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SCHOOL-INDUSTRY PARTNERSHIPS AS A DETERMINANT OF BUSINESS EDUCATION LECTURERS' EFFECTIVENESS IN PUBLIC TERTIARY INSTITUTIONS IN RIVERS STATE, NIGERIA

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Abstract

This study examined school-industry partnerships as a determinant of Business Education lecturers' effectiveness in Rivers State, Nigeria. Guided by 2 objectives, research questions, and null hypotheses, it used a correlational survey design. The population included 103 lecturers across 8 institutions, with no sample drawn due to the population size. Data were collected via two questionnaires: School-Industry Partnerships Scale (SIPS) and Business Education Lecturers' Effectiveness Scale (BELES), validated with reliabilities of 0.84 and 0.81 through Cronbach's Alpha. Simple regression addressed research questions, and t-tests associated with simple regression tested hypotheses at 0.05 significance using SPSS. Results of the study showed that industry curriculum development support and resource sharing to a very low extent determine lecturers' effectiveness, accounting for 5.5% and 5.1%, respectively, and were statistically insignificant. Based on that, the study concluded that school–industry partnerships, specifically curriculum development support and resource sharing, make only minimal and insignificant contributions to Business Education lecturers' effectiveness in public tertiary institutions in Rivers State. Thus, it was recommended that public tertiary institutions should strengthen internal professional development and curriculum review mechanisms rather than relying heavily on limited industry support for curriculum development.

Keywords: *School-Industry, Partnership, Business Education, Lecturers' Effectiveness*

INTRODUCTION

In modern economies, the need for graduates with both theoretical knowledge and practical skills has grown, making School–Industry Partnerships (SIPs) vital for aligning education with labour market needs, especially in Business Education. This field aims to produce competent individuals in business concepts, office technology, entrepreneurship, and vocational skills (Nwaokolo, 2020). The effectiveness of Business Education lecturers depends on their ability to integrate industry practices into teaching, highlighting the importance of collaboration between tertiary institutions and industry.

Lecturer effectiveness involves delivering instruction, facilitating skill development, managing classrooms, using modern technologies, and achieving learning outcomes (Okoli, 2018). It also includes demonstrating practical business operations, ICT integration, developing entrepreneurial skills, and mentoring students. Industry partnerships provide exposure to workplace realities through internships, attachments, shadowing, and professional workshops, which enhance teaching quality, confidence, and alignment with employer needs (Ezeani, 2021).

School-Industry Partnerships (SIPs) are structured collaborations aimed at improving teaching, research, and workforce preparation through training placements, curriculum support, guest lectures, joint research, and resource sharing (Akpan and Ukoima 2018; Emeya & Udukeke, 2018; Amuche & Onuma, 2019). They bridge classroom learning with real-world applications, updating lecturers on current industry trends and improving pedagogy (Umar & Abdullahi, 2021). Given rapid technological and behavioural changes in business, ongoing industry interaction is essential to keep lecturers' knowledge relevant and prepare students effectively. Consequently, this study focused on industry support for curriculum development and resource sharing.

Industry support for curriculum development refers to the active involvement of business organisations, employers, and industry experts in shaping, reviewing, and updating academic programmes to ensure that the curriculum reflects current workplace realities, emerging technologies, and professional skill requirements (Adeola & Adedoyin, 2022). Such support may take the form of advisory inputs, collaborative curriculum planning, provision of occupational standards, and participation in curriculum review committees. In Business Education, industry-supported curricula help lecturers gain clearer insights into contemporary business operations, thereby enhancing their ability to teach practical competencies, integrate real-world case studies, and adopt pedagogical approaches that align with labour market expectations (Mbakwe & Oguejiofor, 2021).

