

ACHIEVING EXCELLENCE IN TEACHING AND LEARNING FOR ENTREPRENEURSHIP SKILLS ACQUISITION IN NIGERIAN SECONDARY SCHOOLS THROUGH COLLABORATIVE PARTNERSHIP WITH THE INDUSTRIALISTS

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ABSTRACT

This paper discussed the importance of achieving excellence in teaching and learning for entrepreneurship skills acquisition in Nigerian secondary schools through collaborative partnership with the industrialists. Few concepts such as excellence in teaching and learning, entrepreneurship education together with its objectives, entrepreneurship skills acquisition, collaborative partnership, the industrialists, and their different categories, were defined and discussed in detail in the paper. Further discussed in the paper was the aspects of the Nigerian secondary school entrepreneurship taught subjects necessitating collaborative partnership with the industrialists for achievement of excellence in teaching and learning. Ways of achieving excellence in teaching and learning for skills acquisition in Nigerian secondary schools through collaborative partnership with the industrialists; together with training models for entrepreneurship skills acquisition in the Nigerian secondary schools were discussed in the paper. The paper also laid open the challenges inhibiting Nigerian secondary schools' collaborative partnership with the industrialists and recommended ways forward as remedies and solutions to the challenges.

Keywords: Achieving, Excellence, Teaching and Learning, Entrepreneurship, Skills, Acquisition, Collaborative, Partnership, Industrialists.

INTRODUCTION

Education is generally an essential instrument for human empowerment and capacity development which inculcates rightful knowledge, skills and potentials that will help secondary school youths to effectively participate in nation building. It is further an aggregate tool for socio-economic or national development. Entrepreneurship educational programmed on the other hand, equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operate in the environment he/she finds himself/herself. This type of education primarily centers on preparing people for roles in enterprises such as being an employee, entrepreneur and employer or self-employed to guarantee national development. Rufia (2013) identified vocational and technical skills and competence, inculcated through entrepreneurship education, as critical success factors in the actualization of Nigerian Vision 20:2020; which is about Nigeria becoming one of the first 20 economies in the world by the year 2020. Entrepreneurship education which creates opportunities for entrepreneurship skills, therefore, holds the prospects of contributing, through its job creation and self-employment packages, towards the attainment of vision 20:2020. A gainfully employed individual contributes to GDP per capital; reduces poverty and unemployment which are some of the indices of national development. The notion behind federal

government policy initiative on entrepreneurship education for students' skills acquisition aid students with the opportunities of acquisition of practical knowledge and skills that will enable them become employable or have the ability of managing their own businesses. There is also an indication as observed by Anyikwa (2016), that the large percentage of youths especially secondary school leavers who are unemployed and unemployable seem to be so because they lack the necessary competences, skills and creativity needed for either employment in the industries or to become self-employed or run small business enterprise. Scholars and researchers like Anyikwa (2016) expressed that Nigeria as a nation has her fair share of youth unemployment problem with its attendant consequences. Secondary school youths/graduates make up one third of Nigeria's total population and statistics shows that unemployment rates among the youths is worse for persons with post-secondary education at 40.4 percent. Most of them seek admission into higher education and some of them, after post-primary education cease to continue with higher education due to one reason or the other. And if they could not be gainfully employed either way, they become frustrated and roam about the streets. Most of them sometimes indulge in social vices, committing crimes in the society. This situation is an aberration and there is a general consensus that human capital is a critical variable for economic growth and personal progress of individuals (Anyikwa, 2016).

The objectives of entrepreneurship education clearly show that it is concerned with the national development and survival of individuals, industries and the society. In fact, it is a tool through which social, economic and political development could be achieved, if it is properly planned, funded and implemented as identified by Okon and Firday (2015). National development of a country however can only be effected by citizens who have great creativity and entrepreneurship skills acquired through quality or effective teaching and learning that projects excellence. Achieving excellence in teaching and learning through entrepreneurship skills acquisition, is one way by which the goals and objectives of secondary education can be actualized. Anyikwa (2016) attested that entrepreneurship skills acquisition training programmes affect students' attitudes and influence their future career direction. It also affects the propensity of students to become entrepreneurs on graduation. It gives them an opportunity to be aware of the latest developments in their selected fields by providing them with a clear view on how to implement them in a future business. Hence, it inculcates into the students the spirit and mindset of creativity. Global economic crisis and its resultant massive youth unemployment made many countries like US, China and Organization for Economic Development (OECD) countries resort to entrepreneurship education for job creation and galvanizing of their economy.

