

Partnership Functions of Agro-Allied Industries and Agricultural Education Programme of Colleges of Education for Sustainable Manpower Development in Benue State, Nigeria

Dr (Mrs) Wombo, A. B. & Igbabaka, I.

Department of Agricultural Education University of Agriculture, Makurdi Benue State, Nigeria
adoowombo@gmail.com, kvaanhembaka@gmail.com

Abstract

Agricultural education for manpower development is an enormous responsibility that cannot be left in the hands of government alone, thus requiring an effective collaboration of all stakeholders involved. The paper examined the extent of partnership functions of agro-allied industries and agricultural education programme in Colleges of Education for sustainable manpower development in Benue state, Nigeria. Four research questions guided the study and a null hypothesis was tested. The study adopted a descriptive survey design. The population of the study was 64 which comprised 29 Lecturers and 35 management staff from Colleges of Education and seven agro-allied industries respectively in Benue State. The entire population was used. The instrument used for data collection was a 42-item structured questionnaire titled;- "Partnership Functions for Manpower Development Questionnaire" (PFMDQ). It was face validated by three experts in Agricultural education after a pilot test. Split-half method was used to obtain reliability coefficient of 0.82. Data collected were analyzed using mean to answer research questions and t-test to test the null hypothesis. Findings revealed that there is low extent of partnership functions by agro-allied industries in the provision of instructional materials, and lecturers' in-service training for professional efficiency. It also showed that there is low extent in the partnership functions of agricultural education programme to agro-allied industries. The study concluded that both the agro-allied industries and agricultural education programme seem to have failed in their partnership functions towards sustainable manpower development. It recommended enlightenment campaigns, putting in place public relations unit and government to monitor to ensure strict compliance to partnership functions highlighted for mutual benefit by both the agro-allied industries and agricultural education programme.

Key words: Partnership functions, agro-allied industries, agricultural education, colleges of education, manpower development.

Introduction

Provision of education by any nation to her citizens is a deliberate effort aimed at adequately equipping individuals with requisite knowledge and practical skills useful in the world of work. The Nigerian government having consciously recognized the critical role of education for her quest for technological attainment and job creation has taken the provision of formal education very seriously (National Policy of Education-NPE, 2004). This is the basis for the concerted efforts for the introduction of Technical Vocational Education and Training (TVET) especially at the tertiary level of education in the country.

Technical Vocational Education and Training (TVET) offered in the country is a comprehensive programme on technologies, related sciences, practical skill acquisition and knowledge for occupations in various sectors of economic and social life (UNESCO in Azonuche, 2015). Technical Vocational Education and Training (TVET) provided to students at tertiary level of education especially in Colleges of Education in the country is to inculcate practical and applied skills as well as scientific knowledge in students for useful living (NPE, 2004). Technical vocational education and training programme offered in the country's Colleges of Education covers agricultural education, business education, computer education, fine and applied arts, home economics and technical education

(Umanah, 2013). A graduate of any of these three-year programme is certified with a Nigeria Certificate in Education (NCE).

Training provided at College of Education equips one with entry qualification useful in the world of work, thus bridging the manpower gap, reducing the unemployment rate, and invariably helping in curbing social vices associated with unemployment such as arm robbery, thuggery, prostitution, and kidnapping. The responsiveness and functionality of TVET programme to the nation requires a very robust government policy framework, human and material resources, and infrastructure for sustainable manpower development to meet the nation's manpower need. There is no gainsaying that TVET programme is capital intensive (Okoye & Chijioke, 2013) in terms of human and material resources if aims and objectives are to be attained.

