



Adaptability of school-industry collaboration on technical vocational education training (TVET) skill development for socio-economic inclusiveness in Lagos State, Nigeria

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Abstract

The study examined adaptability of school-industry collaboration on TVET skill development for socio-economic inclusiveness in Lagos State, Nigeria. Specifically, the study determined the adaptability of school-industry collaboration in enhancing TVET skill development in Lagos State as well as the adaptability of TVET skills development of students in enhancing socio-economic inclusiveness in Lagos State. For this investigation, we used a significance threshold of 0.05 to assess two (2) null hypotheses and two (2) research questions. Researchers used a descriptive research strategy for this investigation. A total of 1,028 individuals were considered to be part of the target demographic. We used purposive sampling methods to pick a sample of 228 people. A researcher-created questionnaire served as the data gathering tool. Three (3) professionals verified the tool. Using Cronbach's alpha as a measure of reliability, we found that the scale was .86 reliable. We used ANOVA to test our hypotheses and mean and standard deviation to examine the data we obtained. The study found that the objectives of students' industrial work experience scheme have not been achieved, that the challenges identified in this study enormously impede against its achievement and that the remedial approaches proffered by the researcher have the ability to advance the students' industrial work experience scheme towards achieving the set objectives. The researcher therefore recommended that bridging the school workforce divide requires that the collaboration between industries and institutions be strengthened.

Keywords: TVET, Collaboration, School-Industry Collaboration, Skill Development, Social Inclusion and Socio-economic Development

Introduction

The attainment of occupational skills is broadly regarded as a crucial catalyst for economic and technological advancement. This illustrates how Technical Vocational Education and Training (TVET) fosters skill development for the socioeconomic and technological progress of nations globally. TVET is an educational framework that equips learners with the skills, information, and attitudes necessary for

successful employment across diverse occupations. Technical and vocational education equips students with specialized skills in particular areas, enabling them to become innovators, implementers, and coordinators of technological advancement inside a nation (Tide Newspaper, 2017). TVET has successfully provided education in areas such as retail, computer technology, arts and crafts, and many other fields, reaching a wide

audience in today's society. It serves as a complement to the academic programs offered by colleges and universities. TVET supports lifelong learning across secondary, postsecondary, and tertiary education levels, integrating work-based learning, career development, and ongoing educational opportunities (Yusop et al., 2023).

TVET is internationally acknowledged for its function in equipping individuals for active participation in valuable occupations and serving as a proficient source of skilled labor. Pavlova and Singh (2022) observed that global governments and policymakers concur that skills development in TVET is intended to acquire suitable skills for employment, hence facilitating sustainable development. This is due to its provision of life skills that foster the creative and innovative thinking essential for thriving in the competitive business landscape of the 21st century.

In TVET, presentations and assessments emphasize the acquisition and application of practical skills in authentic or simulated work settings (Bunning et al., 2022). Egbekun (2008), as cited in Manbete & Bobboi (2018), defines TVET as a systematic conveyance of knowledge, skills, and attitudes, indicating that an individual must undergo training in a specific vocation or occupation, which, when effectively applied, can enhance the individual's earnings and foster self-reliance. N Vocational and technical education is defined by yanabo and Ahukannah (2010), cited in Saue (2015), as an approach to education that teaches students the hands-on, manipulative skills essential for the creation and maintenance of human capital. TVET promotes the development or establishment of lawful commercial or profit-driven endeavors. Oladejo (2019) asserted that TVET equips individuals with the requisite competences to initiate and thrive in a profession. Technical and vocational education trains technically minded students or individuals who will ultimately become originators, implementers, and coordinators of a nation's technology progress (Tide News, 2017).

TVET is a method of education that is inherently didactic. Teaching, learning, and research focused on various crafts, jobs, and professions (Olabiyi, et al., 2019).

Television and Technical Education and Training (TVET) comes out to the market as a necessary tool in alleviating the economic misfortunes, which are currently faced by our country, specifically the technological innovation, altering occupational mobility trends, and increased unemployment rates, among others (Olabiyi and Chinedu, 2018). TVET programmes provide students with the necessary skills needed to easily fit in the job market by ensuring that they develop sustainable livelihoods in an ever-changing professional environment. As a result, such graduates have better opportunities to engage in fruitful work, receive more identity as the sense of personal agency, and, as a consequence, make a significant contribution to the overall socio-economic development.