Ogar and Okenjom (2015) justified the need for promoting entrepreneurship skills acquisition for excellence in teaching and learning on the grounds that youths in all societies have sterling qualities such as resourcefulness, initiative, drive, imagination, enthusiasm, ambition, energy, boldness, and courage which are all valuable traits for entrepreneurship creativity and development. The competence or skills needs are to be improved and developed through the achievement of excellence in teaching and learning. To achieve the objectives of entrepreneurship education through the achievement of excellence in teaching and learning for students' skills acquisition necessitates collaborative partnerships between secondary schools and the industrialists. Collaborative partnership between principals and industrialists for students' entrepreneurship skills acquisition has a lot of potentials and benefits on students' creativity which cannot be overemphasized. Achor (2014) opined that there should be authentic collaborative

partnership between institutions of learning and micro or small and medium scale business enterprises to enable students gain useful and life changing experiences in entrepreneurship skills acquisition. This will aid to boost their creativity. The need for achievement of excellence in teaching and learning for students' skills acquisition in the Nigerian secondary schools through collaborative partnership with the industrialists is of the fact that many of the secondary school teachers who are supposed to teach the entrepreneurship subjects with practical orientation are not specialists in the area and thus, they cannot do much in achieving instructional objectives of these subjects. Also, many schools do not have the right equipment or facilities to impart practical knowledge and skills on the children, the best way out is for them to collaborate with the industrialists. The present situation of teaching various subjects in the secondary schools with little incorporation of entrepreneurship education for students' skills acquisition is counterproductive. The situation calls for collaborative partnership between the secondary schools and the school stakeholders like the industrialists of Micro, Small and Medium Enterprises (MSMEs). Collaborative partnership between secondary schools and the industrialists in entrepreneurship education is also an inclusion among the Federal Government initiative and plan to achieve educational objectives in trade/entrepreneurship taught subjects and likewise to promote excellence in teaching and learning for quality education. Yet the entire process coupled with the industrialists training models have not been well implemented in the Nigerian secondary schools as a result of certain challenges discussed in the paper. Lack of collaborative partnership between secondary schools and the industrialists might have been responsible for the poor quality of teaching and learning, thereby affecting the achievement of excellence in teaching and learning for entrepreneurship skills acquisition. The thrust of this paper therefore, is to discuss issues in connection with achieving excellence in teaching and learning for entrepreneurship skills acquisition in Nigerian secondary schools through collaborative partnership with the industrialists.

Detailed Conceptualization of Key Terms of the Paper Excellence in Teaching and Learning

The word excellence as described by the California State University, Fresno (CSUF, 2020) can be demonstrated as the ability to perform, achieve, and/or excel in educational or scholastic activities. Academic excellence has been identified with achieving high grades and superior performance but recently, it is more than just making good grades. It is the maximum development of your intellectual capacities and skills in service to humanity. In order to cope with the rapidity with which knowledge itself changes, today's student must seek to achieve academic excellence. Teaching and learning on the other hand, deals with what goes on in the school system or educational institutions. Teaching however, is an act of conveying instructions to students. According to the Universiteit Stellenbosch University (2013), teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection. To teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. Good teaching, then, requires a commitment to systematic understanding of learning. The aim of teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge. The teacher cannot transform without the student's active participation, of course. Teaching is fundamentally

about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their own learning, individually and collectively (Universiteit Stellenbosch University, 2013). Leblanc (2010) gave evidence of excellent teaching as that which is all about caring, nurturing and developing minds and talents. It also involves teaching which has style, substance and treating students as consumers of knowledge. It includes teaching which is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. The Universiteit Stellenbosch University (2013) further defined learning as the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. Learning is about what students do, not about what teachers do. All the classroom activities which hovers around teaching and learning is to assist students acquire knowledge and skills which will enable them in the future to effectively participate in the socio-economic development of the society. From the above definitions, teaching and learning should not only focus on theory and classroom activities but should employ other strategies through the use of practical-based learning, field learning experiences and experimental learning.

Noting the importance of teaching and learning towards the development of students' personalities and potentials, it therefore necessitates that excellence be highly promoted in the teaching and learning experiences for students' skills acquisition. Excellence in teaching and learning as conceived within the context of the paper is one signified by engaged learning and deep reflection. It is driven by 21st century entrepreneurship skills and potentials. Excellence in teaching and learning also entails having an environment that helps each student develop his or her intellectual potential, then, the curriculum and programming must have evidence of excellence for students of all abilities. Excellence can be promoted in teaching and learning through entrepreneurship education and training which offers students great opportunities that enables them acquire skills, ideas, wisdom, industrial skills, mental or psychological preparations and entrepreneurial abilities which when applied appropriately, can lead to enhanced self-reliance and economic opportunities for others. This type of education also enables students to use their creativity, and take initiatives, responsibility and risk in business (Agbede, 2015). However, the concept of entrepreneurship education has further been conceived in the next subheading.