It is pertinent to stress that in the face of inadequate government funding for higher education, it is justifiable for beneficiaries to some extent bear a reasonable part of the cost of higher education by financing activities of tertiary education in the country (Egwu, 2009; Okorafor, 2010; Odu, 2011; Yusuf & Soyemi, 2012). This was perhaps the basis for the setting up of Gray Longe Commission (Agada & Abrokwah, 2018). The Commission recommended funding of higher education among various interest groups within the economy which include the various tiers of government, parent/sponsors of students, the private sector, and the higher institutions themselves (Faniran & Akintayo, 2012). According to Obanya (1999), the attainment of meaningful higher education requires the genuine participation of the public, the organized private sectors, donor agencies, individuals, and civil society. The author contended that funds are required for recruitment of personnel, structures/facilities and instructional materials are sacrosanct for quality assurance. Without finances and materials, success cannot be achieved as noted by Okoye and Avimonu (2016). Other important areas that require continuous funding is in the training and retraining of personnel for quality assurance and professional growth for staff to be abreast of the dynamics in the world of work if graduates of Colleges of Education are to be relevant. The provision of education though a government responsibility, it is obvious that her efforts alone seem to have failed to meet standard required, which prompted the call for private partnership in the provision of quality education to reduce over reliance on government (Uwaifo, 2010). There is therefore the need for both agro-allied industries and agricultural education programme in Colleges of Education to partner with one another for manpower need in Benue state.

Benue State as an agrarian state in North-central, Nigeria is unfortunately not privileged to have many agro-allied industries. The few that are functional include Miva rice, Ashi rice, Oracle livestock feed mill, Tule oils, Seraph oils, Tito yoghurt and organic fertilizer companies. It is incumbent on these agro-allied industries to partner with Colleges of Education in the provision of Agricultural Education. This can be achieved through purposive intervention by either direct funding of projects, or instituting endowment funds for lecturers or scholarships awards. The current state of Colleges of Education in Benue state which is characterized by lack of materials to effectively run Agricultural Education programme has necessitated private sector intervention. Colleges of Education in the state offering agricultural education programme are;- College of Education Katsina-Ala located in the Northeast and College of Education Oju located in the southern geopolitical zone of the state.

The call for the agro-allied industries in partnering with institutions offering vocational education has become imperative to develop skilled manpower for the nation. This is coming at a time there is general outcry that the quality of graduates from Nigerian institutions of learning has been a major subject of concern (Egbiri & Chukwuedo, 2013) because they lack employable skills in line with new labour demands (Okolocha, 2012). According to Idris and Mbudai (2016) our tertiary institutions are noted for producing individuals who failed to acquire skills, knowledge and varied technological expertise to meet the specific needs of the industrial sector. This has prompted Edu and Effiong (2013) to aver that the inability of the Nigerian educational system to provide youths with the demands of industry and inability to be self-employed have led to the turning out of restless and disconnected generation of youths. An in-depth analysis of this unfortunate state is often blame on lack of materials/facilities, lack of laboratory/workshops, poor teaching-learning environment and poorly trained teachers to man the existing facilities that are in obsolete state (Umanah, 2013). The consequence is that the nation's tertiary institutions would continue to produce half-baked graduates that will be rejected for employment in the industrial sector thereby compounding the problem of unemployment and youth restiveness.

Colleges of Education in Benue state with programmes in agricultural education as noted by Oviawe (2018) cannot successfully live up to the expectations of producing high quality manpower with advanced skills without collaborating with the private sector because of the capital-intensive nature of TVET and since there is lack of

commitment on the part of government to fund technical and vocational education programme. In the words of Osidepe, (2017), investing in human capital development will help to develop individuals with more employable skills and globally competitive workforce to drive key sectors of the economy. According to Okpor and Hassan (2012) the provision of functional and qualitative education is a collective responsibility of both the public and private individuals in building school infrastructure, increase funding and upgrading of school buildings. It is rather unfortunate that the agro-allied industries (industry) in the nation just like any other African country is yet to demonstrate her commitment in funding tertiary education (Bogoro, 2015; Osidepe, 2017). The matter is worsening due to the inability of tertiary institutions to be responsive to the industrial sector. This will continue to affect not just the quality of graduates produced but the industrial sector would be left with no available alternative but to seek for foreign assistance (Ekanem, 2018).