The versatility of the competencies that are developed by TVET is emphasized by scholars like Edokpolor and Owenbiugie (2017) and Anumnu (2014), who list such skills as creative cognition, effective communication, problem-solving aptitude, and product promotion skills. TVET, therefore, inculcates the desirable employability characteristics and dispositions that are necessary in order to excel in the work environment. Nungse et al. (2020) with reference to Evans and Spruce (2005) reiterate that the industry is under a continuous state of flux with new design paradigms and organisational forms constantly being developed. Innovation will not be overtaken by design because design will go beyond the limits of physical artefacts or digital interfaces to create more holistic experiences. The greater need is then the more that academic institutions and industry stakeholders work hand in hand to satisfy these emerging needs.

Collaboration has often been mixed up with the associated concepts of joint ventures, coordination, networks, partnerships, alliances, and coalitions, although the concepts might be substitutable (Morris and Miller-Stevens

2016). It has evolved to be a central instrument in solution to economic and social development issues. Specifically, the inter-organizational collaboration has gained greater importance to reach an objective that cannot be accomplished by any particular organization (Gajda 2004, cited in Veung 2024). Partnership in schools with industry is not only an effective way of providing students with first hand practical experience but also imparting theory and ensuring a strong work ethic.

Institutions of technical and vocational education and training (TVET) should also partner with enterprises in order to develop the skills and knowledge of the students, as well as to equip teachers with the requirements of the labour market (Fulmore et al. 2023; Succi and Canovi 2020). This type of cooperation in industries can enhance alignment of TVET programs to the changing requirements of the contemporary industries (Fulmore et al. 2023).

In the absence of such synergy, the ability to increase the employability of TVET graduates is minimal. With the ever-changing technology and changing labour market demands, it is critical to align learning institutions with the production of applied skills. Proper school industry partnership is dependent on long-term cooperation between the industry and academia. According to Anumnu (2025), formal knowledge-sharing partnerships with local and international businesses, investors, governmental bodies and non-governmental organisations should be strategically developed by the institutions of higher learning in Nigeria. These alliances should be supported by strong knowledge-management practices, which would lead to the sustained flow of resources, mentorship, internship, and market intelligence.

Fleming et al. (2018) argue that the work-integrated learning model can foster the societal sustainability only in case the relationship between the institutions, communities, and industry is strong, resilient, and reciprocal with emphasis on communication, commitment, and compatibility throughout the relational process.

The partnership between TVET institutions and industry is thus crucial in the process of guaranteeing the relevance of TVET programme, enhancing competencies of students, and developing relevant skills, which, in turn, will lead to the enhancement of the economic growth (Khuram 2024).

In an effort to make TVET more accessible, relevant, and high quality, both the public and the private organisations are making their contributions. This collaboration is also applicable in state universities. In such partnerships, the technical know-how and resources of the private sector, as well as its market knowledge balance regulatory and policy-making capabilities of the public sector. According to Remington and Yang (2020), this type of TVET partnership is essential since it will connect education and employment directly to each other, ensuring that training programmes are based on the current market needs and technological innovations. As a result, students are in a better position to prepare themselves to the demands of the ever-changing labour market.

Chukwuka and Konye (2024) point out that well-organized mentorship programmes, industry-based workshops, and community-based internships significantly improve entrepreneurial acumen and employability opportunities of students. According to Anumnu (2025), three key stakeholders to engage in successful development of TVET skills include academia, government, and industry. The scholarly job involves the design of the curriculum, theoretical investigation, and teaching; governmental the establishing of government policies, legal frameworks, and the funding; industry involves the practical mentoring, internships (such as Students Industrial Work Experience Scheme, SIWES) and the provision of real-world problem situations. As Adelowo et al. (2023) note, strategic knowledge-sharing between higher education institutions and external stakeholders is the best way to align the curriculum with real business needs.

The development of skills is one of the central drivers of increasing inclusiveness,

employability, productivity, and sustainable development. It is a form of investment in the human capital that enhances training products, labour productivity, and the general state of the economy (Nungse et al. 2020). Development of skills creates a vicious cycle of high production, better work opportunities, higher earnings and wider development. In this regard, skills training structure and approach should be deliberately restructured to fulfill the future needs of employment. According to Schleicher (2018), the focus on lifelong learning has only gotten more acute, as employees turn to lifelong learning to remain competitive. According to the projections of World Economic Forum (2020), the requirements of the workers possessing technical and vocational skills, like coding, data analysis, and engineering skills, among others, will grow as countries switch to the knowledge-based economies.

Therefore, in order to make sure that the graduates are equipped with both theoretical and practical skills, a number of countries have managed to introduce dual education systems. An example of such a model is the German one, which incorporates theoretical teaching with actual factory practice (Euler 2013). The integrated approach of academia, government and industry thus establishes the optimal approach to TVET education and this is possible through institutions-based workshops that are financed by public-private partnership and innovation hubs as they involve policymakers, teachers and entrepreneurs. This, subsequently, leads to better sustainability of the graduates and the realization of their entire involvement in the national socio-economic development.