Entrepreneurship Education

Anyikwa (2016) defined entrepreneurship as the process in which one or more people undertake economic risk to create a new organization that will exploit a new technology or innovation process that generates value for others. It is also the process of designing, launching and running a new business, which is often initially a small business. According to Ogar and Okenjom (2015) entrepreneurship is the practice of starting new organizations or revitalizing matured organizations, in response to identified opportunities. It is also a process of creating something new with value by devoting necessary time and effort, assuming the accompanying financial psychic and social risks and receiving the resulting rewards of monetary and personal satisfaction. Dawodu as cited in Ogar and Okenjom (2015) observed that entrepreneurship enhances economic development, creates job opportunities, transforms traditional industries, stimulates investment and increases per capital income and output. In essence, new businesses that result from entrepreneurial process which provide most annual net new jobs are the micro, small and medium enterprises (MSMEs) or industrialists of various types which include the informal artisanship

industrialists, agro-allied industrialists, agro processing industrialists, service providers' industrialists and construction industrialists (Anyikwa, 2016; Federal Republic of Nigeria, FRN, 2013). Education on the other hand is the acquisition of information, skills, competences and other attributes necessary for individual's development. UNESCO's definition of entrepreneurship education just as cited in Anyikwa (2016) involves any educational activity sought to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of setting. Obunadike and Uzoechina (2015) defined entrepreneurship education as opportunity, recognition, marshalling of resources in the presence of risk and building a business venture. It is a collection of formalized teachings that informs, trains, and educates anyone interested in business creation or small business development. Ezeudu as cited in Nwosu (2015) defined entrepreneurship education as that which provides training, experiences and skills that are suitable for entrepreneurship endeavours. It impacts all kinds of experiences that give students the ability and vision of how to access and transform business opportunities of different kinds.

To Olorunmolu and Agbede cited in Agbede (2015), entrepreneurship education is the type of education that involves the acquisition of skills, ideas, wisdom, industrial skills, mental/psychological preparations and entrepreneurial abilities which when applied appropriately, can lead to enhanced self-reliance and economic opportunities for others. The objective of entrepreneurship education on secondary school youths is therefore to prepare the youths to be responsible enterprising individuals who will become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities. It will empower graduates irrespective of their areas of specialization, with skills that will enable them engage in income generating ventures in the absence of jobs (Anyikwa, 2016). According to Obunadike and Uzoechina (2015), it also offers functional education to the youths to be well employed and self-reliant. It provides the young graduates adequate training that will enable them to be creative and innovative in identifying novel business opportunities. It serves as a catalyst for economic growth and development; and offers risk management to make certain learning feasible. Entrepreneurship education helps to reduce high rate of poverty and unemployment, by creating employment opportunities. It helps in reduction of rural-urban migration. It provides young graduates with enough training and support that will enable them establish a career in small and medium sized businesses. It inculcates the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on. It creates smooth transition from traditional to modern industrial economy, among many others (Obunadike & Uzoechina, 2015). Offering entrepreneurship subjects at the secondary school level through achievement of excellence in teaching and learning is surely one way which guarantee students' skills acquisition. The objectives of entrepreneurship education have therefore been stated below.

Objectives of Entrepreneurship Education for the Achievement of Excellence in Teaching and Learning

The objectives of entrepreneurship education for the achievement of excellence in teaching and learning as spelt out by Osuala (2010) are:

1. To provide meaningful education for youth which could make them self-reliance and subsequently encourage them to drive profit and be self-independent.

2. To provide students with the training and support necessary to help them establish a career in small and medium size business.
3. To provide students with employable skills that will make them meet the manpower needs of the society.
4. To provide students with enough training in risk management to make uncertainty bearing possible and easy.
5. To stimulate industrial and economic growth of rural and less developed area.
6. To provide students with enough training that will make them creative and innovative in identifying new business opportunities.
7. To provide small and medium sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of the business centre.

From the above objectives, it is evident that entrepreneurship education if given all it deserves and properly implemented through adequate enforcement of collaborative partnerships between Nigerian secondary schools and the industrialists as a way of achieving excellence in teaching and learning for skill acquisition, will produce quality secondary school graduates who will make significant impacts on national development (Okon & Firday, 2015). Thus, the need for students' entrepreneurship skills acquisition for national development achievable through excellence in teaching and learning.

Entrepreneurship Skills Acquisition

Before defining skills acquisition, it is pertinent to describe what a skill is. A skill as describe in the paper is simply synonym with such word as ability, competence, aptitude, capabilities and talent. Skill acquisition therefore is the ability to be trained on a particular task or function and become expert in it. It can further be seen as any form of practical training or exercise undertaken and acquired in order to develop one's competences, talents and abilities in different areas of life. In the paper, skill teaching in entrepreneurship will aid to develop and bring out students hidden competences and potentials. Skill acquisition as defined by Morrison and Amaefula (2015) is any form of education targeted at inculcating skills that would enable an individual to hold onto something as a sure means of livelihood and functionality. Wodi in Morrison and Amaefula (2015) further describes it as development of talents, skills, and other innate abilities of the individuals and groups with focus on human capital development. For skills to be fully developed, it must move beyond abstract level to practical. There is no doubt that students learn faster and better when what they learn is also physical. This is more realistic when practical entrepreneurial skills are involved (Ibeh, 2001). Akunnaya (2012) defines entrepreneurship skills acquisition as those skills that will enable the individual to maximize the resources around him within the limits of his capabilities. If the ability of individuals to utilize resources around them is tied to their capabilities (that is skills), there is a need to build and enhance their capabilities towards resource utilization for job and wealth creation (Akunnaya, 2012). The essence of entrepreneurship skills acquisition in any education programme is to inculcate the spirit of perseverance in the youths which will enable them to persist in any business venture they embark upon; and to create smooth transition from traditional to modern industrial economy (Agbede, 2015). Ukit (2015) however, identified five kinds of entrepreneurial skills acquisition to include; technical skills which involves the use of practical; personal skills, interpersonal skills, critical skills and creative thinking skills, and

financial management skills. Green (2011) identified other typologies of skills as: technical skills, cognitive skills, interactive skills, physical skills, among others. Therefore, to enhance excellence in teaching and learning which leads to students' skills acquisition, there is need for various aspects of the entrepreneurship taught-subjects to be highly supported through collaborative partnership with the industrialists in the Nigerian secondary schools. And which have equally been outlined in the next section.