Agricultural Education programme offered at Colleges of Education is not just concerned with the production of manpower that can teach but a workforce that can bridge the gap between theory and practice. This can only be practicable when modern tools/equipment, machines, chemicals, and staff development is taken very seriously. Only then, can Colleges of Education be able to continually produce the workforce that can stand the test of time. It was on this basis that the researchers have taken it up to investigate partnership functions of agro-allied industries and agricultural education programme of Colleges of Education for sustainable manpower development in Benue State, Nigeria.

Statement of the Problem

Education in Nigeria seems to have continuously failed to adequately equip her products with sealable or employable skills (Okolocha, 2012). The labour markets looking up to tertiary institutions for her graduates who are qualified and competent are left with no option but to express disappointment at their lack of technical competence. Despite the desire or willingness of the industrial sector to employ graduates from tertiary institutions, employers of labour are often left with no alternative other than rejecting them due to lack of technical competence. This is perhaps not unconnected with the high rate of unemployment and attendant social vices in the country since most graduates of our tertiary institutions are deficient in skills thus not finding placement in the world of work. This serious doubt on the quality of our education in meeting the manpower deficit has prompted mind boggling questions such as what is state of funding, facilities, and staff professional development in our Colleges of Education?. This calls for holistic investigation into the role of the private sector particularly the agro-allied industries in the provision of vocational technical education. Conversely, what is the responsiveness of our tertiary institutions (Colleges of Educations) to meeting the demands of the employers of labour in line with the prevailing occupational demands? Spurred by a genuine concern to answer these questions with the aim of truly identifying the actual cause of this unfortunate state of education in our tertiary institutions has been the compelling desire to investigate partnership functions of Agro-Allied Industries and Agricultural Education programme in Colleges of Education for sustainable manpower development in Benue State, Nigeria.

Objectives

The specific objectives for the study were to:

1. determine the extent of partnership functions between agro-allied industries and agricultural education programme in the training of students in Colleges of Education;-
2. determine the extent of partnership functions between agro-allied industries and agricultural education programme in the provision of instructional materials/equipment in Colleges of Education in Benue State;-
3. examine the extent of partnership functions between agro-allied industries and agricultural education programme in training and retraining of staff (Academics and Non-Academics) in Colleges of Education in Benue State;- and
4. ascertain the extent of partnership functions between Agricultural Education programme in Colleges of Education and Agro - Allied Industries in Benue State.

Research Questions

The study was guided by four research questions.

1. What is the extent of partnership functions between agro-allied industries and agricultural education programme in the training of students in Colleges of Education?
2. What is the extent of partnership functions between agro-allied industries and agricultural education programme in the provision of instructional materials/equipment in Colleges of Education in Benue State?

3. What is the extent of partnership functions between agro-allied industries and agricultural education programme in training and retraining of staff (Academics and Non-Academics) in Colleges of Education in Benue State? and
4. What is the extent of partnership functions between Agricultural Education programme in Colleges of Education and agro -allied Industries in Benue State?

Hypothesis

There is no significant difference in the mean responses of managers of agro-allied industries and staff of agricultural education programme in Colleges of Education on industry school partnership functions for sustainable manpower development in Benue State.