Consequently, lecturers' effectiveness is strengthened as they deliver more relevant and engaging instruction, guide students with up-to-date knowledge, and adapt teaching strategies to meet industry demands (Thompson & Kwarbai, 2020). However, industry support may not always enhance lecturer effectiveness if such collaborations are inconsistent, poorly coordinated, or fail to consider the unique academic contexts of public tertiary institutions (Chidozie & Osagie, 2023). In some cases, curricula heavily influenced by industry needs may prioritise technical skills over academic depth, thereby limiting lecturers' flexibility in applying diverse teaching methods (Eneh & Okonkwo, 2019). Similarly, inadequate institutional capacity, resistance to change, or limited professional development opportunities may prevent lecturers from translating industry-informed curricula into effective classroom practices (Bakare & Agboola, 2021). Thus, while industry support for curriculum development has the potential to enhance Business Education lecturers' effectiveness, its impact largely depends on the quality, continuity, and contextual fit of such partnerships.

Furthermore, industry resource sharing refers to the provision or joint utilisation of facilities, equipment, digital tools, training platforms, expertise, and other professional resources by industry partners to support teaching and learning in higher education (Okafor & Adebiyi, 2021). In Business Education, such shared resources may include access to modern office technologies, business software, guest experts, internship platforms, laboratories, and real-time organisational data, all of which help lecturers deepen their professional competencies and deliver instruction that mirrors current industry practices (Olatunji & Yusuf, 2022). When institutions benefit from resource sharing, lecturers gain exposure to contemporary tools and operational systems, improving their capacity to demonstrate practical skills, enhance students' workplace readiness, and adopt more innovative pedagogical approaches (Mensah & Boateng, 2020). In this way, industry resource sharing can significantly determine lecturers' effectiveness by enriching their knowledge base, bridging technological gaps, and enhancing their confidence in teaching both theoretical and applied business concepts (Jegede & Nwoke, 2023).

However, the impact of resource sharing is not always guaranteed. Inequitable access, irregular provision of resources, incompatible technologies, or lack of institutional support may hinder lecturers from effectively integrating shared industry resources into their teaching (Ogunseye & Fabusuyi, 2019). Furthermore, without adequate training or continuous engagement from industry partners, lecturers may struggle to utilise shared facilities optimally, thereby limiting the potential benefits of such collaboration (Akinlabi & Ojo, 2022). Thus, while industry resource sharing offers substantial promise for enhancing Business Education lecturers' effectiveness, its influence depends heavily on consistency, contextual relevance, institutional preparedness, and the depth of lecturer involvement.

Additionally, SIPs enhance curriculum relevance and innovation by connecting education with industry needs. Industry partners advise on skills, technology, and job trends (Abdullahi & Garba, 2023), helping lecturers update content and integrate real-world tasks. This benefits students' employability and boosts institutional reputation. In countries with strong school–industry ties, lecturers improve teaching, research, and mentorship (Kumi-Yeboah & James, 2019). Nigerian institutions should institutionalize SIPs to improve teaching quality, but face challenges like funding

shortages, outdated resources, limited professional development, and weak industry links (Okwuanaso & Nwadiani, 2020).

Business Education departments struggle to modernise curricula and technology, resulting in graduates who don't meet industry expectations. Better school–industry partnerships can enhance teaching quality by exposing lecturers to current business practices and technologies (Igweh & Uzoegwu, 2022). However, the impact of SIPs on Business Education lecturers in Nigerian public universities is under-researched, with many partnerships being poorly coordinated, informal, or short-term, and constrained by bureaucratic, policy, funding, and commitment issues (Agu & Okeke, 2021; Amadi & Okwor, 2022). This raises questions about the true effectiveness of SIPs and their influence on lecturer performance.

Given these concerns, it becomes essential to investigate school–industry partnerships as a determinant of Business Education lecturers' effectiveness in public tertiary institutions in Rivers State. The study is anchored on the assumption that effective collaboration with industry enhances lecturers' instructional delivery, exposure to professional practices, resource utilization, and ability to equip students with relevant business competencies. Understanding the nature, scope, and impact of these partnerships will help identify areas for strengthening policy frameworks, improving institutional support, and fostering sustainable collaborations with industry stakeholders. In essence, the background underscores the significance of aligning Business Education training with contemporary business realities through robust school–industry linkages to promote lecturer effectiveness and, ultimately, student success.