Aspects of the Nigerian Secondary School Entrepreneurship Taught-Subjects Necessitating Collaborative Partnership with the Industrialists for Achievement of Excellence in Teaching and Learning

To achieve excellence in teaching and learning which leads to students' skills acquisition for national development, certain subjects taught in the Nigerian secondary schools demand that collaborative partnership with the industrialists be highly sustained in the teaching and learning processes. The All Nigeria Conference of Principals of Secondary Schools (ANCOPSS, 2014), Anambra State Universal Basic Education Board (ASUBEB, 2014) and no. 38.2.5 of the National Policy on Education of the Federal Republic of Nigeria (FRN, 2013) gave a whole list of thirty-four (34) trade and entrepreneurship subjects warranting schools collaborative partnership with the industrialists and they include; auto body repair and spray painting, auto electrical work, auto mechanical work, auto parts merchandising, air conditioning and refrigeration, electrical installation and maintenance work, Radio, TV and electronic servicing, welding and fabrication engineering craft practice, block laying, brick laying and concrete work, painting and decorating, plumbing and pipe lifting, machine wood working, carpentry and joinery, furniture making, upholstery, catering craft practice, garment making, clothing and textile, dyeing and bleaching, printing craft practice, cosmetology, photography, mining, tourism, leather goods manufacturing and repair, stenography, data processing, store keeping, book keeping, GSM maintenance and repairs, animal husbandry, fishery, marketing, and salesmanship. From the above list of subjects, every student in the secondary school is supposed to at least study one or two of the above subjects for entrepreneurship skills acquisition (FGN, 2013). Essentially, secondary school students cannot acquire the basic entrepreneurial skills only through theory. Practical training geared towards achieving excellence in teaching and learning through collaborative partnership is very important and achievable.

Collaborative Partnership

Collaborative partnership as a concept is derived from two words collaboration and partnership. The term collaboration as defined by Marinez-Moyano (2006) is the process of two or more people or organizations working together to realize or achieve something successfully. Collaboration involves working with others in order to do a task and to achieve shared goals. It is a recursive process where two or more people or organizations work together to realize shared goals by sharing knowledge, learning and building consensus. In business, a partner is someone who shares both the risks and profits of a business venture. Partnership is the relation between two or more persons who have agreed to share the profits of a business carried on by all or any of them acting for all. Partnerships between non-profit organizations like the secondary schools can be defined in similar terms as a relationship in which the organizations share resources and responsibilities to achieve a common objective, as well as any resulting rewards or recognition. Partnerships are

formal relationships that are defined through a written agreement or contract (Ontario Health Communities Coalition – OHCC, 2016). It requires parties to put in time, efforts, small steps, shared success, trust and respect together in order to achieve goals. According to the OECD (2006), partnership is an agreement to do something together that will benefit all involved, bringing results that could not be achieved by a single partner operating alone, and reducing duplication of efforts. The key principles towards good partnership showcases that each partner must ensure that they put in effort to achieve goals, partners should have equal rights – and in cases where they do not, this should be agreed to as a partnership principle, among others. Collaborative partnerships therefore, are agreements and actions made by consenting organizations to share resources to accomplish a mutual goal. Collaborative partnerships rely on participation by at least two parties who agree to share resources, such as finances, knowledge, and people. It involves a coalition of formal relationship among more than two organizations and perhaps involving individual members as well, which enables them to work together on a specific issue or project. This partnership empowers individuals to know of and where expertise and resources exist (Ontario Health Communities Coalition – OHCC, 2016).

Educational collaborative partnerships existing in the secondary schools are established by mutual agreement between two or more parties to work together on projects and activities that will enhance the quality of education for students while improving skills critical to success in the workplace (Jacobson, 2001). The collaborative partnerships between secondary schools and the industrialists are formed to benefit innovation that will lead to the achievement of educational goals. Institutions of various learning levels benefit from funding, industry support, and resources that would normally take away some academic problems (Riviello, Ozgediz, Hsia, Azzie, Newton & Tarpley, 2010). The relationships between collaborative partners can lead to long term partnerships that rely on one another. Collaborative partnership develops when entities recognize that none can succeed without the others. Each has special expertise or unique capabilities that the others need. It is characterized by trust, norms of give-and-take, shared responsibilities, consensus-building and conflict resolution mechanisms, shared power and authority and shared information and decision-making systems (Lawson, 2003). UNESCO (2000, p.1) described collaborative partnership as ‘the act of shared creation and/or discovery’ by two or more institutions. In this paper therefore, collaborative partnership has been described as the joint cooperation of two or more different organizations working or taking action together to accomplish a task or objective which could not have been achieved alone or independently by any of the parties. In this case, collaborative partnership in the paper focuses on how the Nigerian secondary schools and industrialists can have good relationship and cooperate together towards the achievement of excellence in teaching and learning for students’ entrepreneurship skills acquisition. A description of who the Nigerian industrialists are has further been provided in the next section.