Methodology

The study was carried out in Benue State, Nigeria. It adopted a descriptive survey research design since it sought the opinion of the subjects on the issue under investigation. The population for the study was 64 made up of 29 Lecturers from College of Education, Katsina-Ala and Oju in Benue State and 35 Management staff from five agro-allied industries- Ashi Rice, Miva Rice, Seraph Oils, Tule oils and Oracle Livestock feeds in Benue State. The entire population was used due to its small and manageable size hence no sampling was done. The instrument used for data collection was a 42-item structured questionnaire titled: Partnership Functions for Manpower Development Questionnaire (PFMDQ). The instrument was divided into four (4) sections. Section A contains eight (8) items relating to agro-allied industries partnership functions to students training, section B consists of eighteen (18) items that elicited information on agro-allied industries partnership functions in the provision of instructional materials/facilities, section C on the other hand had eleven (11) items pertaining agro-allied industries partnership functions towards staff development and section D was made up of 5 items that sought information on agricultural education programme partnership functions to the agro-allied industries. All items of the questionnaire response options were anchored on a four-point Likert scale of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE). The instrument was subjected to content validity and face validity by three experts in agricultural education and pilot tested on twenty respondents from Federal College of Education Obudu, Cross River State after which spilt-half method was used to obtain reliability coefficient of 0.82. Sixty-four (64) copies of the instrument were distributed and all retrieved, indicating one hundred percent returned rate. Data collected were analyzed using mean to answer research questions. The criterion mark of 2.50 was set which indicated that any item with mean value equal to or above the benchmark was regarded as being of Great Extent (GE). Conversely an item with mean value below the criterion mark was considered as being of Low Extent (LE). The null hypothesis was tested at 0.05 level of significance using t-test statistics.

Results

Research Question 1: What is the extent of partnership functions between agro-allied industries and agricultural education programme in the training of students in Colleges of Education?

Table 1: Mean ratings of responses of Lecturers and Managers on Extent of Agro-allied Industries Partnership Functions towards the Training of Students of Agricultural Education Programme (N=64).

Sn	Item statements	Mean	S	Remark
1.	Award of scholarship to deserving students.	1.542	.780	LE
2.	Award of prizes or awards to best performed student of agricultural education programme.	1.840	.571	LE
3.	Providing grants for students' projects.	1.727	.646	LE
4.	Organizing career seminars/excursions.	1.475	.877	LE
5.	Sponsorship of students' career tour or excursions.	1.634	.914	LE
6.	Placement of students on Industrial Work Experience Scheme (SIWES).	3.235	1.069	GE
7.	Evaluation of Students Industrial Work Experience Scheme (SIWES).	3.717	.636	GE
8.	Granting automatic employment to best performing student on graduation.	1.762	1.047	LE
	Grand mean	2.116	0.817	LE

S= Standard deviation, GE= Great Extent, LE=Low Extent

Table 1 revealed that two out of eight items have mean values of 3.235 and 3.717 respectively on a 4-point rating scale above the benchmark of 2.50. This shows that placement of students on Industrial Work Experience Scheme-SIWES and evaluations of Students Industrial Work Experience Scheme are provided at a great extent. The grand mean of 2.116 however revealed that the partnership functions between agro-allied industries and agricultural

education programme in the training of students in Colleges of Education are provided at low extent since the grand mean is below the benchmark of 2.50.

Research Question 2: What is the extent of partnership functions between agro-allied industry and agricultural education programme in the provision of instructional materials/equipment in Colleges of Education in Benue State?

Table 2: Mean ratings of responses of Lecturers and Managers on the Extent of Agro-allied Industry Partnership Functions in the Provision of Instructional Materials/Equipment for Agricultural Education Programme (N = 64)

Sn	Item statements	Mean	S	Remark
1.	Provision of multimedia facilities for teaching and learning.	.777	.755	LE
2.	Provision of white boards and markers.	.912	.868	LE
3.	Provision of textbooks or resource materials.	.968	.894	LE
4.	Provision of e-library.	.382	.320	LE
5.	Provision of stationeries.	.742	.819	LE
6.	Building and donation of lecture halls/theatres to the department.	.811	.819	LE
7.	Donation of laboratory to the department.	.973	.922	LE
8.	Renovation of departmental buildings or structures.	1.010	.739	LE
9.	Donation of farm tools or equipment for practical purpose.	.833	.746	LE
10.	Provision of seeds or seedlings to the department for practical.	1.291	1.077	LE
11.	Setting up of demonstration farms.	.736	.711	LE
12.	Provision of agro-chemicals (herbicides and pesticides).	.667	.334	LE
13.	Provision of fertilizers.	.710	.777	LE
14.	Provision of tractor or other farm machinery.	.731	.624	LE
15.	Repair of machines or equipment.	1.022	1.340	LE
16.	Printing of manual guides for practical purpose.	.857	.823	LE
17.	Leasing of tools or equipment to the department.	.583	.619	LE
18.	Sharing of resource materials.	.778	.758	LE
Grand mean		1.425	.748	LE