Socio economic development refers to social and economic development. It entails projects aimed to create, attract, and hold wealth and jobs and enhancement of a strong, inclusive, and modern economy (Olabiyi 2020). It establishes the interests of the population as part of the development of social policies and economic activities and can be evaluated in terms of living standards, income, health, and education. This kind of development takes

place at various levels of government and would require the involvement of both the people and business (Ike et al. 2020). It is a constant increase in the economic standard of living of the citizens of a country usually by increasing the physical and human resources, enhancing technology.

Yusvana (2024) argues that the economic advantages of school-industry partnership in TVET are not limited to individual graduates, but they have a positive impact on sectors and communities in general. A competent workforce in the industry enhances productivity, innovation and competitiveness. This also helps organisational managers to save on training expenses and speed up the onboarding process since new hires are able to join the workforce with job competencies ready.

Chrisman (1984, as cited in Ijere 2014) defines socio-economic development as a progress process in a society whereby individual well-being is promoted by strong cooperation among different sectors, business organizations, and other groupings in the society. Olabiyi (2020) also assumes that the socio-economic development implies the promotion of individual freedom and elimination of obstacles between greater freedom. With the progress of development, there is a demographic transition in the form of agriculture to industry and further to services. Socio-economic development in this regard refers to the enhancement of living standards as well as economic conditions of the population members.

Social inclusion requires the elimination of factors that lead to its exclusion, like some regulations, institutions, and discriminatory attitudes, and active encouragement of inclusion of people. According to Bernstein (2020), social inclusion can be proposed to act as a practical toolkit to customize interventions to the advantage of local individuals, businesses, and institutions and be a part of an anti-poverty programme. These factors might be relevant on a global scale, but the real change should be based on the political, social, and economic conditions of a certain place.

Mustusab and Irawan (2023) reported that the attendance of vocational training was positively correlated with positive employment rates, which suggests that high-quality programmes, based on the needs of the industry, have higher benefits. The authors emphasized the relevance of evidence-based policy interventions and partnerships with stakeholders as the means to increase the effectiveness and availability of vocational training programmes. Training internships based in industry give more economic benefits than those to a specific student; economic benefits to the local economy are also created by them, as well as jobs (Yusvana 2024).

Yusvana also states that internships produce skilled labor force in fulfilling the demands of the local businesses, thus attracting new ventures hence economic development. Carr-Hill (2013) argues that the process of social inclusion is what allows individuals to be members of society. According to the report by the United Nations (2010), in order to promote social inclusion, barriers to participation should be eliminated and mechanisms should be taken to ensure participation.

Statement of the Problem

In a more dynamic economy, vocational and technical education and training (TVET) takes a central role, which provides people with practical skills and theoretical knowledge required to be engaged in sectoral enterprises that require the presence of a professionally qualified workforce (Freud, 2021). TVET focuses on competency-based teaching in which theory and practice are merged in teaching, thus enhancing greater economic growth. However, the industry is confronted with numerous issues that undermine its performance. A case in point is the lack of effective cooperation between educational organizations and the industry participants, which creates a gap between the skills provided by TVET organizations and the evolving needs of employers after the advancement of technologies (Saue, 2024). This gap is further aggravated by the rapid change in the world of technology, which requires the constant changes in the content of the curricula and the

methods used in the classroom (Kana & Letaba, 2024).

On the same note, Nilsson (2014) argued that Nigeria is still well behind the necessary technological development to have a significant industrialization level, and that the lack of this aspect is due to the lack of infrastructure based on the absence of cooperation between educational institutions and the business sector. As per this school of thought, Saue (2024) argued that academic institutions, as well as businesses, need to develop strong collaborative relationships to close the skills gap existing within the TVET curriculum, and, thus, align the learning outcomes with the industry needs in the form of robust partnerships and resource-sharing initiatives, mentorship programs, and hands-on learning.

Furthermore, Anumnu (2025) noted that the symbiotic relationship that exists between TVET organisations and the industry ensures that the currency of the curriculum is relevant, strengthens the practical aspect of the TVET training, and increases the employability of the graduates in the labour market. Anumnu (2025) also highlighted the fact that the Nigerian technical colleges are also generally characterized by a low level of exposure to both domestic and foreign business, which limits the exposure of the students to the current business issues, market dynamics, and real entrepreneurial skills. This paper, therefore, analyzes the importance of school-industry partnerships in developing TVET skills, which facilitate socio-economic inclusion in the context of Lagos State, Nigeria.

Aim and Objectives of the Study

The aim of the study was to investigate into the adaptability of school-industry collaboration on TVET skill development for socio-economic inclusiveness in Lagos State, Nigeria. Specifically, the study sought to:

- 1) Ascertain the adaptability of school-industry collaboration in enhancing TVET skill development in Lagos State.