Industrialists

The industrialists as described within the context of this paper are owners of Micro, Small and Medium Enterprises (MSMEs) in the country. Most of them are under the manufacturing or processing line or belong to those called service providers who render essential services to the general public. The industrialists as defined by the Merriam Webster dictionary online (2014) and Tony (2014) are those owning or engaged in the management of an industry. He is a person who has a substantial interest in the ownership or control of industrial enterprise. Industrialists are also

the people who own and develop industry. They either engage in commercial or industrial business. They include the artisanship industry or craftsmen who do skilled work, making things with their hands (Hornsby, 2005). The industrialists are also owners of the micro, small and medium enterprises (Ukit, 2015). Ukit further described the micro enterprise as an enterprise with one to nine employees and asset base. Small enterprise as an enterprise that employs between ten and thirty-nine persons and with asset base of less than fifty million naira. Medium enterprise is an enterprise employing between forty and hundred and ninety-nine persons, with asset base of fifty and five hundred million naira. The MSMEs have their own unique characteristics as they exist in the form of sole proprietorship and partnership with a management structure that is simple. Examples of the MSMEs or industrialists with their characteristics have been categorized and discussed under the next section.

Categories of Industrialists Nigerian Secondary Schools could engage with for Collaborative Partnership for Entrepreneurship Skills Acquisition

The industrialists or MSMEs vary in nature and categories. According to the Department of Small and Medium Enterprises, Ministry of Commerce and Industry (2016), the industrialists are owners of the Micro, Small and Medium Enterprises and in Anambra State, the Micro, Small and Medium Enterprises (MSME) operate in different areas of economies. They have been grouped into various categories to include those engaged in manufacturing and allied businesses (only agro allied), agro-processing, services and construction (Department of Small and Medium Enterprises, Ministry of Commerce and Industry, 2016). Those that are into manufacturing and allied businesses produce plastic pipes, rubber, garments, blocks, metal works, glasses, grinding machines, confectionaries, among many others. The agro-processing enterprises engage in the production of rice, garri, maize, tomatoes, palm oil, palm kernel oil, bread, livestock and poultry farming, processing chicks, animal husbandry, animal herds and grazing among others. The enterprises involved in rendering services include the pharmaceutical enterprises which sell drugs, food selling, printing of cards, photocopy, hair dressing, window blind, restaurant, computer, books and communication among others. Enterprises involved in construction are companies that produce blocks, doors, windows, wheelbarrow, shovels, aluminum based, furniture, doors, poles and bricks among others (Department of Small and Medium Enterprises, Ministry of Commerce and Industry, 2016). Further explanations on the different categories of industrialists coupled with their characteristics have been given by several scholars and authorities like Adewale, Siyanbola and Siyanbola (2014), Bank of Industry (2018), Bilau, Ajagbe, Kigbu and Sholanke (2015), Odediran and Babalola (2013), Olatunde and Ogbu (2018), and Oraka, Ocholi and Ater (2017) as:

- a. **Informal Artisanship Industrialists:** these group belong to the informal economic sector that engage in any economic activity or source of income that is not fully regulated by the government and other public authorities; this includes enterprises that are not officially registered and do not maintain a complete set of accounts; and workers who hold jobs lacking basic social or legal protection and employment benefits. Examples of industrialists that fall under this category are the craftsperson, artist, handicrafts worker, crafts worker, skilled worker, artificer, craft worker, among others.
- b. **Agro-Allied Industrialists:** Agro-allied industrialists are owners of manufacturing industries which depend on agriculture for their raw materials so as to operate successfully in the

production of finished goods that are useful to livestock and humans. These industries produce machineries and equipment for agricultural uses. Agro-allied industries bring about diversification and commercialization of agriculture and also enhance the income of farmers and create food surpluses. The agro-allied industry is regarded as an extended arm of agriculture. Its development could help to stabilize and make agriculture more lucrative, thereby creating employment opportunities both at the production and marketing stages. It is in this sense that the agro-industry is an important and vital part of the manufacturing sector in developing countries.

c. **Agro Processing Industrialists:** this group refers to the subset of manufacturing that processes raw materials and intermediate products derived from the agricultural sector. Agro processing industry thus means transforming products originating from agriculture, forestry and fisheries. The agro-based industry includes industries related to textiles, sugar, paper and vegetable oil. These industries use agricultural products as their raw materials. Textile industry is the largest industry in the organized sector.

d. **Service Providers Industrialists:** they render and provide essential services in certain areas of telecommunication industry, confectionaries, catering, GSM phone repairers, radio, TV and electronic servicing, air conditioning and refrigeration, automobile mechanics, salesmanship, among others.

e. **Construction Industrialists:** this are owners of the construction industries or firms. According to Adamu, Bioku and Kolawole (2015), this consist of public and private clients, main contractors and sub-contractors, one-man firms and international companies, low technology firms and sophisticated specialists, builders and civil engineers and a whole range of construction professionals connected within the industry. Also, artisan craftsmen such as masons, carpenters, iron benders, painters, plumbers, welding and fabrication engineering craft practice and electricians, also belong to this group. The major divisions in the industry are building construction division and civil or heavy engineering construction division.