S= Standard deviation, GE= Great Extent, LE=Low Extent

Table 2 revealed that all the eighteen items have mean values ranging from .382 - 1.291 on a 4-point Likert scale below the benchmark of 2.50. This shows that the eighteen items are provided at a low extent. The grand mean of 1.425 revealed that the partnership functions between agro-allied industries and agricultural education programme in the provision of instructional materials/equipment in Colleges of Education in Benue State are provided at low extent since the grand mean is below the benchmark of 2.50.

Research Question 3: What is the extent of partnership functions between agro-allied industries and agricultural education programme in training and retraining of staff (Academics and Non-Academics) in Colleges of Education in Benue State?

Table 3 Mean ratings of responses of Lecturers and Managers on the extent of agro-allied industries partnership functions to training and retraining of lecturers of agricultural education programme (N=64).

Sn	Item statements	Mean	S	Remark
1.	Sponsorship of staff to conferences or seminar or workshops for professional growth.	2.095	.784	LE
2.	Provision of staff quarters.	1.717	.955	LE
3.	Provision of conducive office accommodation.	1.510	.732	LE
4.	Provision of office equipment- tables, chairs, and filling cabinets.	1.567	.981	LE
5.	Refurbishment of lecturers' utility vehicles.	1.500	.947	LE
6.	Initiating of awards to outstanding lecturer or staff.	1.390	.840	LE
7.	Provision of utility vehicles to lecturers.	1.507	.840	LE
8.	Industrial personnel serving as special guest lecturers.	1.579	.879	LE
9.	Assisting in the formulation of trade curriculum in line with occupational requirements of industries.	1.426	.652	LE
10.	Sponsorship of lecturers' researchers in areas of specific interest.	1.563	.982	LE
11.	Regular provision of financial bonuses to lecturers.	1.222	.841	LE
Grand mean		1.552	.858	LE

S= Standard deviation, GE= Great Extent, LE=Low Extent

Table 3 revealed that all the eleven items have mean values ranging from 1.222 - 1.717 on a 4-point Likert scale below the benchmark of 2.50. This shows that all the eighteen items are provided at a low extent. The grand mean of 1.552 revealed that the partnership functions between agro-allied industries and agricultural education programme in the training and retraining of lecturers in Colleges of Education in Benue State are provided at low extent since the grand mean is below the benchmark of 2.50.

Research Question 4: What is the extent of partnership functions between Agricultural Education programme in Colleges of Education and Agro - Allied Industries in Benue State?

Table 4: Mean ratings of responses of Lecturers and Managers on the Extent Agricultural Education Programme Partnership functions of Colleges of Education to Agro - Allied Industries (N=64).

Sn	Item statements	Mean	S	Remark
1.	Providing consultancy services to agro-allied industries in the state.	1.903	.929	LE
2.	Organizing training and retraining of agro-allied industries staff.	1.092	.641	LE
3.	Posting students in the department to the agro-allied industries for Industrial Work Experience Scheme (SIWES).	3.415	.552	GE
4.	Conducting research on request from agro-allied industries.	1.364	.679	LE
5.	Transmission of research findings to agro-allied industry.	1.519	.936	LE
Grand mean		1.859	.747	LE

S= Standard deviation, GE= Great Extent, LE=Low Extent

Table 4 revealed that one out of eight items has mean value of 3.415 on a 4-point rating scale above the benchmark of 2.50. This shows that posting students in the department to the agro-allied industries for Industrial Work Experience Scheme (SIWES) is provided at a great extent. The grand mean of 1.859 however shows that the partnership functions between Colleges of Education to agro-allied industries are provided at low extent since the grand mean is below the benchmark of 2.50.