Statement of the Problem

School–industry partnerships have become increasingly essential for enhancing the relevance and quality of Business Education programmes, yet their utilisation and influence on lecturers' effectiveness in public tertiary institutions in Rivers State remain insufficiently explored. Although Business Education is designed to equip learners with contemporary occupational competencies, many public institutions continue to rely on outdated curriculum content and limited teaching resources, partly due to weak or inconsistent collaboration with industries. Support for curriculum development, one vital dimension of such partnerships, often appears inadequate, resulting in curricula that do not fully reflect current labour-market demands or emerging workplace technologies. Consequently, lecturers may struggle to deliver instruction that aligns with modern business practices, thereby affecting their professional effectiveness.

Similarly, resource sharing between schools and industries, including access to equipment, training materials, industrial expertise, and real-world learning environments, is frequently constrained. This lack of shared resources limits lecturers' opportunities for practical demonstrations, exposure to current industry standards, and engagement in professional upskilling. As a result, lecturers in public tertiary institutions may be compelled to teach theoretical concepts without sufficient practical reinforcement, ultimately diminishing instructional quality, student engagement, and overall programme outcomes. Therefore, the problem this study addresses is the extent to which the inadequacies in school–industry partnerships, particularly in curriculum development support and resource sharing determine the effectiveness of Business Education lecturers in public tertiary institutions in Rivers State

Aim and Objectives of the Study

This study aimed to investigate the extent school-industry partnerships determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State. Specifically, the objectives of the study sought to:

1. ascertain the extent industry support for curriculum development determines Business Education lecturers' effectiveness in public tertiary institutions in Rivers State.

2. determine the extent industry resource sharing determines Business Education lecturers' effectiveness in public tertiary institutions in Rivers State.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does industry support for curriculum development determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State?
2. To what extent does industry resource sharing determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State?

Hypotheses

The following hypotheses were tested at the 0.05 level of significance.

1. Industry support for curriculum development does not significantly determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State.
2. Industry resource sharing does not significantly determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State.

METHODOLOGY

This study used a correlational design to ascertain whether the independent variable (school-industry partnerships) determines the dependent variable (Business Education lecturers' effectiveness). The population was 103 Business Education lecturers across 8 public tertiary institutions in Rivers State. No sample size was selected due to the size of the population; thus, the total population served as the sample. The research used two questionnaires: School-Industry Partnerships Scale (SIPS) and Business Education Lecturers' Effectiveness Scale (BELES), each with demographic sections (A) and sections B for SIPS and BELES data, structured on a four-point Likert scale: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). Reliability tested via Cronbach's Alpha: 0.84 for SIPS and 0.81 for BELES. For the data that were analysed, research questions were answered using simple linear regression, while the t-test associated with simple regression was used to test hypotheses at a 0.05 level of significance. Out of 103 distributed questionnaires, 94 (91%) were retrieved and suitable for analysis.

RESULTS AND FINDINGS

Research Question 1: To what extent does industry support for curriculum development determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State?

Table 1: Simple Regression on the Extent Industry Support for Curriculum Development Determines Business Education Lecturers' Effectiveness in Public Tertiary Institutions in Rivers State

Model	R	R Square	Adjusted R Square	Extent of Determination	Decision
1	.234[a]	.055	.052	5.5%	Very Low extent

Decision Rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 1 revealed that the regression (r) and regression square (r^2) coefficients are .234 and .055 respectively, while the adjusted r square is .052. The extent of determination (i.e. coefficient of determinism) is 5.5% (.055×100). By implication, the result shows that industry support for curriculum development determines Business Education lecturers' effectiveness in public tertiary institutions in Rivers State to a very low extent by 5.5%.

Research Question 2: To what extent does industry resource sharing determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State?

Table 2: Simple Regression on the Extent Industry Resource Sharing Determines Business Education Lecturers' Effectiveness in Public Tertiary Institutions in Rivers State

Model	R	R Square	Adjusted R Square	Extent of Determination	Decision
1	.227[a]	.051	.049	5.1%	Very Low extent

Decision Rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 2 revealed that the regression (r) and regression square (r^2) coefficients are .227 and .051, respectively, while the adjusted r square is 049. The extent of determination (i.e. coefficient of determinism) is 5.1% (.051×100). By implication, the result reveals that industry resource sharing determines Business Education lecturers' effectiveness in public tertiary institutions in Rivers State to a very low extent by 5.1%.