Secondary schools however, can collaborate with all these groups of industrialists for the attainment of excellence in teaching and learning for students' entrepreneurship skills acquisition. Several ways in which secondary schools can achieve excellence in teaching and learning through collaborative partnership with these industrialists have equally been discussed under the next section.

Ways of Achieving Excellence in Teaching and Learning for Skills Acquisition in Nigerian Secondary Schools Through Collaborative Partnership with the Industrialists

Definitely, collaborative partnership between the Nigerian secondary schools and the industrialist will boost excellence in teaching and learning of entrepreneurship taught subjects for students' knowledge and skills acquisition in the Nigerian secondary schools. Collaborative partnership with the industrialists is a form of teaching that requires the use of only practical exercises which avails the opportunities to experience the realities of teaching for knowledge retention and skills acquisition. As part of the recent developments in the strategic plans in education for economic and human development, collaborative partnership with the key stakeholders like the industrialists

in entrepreneurship education for skill acquisition is a necessity. Although, this is yet to be actualized in the secondary school system due to certain challenges. The Federal Republic of Nigeria (FRN, 2013) in attempt to reduce unemployment and achieve the objectives of Post Basic Education and Career Development (PBECD) through the initiative of entrepreneurship education for knowledge and skill acquisition, emphasized on the effective use of strategic planning and collaborative partnership with key stakeholders such as the industries or industrialists in order to improve the quality of education provision and service delivery in the secondary schools. The FRN further stressed in the National Policy on Education that:

strategy plans in education have engendered an expanded role for entrepreneurship education as an investment for economic, social and political development; an aggregate tool of empowerment for the poor and marginalized groups; and an effective means of developing the full capacities and potentials of human resource, as well as development of competent work force through the acquisition of practical life skills relevant to the world of work as a veritable means of developing sound intelligent learning societies fit and relevant to the 21st century. All these can be achieved through strategic and collaborative partnerships with key stakeholders...Better coordination, collaboration and networking of activities, programmes and interventions of all tiers of government, development partners and all other stakeholders in the Nigerian education sector to eliminate overlaps, achieve and sustain synergy which are essential for achieving excellence in teaching and learning (FRN, 2013: v, ix & x).

Furthermore, the federal government under section 3, item 45 and 46 of the NPE stresses that:

Informal artisanship industry shall be used to provide training opportunities for students at the post-basic level. Cooperation between industries and institutions in training shall be encouraged. Consequently, the Industrial Training Fund (ITF) shall organize staff development in collaboration with the proprietors of institutions and industries (FRN, 2013, p.23).

The afore mentioned federal government directives clearly points to the necessity of achieving excellence in teaching and learning for students' skills acquisition through collaborative partnership with key stakeholders like the industrialists of micro and small enterprises within which the artisanship industry, agro-allied industry, confectionary industry, construction and engineering industry, manufacturing industry and service industry, among others, belongs to. In realization of this course, several provisions and alternative ways of achieving excellence in teaching and learning for skills acquisition in Nigerian secondary schools through collaborative partnership with the industrialists have been created and established as alternative route to actualize the federal government directives and objectives of entrepreneurship education. From all the above statements, several ways of achieving excellence in teaching and learning for students' skills acquisition through collaborative partnership with the industrialists can properly and effectively be harnessed through the industrialists training models which has been discussed further.

Industrialists Training Models employable through Collaborative Partnership Requisite for Entrepreneurship Skills Acquisition in the Nigerian Secondary Schools:

Certain industrialists training models could be employed through collaborative partnership for students' skills acquisition. These industrialists training models as indicated by Ukit (2015)

include the following: undertaking an apprenticeship/traineeship in any aspect in the industry, school vacation training programmes, on-site training at suppliers' factories, on-the-job training, support mechanisms by public institutions, training the trainer method, learning through transaction with local and external agents, learning-by-doing in the areas of production and maintenance, vocational preparation and school-based apprenticeship and traineeship. Okon and Firday (2015) also identified most of the industrialist training models or options requisite for entrepreneurship skills acquisition for Nigerian secondary school students' as:

a. Teaching Methods, which is classified into following categories: case study, group discussion, individual presentation, individual written report, group project, formal lectures, guest speakers, action learning, seminar, web-based learning and video recorded. Teaching methods are effective in terms of sending the relevant information to a broader population in a relatively short time period.

