatures in Business Education-Industrial collaboration in Nigeria that this study investigated the influence of institution-industrial collaboration on Business Education students of public universities for self-employment.

### **Statement of the Problem**

The objective of Institution-Industry partnership is to relate theory to practice. Thus, before a Business Education student graduates, he or she is expected to marry theory and practice because Business Education is a programme in which a graduate is required to demonstrate thorough practical and mental skills. This can be achieved through institution-industrial partnership. Thus, the training ought to mirror situations in the world of work, especially with compulsory industrial training requirements of the programme and field trips. It was however observed by the researchers that some Business Education graduates perform poorly in terms of Job creation such that they are not able to create employment, but seek employment and roam the streets in search of white-collar jobs which are not readily available. Could it be that the institution-industry partnership the students get involved in has no influence on them? Hence, the study sought to determine the influence of institution-industrial collaboration on Business Education students of public universities in Enugu state.

### **Purpose of the Study**

The purpose of the study was to determine the influence of institution-industry collaboration on Business Education students of public Universities in Enugu State for Self-Employment. Specifically, the study sought to:

1. determine the influence of Students' Industrial Work Experience Scheme on Business Education students of public Universities in Enugu State for Self-Employment.
2. determine the influence of Field Trips on Business Education students of public Universities in Enugu State for Self-Employment.

### **Research Question**

The following research questions guided the study;

1. To what extent does Students Industrial Work Experience Scheme influence Business Education students of public Universities in Enugu State for Self-Employment?
2. To what extent does Field Trip influence Business Education students of public Universities in Enugu State for Self-Employment?

### **Hypotheses**

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

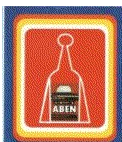
- Ho1. There is no significant difference between the mean ratings of federal and state Business Education students in Enugu state on the influence of Students Industrial Work Experience Scheme for self-employment.
- Ho2. There is no significant difference between the mean ratings of federal and state universities Business Education students in Enugu state on the influence of Field Trips for self-employment.

### **Method**

Descriptive survey research design was adopted for this study. This design, according to Nworgu (2015), is one in which a group of people or items is studied by collecting and analyzing data from only a few people considered to be representative of the entire group. The design is suitable for the study as the information from the respondents will be generalized to the entire population. The population for this study comprised 89 final year Business Education students of public universities in Enugu state (Federal = 66, State = 23). There was no sampling, since the population was Manageable, hence a census.

The instrument was a self-structured questionnaire which was validated by three experts. The instrument was subjected to a reliability test using Cronbach Alpha and a coefficient of 0.76 was realized. Twenty-four copies of the questionnaire were not retrieved; hence 65 copies (Federal = 66, State = 23) were used for data analyses. This represented a 57.85% return rate.

Mean and Standard Deviations were used to answer the research questions while t-test was used to test the null hypothesis at 0.05 level of significance using spss version 23.0. Upper and lower limits of the mean were used for decision making. Hence: 3.50 - 4.00 = Very high extent, 2.50 – 3.49 = High extent, 1.50 – 2.49 = Low extent, 1.00 – 1.49 = Very low extent. For the test of hypothesis, the null hypothesis was



not significant where the calculated p value was greater than 0.05 level of significance otherwise it was significant.

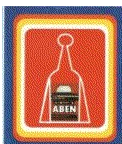
**Results**

**Research Question 1**

To what extent does Students Industrial Work Experience Scheme influence Business Education students of public Universities in Enugu State for Self-Employment?

**Table 1: Mean ratings and standard deviations of Students Industrial Work Experience Scheme influence on Business Education students of public Universities in Enugu State for Self-Employment.**