Hypothesis: There is no significant difference in the mean responses of managers of agro-allied industries and staff of agricultural education programme in Colleges of Education on industry school partnership functions for sustainable manpower development in Benue State.

Table 5: t-test Analysis of the Mean Ratings of the Responses of Lecturers and Managers on Partnership Functions for Sustainable Manpower Development in Benue State (N=64).

Variables	Mean	SD	n	Df	t-cal	t-cri	Sig.	Decision
Lecturers	1.708	0.761	29	62	0.335	2.01	0.05	NR
Managers	1.775	0.837	35					

SD = Standard Deviation, n =Number of respondents, df= degree of freedom, t-cal = t-calculated, t-cri= t-critical, Sig. = Significance level, NR= Not rejected.

Table 5 revealed that the t-test calculated value of 0.335 was less than the t-test critical value of 2.01. This indicated that the null hypothesis was not rejected;- hence there was no significant difference in the mean responses of Lecturers of agricultural education programme in Colleges of Education and Managers of agro-allied industries in Benue State.

Discussion of Results

Finding in Table 1 revealed that partnership functions between agro-allied industries and agricultural education programme in the training of students in Colleges of Education are provided at low extent. This contradicts earlier finding by Bakare, Maashin and Tiough (2015); and Njoku, Anaele and Clement (2015) who reported that partnership functions between agricultural education programme and industries are provide at great extent especially in awarding scholarship to deserving students, providing grants for students' projects and awarding prizes or awards to best performed student of agricultural education programme. The finding is also in disagreement with finding by Abanyam, Abanyam and Awoh (2015) that employment opportunities are provided for the trainees at a great extent. It further disagrees with finding by Nwokore (2015) who reported that students are motivated for technical and vocational education through financial supports in form of allowances at a great extent. This finding implies that students of agricultural education programmes in Colleges of Education just like their counterparts in other TVET programmes cannot possess practical skills that are in line with the current needs of the industrial sector. The finding is a pointer that the industrial sector has not taken the motivation of students in terms of awards and scholarship very serious, thus failing to attract young people to TVET programmes particularly agricultural education. It is important for the agro-allied industries to evolve strategies capable of attracting the youths to agricultural education programme.

Table 2 finding showed that the partnership functions between agro-allied industries and agricultural education programme in the provision of instructional materials/equipment in Colleges of Education in Benue State are provided at low extent. This supports earlier finding by Ukonze and Ajala (2015) who reported low industry- tertiary institution partnership especially in equipment and facilities sharing. The finding does not support Bakare, Maashin

and Tiough (2015); and Ndem and Okafor (2015) who reported industry- tertiary institutions partnership in the provision of modern facilities for teaching and learning, donation of classrooms/books, donation of buses, renovation of buildings/workshops and leasing of farmland to the school for practical. The deplorable state of teaching and learning materials, and infrastructural deficit witnessed in our tertiary institutions of learning is not unconnected with lack of commitment on the part of the industry in the provision of materials and facilities that can promote technical education. With the present state of inadequate or outdated equipment/tools, Colleges of Education in the state will continue to develop manpower that cannot bridge the gap between theory and practice in their workplace (Umanah, 2013). This would culminate into production of half-baked graduates without practical skills needed in the country for job placement and performance (Egbiri & Chukwuedo, 2013). This can only be solved with an effective industry-tertiary institution partnership. Otherwise, the production of youths without employable skills will continue unabated (Edu & Effiong, 2013).