Test of Hypotheses

Hypothesis 1: Industry support for curriculum development does not significantly determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State.

Table 3: t-test Associated with Simple Regression on the Extent Industry Support for Curriculum Development Significantly Determines Business Education Lecturers' Effectiveness in Public Tertiary Institutions in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
	B	Std. Error	Beta				
(Constant)	2.121	.136		15.606	.000		
1 Industry Support for Curriculum Development	.164	.035	.004	.110	.752	0.05	Fail to Reject Ho_1

a. Dependent Variable: Business Education Lecturers' Effectiveness

Table 3 revealed that the standard beta value and t-test are 0.004 and .110. The p-value of 0.752 is higher than the level of significance of 0.05. Therefore, the null hypothesis is accepted. By implication, industry support for curriculum development does not significantly determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State.

Hypothesis 2: Industry resource sharing does not significantly determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State.

Table 4: t-test Associated with Simple Regression on the Extent Industry Resource Sharing Significantly Determines Business Education Lecturers' Effectiveness in Public Tertiary Institutions in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	1.487	.099		15.043	.000	0.05	Fail to Reject Ho_3
	Security Gadgets	.004	.030	.007	.145	.885		

a. Dependent Variable: Business Education Lecturers' Effectiveness

Table 4 revealed that the standard beta value and t-test are .007 and .145. The p-value of 0.885 is greater than the significance level of 0.05. Therefore, the null hypothesis is accepted. By implication, industry resource sharing does not significantly determine Business Education lecturers' effectiveness in public tertiary institutions in Rivers State.

Discussion of Findings/Implications

The first finding of the study revealed that industry support for curriculum development accounts for only 5.5% of Business Education lecturers' effectiveness in public tertiary institutions in Rivers State. The tested hypothesis further showed that this support does not significantly determine lecturers' effectiveness. This is in line with the studies of Chidozie and Osagie (2023), Bakare and Agboola (2021), Thompson and Kwarbai (2020), and Eneh and Okonkwo (2019), who affirmed that industry support for curriculum development contributes to Business Education lecturers' effectiveness in public tertiary institutions in Nigeria to a low extent. The finding further suggests that there is minimal and infrequent interaction between schools and industries, which limits the impact of curriculum development support, making it too weak to meaningfully influence lecturers' effectiveness. This implies that without stronger and more consistent school–industry collaboration, curriculum enhancement efforts will remain ineffective in improving lecturers' performance.

The second finding of the study revealed that industry resource sharing accounts for only 5.1% of Business Education lecturers' effectiveness in public tertiary institutions in Rivers State. The tested hypothesis further showed that this resource sharing does not significantly determine lecturers' effectiveness. This finding is in tandem with Amadi and Okwor (2022), Akinlabi and Ojo (2022), Agu and Okeke (2021), and Ogunseye and Fabusuyi (2019), whose scholary works averred that industry resource sharing to a low extent determines Business Education lecturers' effectiveness in public tertiary institutions in Nigeria. A further explanation of the finding suggests that industries' limited willingness or capacity to share resources results in insufficient support for lecturers, leaving too little impact on their overall effectiveness. The implication of this is that lecturers' performance will remain largely unchanged unless schools and industries begin to collaborate in order for the industries to provide more substantial and consistent resource support.

CONCLUSION

Based on the findings, the study concludes that school–industry partnerships, specifically curriculum development support and resource sharing, make only minimal and insignificant contributions to Business Education lecturers' effectiveness in public tertiary institutions in Rivers State.

Recommendations

The following are recommended based on the findings and conclusions of the study:

1. Public tertiary institutions should strengthen internal professional development and curriculum review mechanisms rather than relying heavily on limited industry support for curriculum development.
2. The Management of Business Education Departments should prioritise improving institutional resource provision and teaching infrastructure since industry resource sharing currently offers little meaningful contribution to lecturers' effectiveness.

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