b. Industrial Training Exercise Skills, which does not depend solely upon a person's fundamental innate capacities but must be developed through training practice and experience. If the objective of entrepreneurship education is to equip individuals with entrepreneurial skills, which are applicable directly to work, then the best technique is industrial training exercise which would provide education and training that enable individuals to involve directly in the entrepreneurial process. Kinyanjui (2007), Moyas (2012) cited in Njeru (2014) found out that industrial training provides the right ground for the trainees to acquire the right skills and experience to enable the trainees perform effectively after leaving the youth polytechnics. It also provides the employers the opportunity to give back to the society and as well as assisting the youths to respond to the identified areas of key skills needs. It provides trainees with the opportunity to understand the individual and group working dynamics as they prepare to go to the world of work.

c. Experimental/Practical Technique. One of the objectives of entrepreneurship educations is to prepare individuals to act as entrepreneurs. One of the most effective ways/techniques to achieving this is to facilitate experiments by trying entrepreneurship out in a controlled environment, for instance through business simulation or role playing (Ahmad, Baharun & Rahman, 2004).

d. Excursion Technique. This will facilitate first-hand information on a particular field of study. This will enable young entrepreneurs' opportunity to acquaint themselves with the various skills needed in accomplishment of their dream and aspirations as future entrepreneurs.

e. Co-operation or Group Learning Technique. This is a process of organizing young entrepreneurs into small groups so that they can work together to maximize their own and each other's learning. Team work is a contemporary form of collaboration. This technique will prompt a sense of mutual responsibility among the entrepreneurs, boosts their self-esteem, improves social skills and offers greater comprehension of the subject matters.

All the above training models when effectively applied would bring about excellence in teaching and learning for students' skills acquisition in the Nigerian secondary schools. Yet there are some challenges inhibiting collaborative partnership between schools and the industrialists which has been disclosed in the next section.

Challenges Inhibiting Nigerian Secondary Schools Collaborative Partnership with the Industrialists

Few of these main challenges as highlighted by Aniekwu and Ozochi (2010), Edokpolor and Owenvbiugie (2017) include; problem of poor implementation of policy directives, leadership problem, teacher factor, too much focus on theory than the use of practical in schools, lack of interest on the part of industrialists and low public interest. The problem of poor implementation of policy directives has become a serious challenge for smooth operation of educational programmes at all the levels of education. It is true that the government and concerned stakeholders are good at making good policy but there is always a flop when it comes to implementation. The FRN (2013) as indicated in the NPE emphasized on the use of collaborative partnerships with the industries as a way of improving the quality of education at all levels of the Nigerian education system, which includes the secondary school level. One thing is to provide policy directives and another is to monitor the process in order to determine institution's compliance with the directives. Due to failure in monitoring the teaching and learning processes in relation to entrepreneurship education, this have inhibited majority of the secondary schools' effective collaborative partnership with the industrialists.

Aniekwu and Ozochi (2010) posited that the education curriculum operated in Nigeria for example, requires that secondary students undergo industrial training programme for a substantial percentage of their total training period, as is standard in most schools, the world over. However, secondary school students just like those in higher education are not sent out for their industrial training experiences. Thus, part of this problem can be attributed to loosely implemented education policy. Again, leadership problems stand in as a huge challenge to schools' collaborative partnership with the industrialists. Many principals, as a result of their lack of awareness, communication gap, negative attitude and ineffectiveness in creating synergy with the industrialists, these have continued to create a barrier for improving collaborative partnerships with the industrialists. Mowen and Kerstetter (2006) urged that for successful collaborative partnership, the school leadership must be effectively involved. The key components of successful collaborative partnership include; clearly defined implementation, open and frequent communication, strong leaders and trusting interpersonal relationships (Mowen & Kerstetter, 2006). Bolman and Terrence (2003) argue that effective managers of an institution or organization should constantly adapt their approaches to fit the situation and organizational contexts. Mohr and Spekman (2006) suggest that management in both partners should develop and foster processes and behaviours that help them to achieve mutually beneficial objectives.

Teacher factor is also another challenge inhibiting collaborative partnership with the industrialists. Most teachers in the secondary are inefficient, unfamiliar with the new trends, likewise, do not possess updated practical knowledge in the aspect of teaching the trade/entrepreneurship education in the 21st century, as a result of their greed, they would want to discourage the school authorities and block them from using any external source. Ajisafe, Bolarinwa and Edeh (2015) buttressed that uncertificated teachers that are not professionally trained to possess personal qualities in order to effectively teach entrepreneurship subjects affects its quality of teaching and learning for excellence today. Too much focus placed on theory than use of practical also seem to be another hindrance. Also, many schools do not create time for use of practicals, they believe in loading students' with too much theoretical knowledge, making them to pay less attention to practicals in