S/NO	Students Industrial Work Experience Scheme influence on Business Education students include:	Federal n =23		State n = 42		Aggregate Scores n = 65		Decision
		X1	SD1	X2	SD2	$\bar{X}$	SD	
1	The experience of SIWES exposes students to the intricacies in office automations.	3.76	0.43	3.60	0.65	3.70	0.52	High Extent
2	SIWES aid students to reconcile actual practice with what they studied in class.	3.47	0.50	3.52	0.51	3.49	0.50	High Extent
3	SIWES empowers students to be more useful and productive citizens as well as assets to the society.	3.54	0.55	3.65	0.57	3.58	0.55	High Extent
4	SIWES programme aids students develop abilities and skills necessary for proficiency in their profession.	3.16	0.58	3.13	0.34	3.15	0.50	High Extent
5	SIWES develop in students the necessary work ethics and habits needed in any occupation.	3.21	0.47	3.30	0.63	3.24	0.53	High Extent
6	SIWES promote proper acquisition of personal quality skills	3.57	0.50	3.60	0.49	3.58	0.49	High Extent
7	SIWES promotes employers' involvement in the educational process and prepares students for future employment.	3.71	0.45	3.60	0.49	3.67	0.47	High Extent
8	SIWES exposure enables Business Education students to be exposed to job opportunities.	3.45	0.50	3.56	0.50	3.49	0.50	High Extent
9	It enhances and accelerates technology transfer from industrial personnel to students	3.30	0.46	3.21	0.42	3.27	0.45	High Extent
10	Students have more competency on their academic activities after SIWES	3.42	0.50	3.43	0.50	3.43	0.49	High Extent
<b>Grand Mean and Standard Deviation</b>		<b>3.46</b>	<b>0.50</b>	<b>3.46</b>	<b>0.51</b>	<b>3.46</b>	<b>0.5</b>	<b>High Extent</b>



Result in table 1 indicates that the respondents agreed to a high extent with items 1-10 with aggregate mean ranging from 3.15 to 3.70 as Students Industrial Work Experience Scheme influence on Business Education students of public Universities in Enugu State for Self-Employment. The cluster aggregate mean of 3.46 confirms that. Also, the aggregate standard deviations ranged from 0.45 – 0.55 with a cluster standard deviation of 0.5. This depicts the homogenous opinion of the respondents.

**Null Hypothesis 1**

There is no significant difference between the mean ratings of Federal and State Business Education students in Enugu state on the influence of Students Industrial Work Experience Scheme for self-employment.

**Table 2: t-test analysis on the mean scores of Business Education students in Federal and State universities in Enugu state on the influence of Students Industrial Work Experience Scheme for self-employment**

Group	N	Mean	SD	t	Df	sig	Decision
Federal	42	3.46	0.14	0.024	63	0.528	NS
State	23	3.46	0.14				

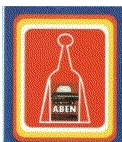
From the result in table 2, the P value is greater than the significant level (0.528 >0.05). The null hypothesis is not rejected. Therefore, there is no significant difference between the mean ratings of Federal and State Business Education students in Enugu state on the influence of Students Industrial Work Experience Scheme for self-employment.

**Research Question 2**

To what extent does Field Trip influence Business Education students of public Universities in Enugu State for Self-Employment?

**Table 3: Mean ratings and standard deviations on Field trip influence Business Education students of public Universities in Enugu State for Self-Employment.**

S/NO	Field Trip influence on Business Education students include:	Federal n =23		State n = 42		Aggregate Scores n = 65		Decision
		X1	SD1	X2	SD2	$\bar{X}$	SD	
1	Field trip integrates young people into the labour market by involving them in cooperative education	3.33	0.47	3.43	0.50	3.36	0.48	High Extent
2	Field trip connects students/institution with local businesses	3.64	0.48	3.47	0.51	3.58	0.49	High Extent
3	It empowers students with new learning opportunities and skills development	3.42	0.63	3.56	0.89	3.47	0.73	High Extent
4	Field trips provide experiences that cannot be duplicated in the schools.	3.33	0.61	3.08	0.51	3.24	0.58	High Extent
5	Field trips allow Business Education students to touch and manipulate materials and equipment.	3.38	0.49	3.47	0.51	3.41	0.49	High Extent
6	It helps students appreciate different kinds of jobs related to their course of study	3.47	0.55	3.47	0.51	3.47	0.53	High Extent
7	Field trips create good retention	3.40	0.54	3.52	0.51	3.44	0.53	High Extent



	in the learners recall ability.							
8	Field trips create reinforcement of information that students learn in the classroom.	3.61	0.49	3.73	0.44	3.66	0.47	High Extent
9	Field trips provide opportunity to work together cooperatively with others.	3.28	0.50	3.34	0.57	3.30	0.52	High Extent
10	Field trips help students have wide horizon of working environments.	3.28	0.50	3.43	0.50	3.33	0.50	High Extent
<b>Grand Mean and Standard Deviation</b>		<b>3.41</b>	<b>0.53</b>	<b>3.45</b>	<b>0.55</b>	<b>3.45</b>	<b>0.53</b>	High Extent