Table 3 finding revealed that the partnership functions between agro-allied industries and agricultural education programme in the training and retraining of lecturers in Colleges of Education in Benue State are provided at low extent. This finding disagrees with Ndem and Okafor (2015); Bakare, Maashin and Tiough (2015) who have reported industry-tertiary institutions (Colleges of Education) partnership in the areas of retraining of staff, sponsorship of staff to conferences/seminars/workshops, award to outstanding staff, scholarships to staff for further education for knowledge update. This finding has obviously revealed that many of the staff of Agricultural education programme who cannot access government sponsorship might have to resort to the use of personal resources which may tend to discourage them. This might be link to some staff that who have stayed on the job for a long time without retraining to be abreast with current skill requirements by industries. The most they can do is to impart obsolete knowledge that is no longer needed in today's world of work that is competitive. Another implication of this finding on the quality of manpower development in Colleges of Education is that since staff are not getting incentives (Sofoluwe, 2013) and are working under deplorable conditions they would be constrained, thereby affecting their productivity and quality of teaching which may be linked to graduates without employable skills.

Table 4 finding revealed that the partnership functions between Colleges of Education to agro-allied industries are provided at low extent. The finding on agricultural education programme (tertiary institution) partnership functions to agro-allied industries is in dissonance with Egbiri and Chukwuedo (2013); Njoku, Anaele and Clement (2015) assertion that there is tertiary institutions-industry partnership in collaborative research project and encouraging research with commercial value. Ekanem (2018) reported partnership between that Federal University of Agriculture Abeakuta to the industry when the former conducted research into soybeans popularization project in 1999 for Nestle. Also, Ahmadu Bello University-ABU on request from Nigerian Breweries in 2003-2006 developed two sorghum hybrids with the potential yield of 0.8 metric tons/hectare to 4 metric tons/hectare. This finding indicated that Agricultural Education programme of Colleges of Education is not responsive to the agro-allied industries, and this may have accounted for industries seeking foreign assistance on areas of needs rather than the local tertiary institutions. Also, the reason for the noninvolvement of the industrial sector in the funding and support of education cannot be divorced from the inability of our institutions in carrying out and transmitting researches that meet the needs or demand of the industries.

Conclusion

The responsibility for effective manpower development in our Colleges of Education for the industrial sector is enormous thus requiring collaboration between the tertiary institutions and the industry. Based on the findings, partnership functions expected to be played by both the agro-allied industries and agricultural education programme in Colleges of Education are at low extent. It revealed evidently that no partnership function existed between the agricultural education programme and the agro-allied industries in Benue state Nigeria in the training of students, provision of instructional materials/facilities, retraining of staff and agricultural education is not responsive to the industry in meeting their demands. It was therefore concluded that the inability of both the agro-allied industries and agricultural education programme to play their partnership functions has been responsible for products of agricultural education programme not possessing employable skills that match the current demands of the industry.

Recommendations

Based on the findings, the study recommended the following

- Enlightenment campaigns with the aim of educating both the agro-allied industries and staff of agricultural education programme on mutual benefit for partnership in the areas of funding/sponsorship and research be

organized by agricultural educationists. This would help in building confidence in the industrial sector that solutions to their problems can be found locally if our institutions are well equipped with modern teaching and learning materials or facilities.

- Colleges of Education in the state can put in place functional Public Relations (PR) unit with the responsibility of transmitting some of the success recorded that could be of importance to the industries and on the other hand, attracting funding or sponsorship from the industrial sector.
- Government is advice to put in place a vibrant policy to monitor and ensure strict compliance to industry-institutions partnership functions in the funding, sponsorship and provision of materials and equipment for effective training and manpower development that are employable.
- Institutions should as a matter of fact take practical very seriously to ensure their products are well equipped with competencies that correspond or match with current demand of the industrial sector.
- As a means of encouraging staff and attracting students to agricultural education programme, incentives such as scholarships, merit award and bonuses be instituted by the agro-allied industries to promote agricultural education.
- In as much as industries have a role to play in the funding of tertiary institutions, government should not renege on her responsibility of providing modern facilities/equipment for practical purposes and replace obsolete infrastructure in Colleges of Education.

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