school. Generally, at all levels of education, the use of theory is more prominent than practical and this has kept many students behind from possessing the requisite entrepreneurship skills in preparation for the world of work. In a study conducted by Kikechi, Owano, Ayodo and Ejakait (2013) on the relationship between entrepreneurial skills acquired by graduates from technical subjects taught in secondary schools in Kenya and the graduates' self-employment, the finding indicated that teaching of technical subjects at secondary school level were not adequately strengthened with more practical work being required of the students to equip themselves with the necessary skills for further training at tertiary level or the world of work after secondary school. Some form of school-based practical training incorporated in schools as an integral part of the entrepreneurial skills development strategy in form three and four in technical subjects were found lacking and wanting. The aforementioned researchers therefore, commented that schools should provide real-world examples on how the students would apply what they learn as well as in-class instruction which should be relevant to the student's needs. Toward this, teachers should perhaps be encouraged to blend theory with practice because theories alone cannot serve any useful purpose especially in technical subjects which could be achieved through collaborations between schools and industries. Due to the busy schedule, nature and engagements of many industrialists, they tend to showcase less interest in collaborative partnership with the schools.

This statement is backup by the words of Aniekwu and Ozochi (2010) who commented that there is no synergy between education and industry. An organized and industry-sensitive approach to education which is urgently needed has not been properly addressed and well initiated in the education system. Low public interest on skills acquisition programmes in the secondary schools inhibits schools' collaborative partnership with the industrialists. Every parent wants the child or ward to have a white collar job thereby paying less attention to entrepreneurship education. Edokpolor and Owenvbiugie (2017) opined that the low status associated with entrepreneurship education has made parents to have a strong preference towards white collar careers. Parents and elites clamor for other types of education and only opt for entrepreneurship education as their last resort. Most parents prefer their children or wards to study prestigious courses like medicine, engineering and law (Federal Ministry of Education, 2005). Parents are further discouraged by the low quality of entrepreneurship education, which seem to be attributed to a number of factors, such as the inadequate provision of financial, human, as well as material resources.

These situations have devalued the image of entrepreneurship education both in education and labour market whose negative consequences according to Ekpenyong and Edokpolor (2015) is the increasing rate of unemployment and level of poverty among secondary school graduates. Looking at the issue of unemployment and poverty closely, one would observe that most secondary school graduates find themselves at cross roads after completion of their secondary education programmes. Unemployment and poverty have become a national crisis, which has to be addressed if Nigeria is to enjoy sustainable development, with relative peace and security. The high rates of unemployment and poverty in Nigeria has necessitated the need for secondary schools to engage into collaborative partnerships with all stakeholders especially the industrialists on entrepreneurship education (Edokpolor & Owenvbiugie, 2017). With all the above challenges, it would be difficult to promote collaborative partnerships between the secondary schools and the industrialists which has negative consequences and impacts on achieving excellence in teaching and learning for students' skills acquisition.

CONCLUSION

Education generally has been reported as an effective tool for human empowerment in today's economy and world of work. Entrepreneurship education offered in the secondary schools are meant to provide students with requisite entrepreneurship skills that enable them to boost their competences and creativity for participation in national development. But teaching and learning opportunities available for teaching entrepreneurship taught-subject for students' skills acquisition through collaborative partnership between schools and the industrialists have not been fully well-implemented. The way and manner in which majority of these entrepreneurship taught-subjects are offered in the secondary schools is quite alarming because the graduates after schooling become unemployable in the industries; while most of them cannot be self-employed due to their poor and lack of exposures to practical works. This situation which has negative consequences on the national economy has warranted collaborative partnership with the industrialists which provide different training models for proper inculcation of entrepreneurship skills. Notwithstanding the benefits of collaborative partnership between secondary schools and the industrialists, yet certain challenges discussed in the paper inhibits the use of this process coupled with the training models that would bring about excellence in teaching and learning for students' skills acquisition in the Nigerian secondary schools. Given all these challenges inhibiting collaborative partnership between schools and the industrialists, the ways forward to curb these challenges inhibiting the achievement of excellence in teaching and learning of entrepreneurship education for students' skills acquisition in Nigerian secondary schools are hereby stated.

The Way Forward

To promote collaborative partnership between the Nigerian secondary schools and the industrialists, leading to the achievement of excellence in teaching and learning for students' entrepreneurship skills acquisition, the following has been suggested as a way forward:

1. The Nigerian government and Post Primary Education or Secondary Education Board should monitor the process of teaching and learning of all entrepreneurship taught-subjects in the secondary school to ensure effective compliance and adherence to policy directives. They should also create awareness to school authorities as a way to promote collaborative partnership between schools and the industrialists.
2. Secondary school principals should make out time to collaborate with the industrialists, if possible involve them in school administration. The principals through the employment of effective leadership practices, promoting good communication with industrialists and teacher encouragements would establish this process in the school.
3. The use of practical exercises in teaching and learning entrepreneurship taught-subjects than theory should be emphasized in Nigerian secondary schools and this should equally be an outlook during school inspection.
4. The government, Ministry of Education and Secondary Education Board should prepare and encourage the industrialists to support schools with training models that will promote entrepreneurship skills acquisition in the secondary schools.

5. The public mindset should be debunked from white collar jobs to promoting entrepreneurship skills which will enable parents encourage and support the use of collaborate partnership in the secondary schools.

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