Result in table 1 indicates that the respondents agreed to a high extent with items 1-10 with aggregate mean ranging from 3.24 to 3.66 as Field Trip influence on Business Education students of public Universities in Enugu State for Self-Employment. The cluster aggregate mean of 3.45 confirms that. Also, the aggregate standard deviations ranged from 0.47 – 0.73 with a cluster standard deviation of 0.53.

**Null Hypothesis 2**

There is no significant difference between the mean ratings of federal and state Business Education students in Enugu state on the influence of Field Trip for self-employment.

**Table 4: t-test analysis on the mean scores of Business Education students in Federal and State universities in Enugu state on the influence of Field Trip for self-employment**

Group	N	Mean	SD	t	Df	Sig	Decision
Federal	42	3.41	0.16	0.823	63	0.605	NS
State	23	3.45	0.19				

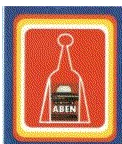
From the data in table 4, the P value is greater than the significant level (0.605 > 0.05). The null hypothesis is not rejected. Therefore, there is no significant difference between the mean ratings of Federal and State Business Education students in Enugu state on the influence of Field Trip for self-employment.

**Discussion of Findings**

The findings of the research question on Students Industrial Work Experience Scheme influence on Business Education students of public Universities in Enugu State for Self-Employment were accepted by the respondents. Some of the Students Industrial Work Experience Scheme influences include exposing students to the intricacies in office automations, empowers students to be more useful and productive citizens as well as assets to the society, aids students to reconcile actual practice with what they studied in class among others. The findings of the study are in agreement with (Orifa, 2014), that SIWES is a skill training programme designed to expose and prepare students of Business Education, engineering, technology, environmental science, medical science, and education including technical and vocational education (TVE), pure and applied sciences for industrial work situation.

The null hypothesis one tested on the Students Industrial Work Experience Scheme influence on Business Education students of Universities revealed that, there was no significant difference between the mean responses of Federal and State Business Education students in Enugu state on the influence of Students Industrial Work Experience Scheme for self-employment. This implies that the status of the institution does not crest bias on influence of students' industrial work experience scheme on Business Education students of universities for self-employment.

The findings i of the research questionon Field trip influence on Business Education students of Universities in Enugu State for Self-Employment were accepted by the respondents. These include field trips that integrate young people into the labour market, connect students/institutions with local markets, empower students with new learning opportunities and skills development, provide experiences that cannot be duplicated in schools among others. This in agreement with panarina (2015) who noted that universities-industries partnership of which field trip is a part will help integrate young people into the labour market by involving them in cooperative education, connect schools with local businesses and empower students with



new learning opportunities and skills development. The null hypothesis with respect to Field trip influence on Business Education students showed that the mean responses of federal and state Business Education students did not differ significantly on Field Trip influence on Business Education students of Universities in Enugu State for Self-Employment.

### Conclusion

Based on the findings of the study, it can be concluded that Students Industrial Work Experience Scheme (SIWES) and field trips are of paramount importance in the Business Education programme as they influence Business education students' of universities in Enugu state and beyond for self-employment. Also, Business Education students would use the platform to integrate theory with practice, develop skills, knowledge and competencies which are needed in managing personal business affairs as well as become self-employed.

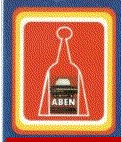
### Recommendations

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

1. The administrators of Business Education programmes should intensify and strengthen the current Students Industrial Work Experience Scheme (SIWES) through proper supervision, enlightenment and Education of the students on the core imperatives and nitty-gritty of the programme. This will obviously help to broaden the students' knowledge about the programme and also accentuate their industrial skills and experiences.
2. Regular field trip exercises or programmes should be organized for students by Business Education course administrators, so as to give the Business Education students the lucrative opportunity to have a real life and practical experience of the theoretical knowledge they have garnered within the university precinct or four-walls of the classroom.

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