- 2) Determine the adaptability of TVET skills development in enhancing socio-economic inclusiveness in Lagos State.

Research Questions

Two (2) research questions guided the study.

- 1) Does adaptable school-industry collaboration enhance TVET skill development in Lagos State?
- 2) Does adaptable school-industry collaboration enhance socio-economic inclusiveness of TVET students in Lagos State?

Hypotheses

Ho1: There is no significant difference between the mean responses of Industrial-Based Supervisors (IBS), School-Based Supervisors (SBS) and Industrial Training Student (ITS) on adaptable school-industry collaboration on TVET skill development in Lagos State.

Ho2: There is no significant difference between the mean responses of Industrial-Based Supervisors (IBS), School-Based Supervisors (SBS) and Industrial Training Student (ITS) adaptable school-industry collaboration enhance socio-economic inclusiveness in Lagos State.

Methodology

The study was based in the state of Lagos in which it was located due to the high level of industry that provides graduates with real-life experiences and leads to further employment opportunities. The descriptive survey design was used. The population size was one thousand and twenty-eight (1,028) people

including 147 Industrial Based Supervisors (IBS), 177 School Based Supervisors (SBS) and 630 Industry Training Students (ITS) who were selected among TVET institutions in Lagos State under various fields of study among them Agricultural Education, Business Education and others.

A subsample of 228 respondents (13 IBS, 27 SBS and 188 ITS) was selected which used a purposive sampling strategy. The data collection tool was a questionnaire which was developed by the researcher. The questionnaire included 21 questions and had the title of Adaptable School Industry Collaboration on TVET Skill Development (ASICTVETSD); a 4-point Likert scale was used and the questionnaire was rated by three experts in the subject matter. To evaluate the internal consistency of the instrument, Cronbach α was calculated, and the coefficient of .86 is obtained. Data analysis was done through means and standard deviations calculations and the hypotheses were put to test through Analysis of Variance (ANOVA). The choice of the analytical technique was due to the fact that there were more than two categories of respondents. The criterion mean of 3.00 or more was viewed as reflecting on acceptance; the values less than 3.00 resulted in rejection of the null hypothesis.

Results and Findings

Research Question 1: Does adaptable school-industry collaboration on TVET skill development

Table 1: Mean and standard deviation (MSD) of respondents on adaptable school-industry collaboration on TVET skill development

S/N	Item(N=228)	SA	A	D	SD	$\bar{X}$	Std.	Rmk
1.	Adaptability of school-industry collaboration enhance smart textiles, CAD-based garment design skills development.	100	90	28	10	3.23	0.82	Agree
2.	Adaptability of school-industry collaboration enhance smart animation, 3D design, VR/AR content creation skills development.	95	85	30	18	3.13	0.93	Agree

3.	Advanced welding and fabrication (laser welding, robotic welding)	110	80	25	13	3.26	0.87	Agree
4.	Renewable energy systems (solar, wind, biomass) installation and maintenance	105	75	35	13	3.19	0.89	Agree
5.	Precision engineering	90	100	25	13	3.17	0.84	Agree
6.	Green construction and eco-friendly building practices	85	95	30	18	3.08	0.92	Agree
7.	Data analytics and AI applications in industry	88	92	30	18	3.10	0.91	Agree
8.	Electric vehicle (EV) maintenance and repair	92	98	28	10	3.19	0.85	Agree
9.	Grand Mean					3.17	0.88	Agree

Source: Fieldwork (2025)

Table 1 above revealed the grand mean score of respondents as 3.17, indicating that participants agreed on the significance of adaptable school-industry collaboration on TVET skill development. From the Table above, it was deduced that the mean responses of respondents range between 3.08 – 3.26, while standard deviation scores ranges between .82 - .93 respectively. The portrayed that the

respondents enormously agree that adaptable school-industry collaboration enhances TVET skill development of student in Lagos State, Nigeria.

Question 2: Does adaptable school-industry collaboration enhance socio-economic inclusiveness?

Table 2: MSD of respondents on adaptable school-industry collaboration enhance socio-economic inclusiveness

S/N	Item(N=228)	SA	A	D	SD	$\bar{X}$	Std.	Rmk
1.	Adaptable collaboration ensures training programs are flexible and diverse, catering to different groups	120	88	15	5	3.67	0.71	Agree
2.	Adaptable collaboration exposes graduates to current technologies and practices, reducing mismatch between skills and labor market demands	110	92	20	6	3.60	0.79	Agree
3.	Adaptable collaboration provides entrepreneurship incubation supported by industries (access to tools, mentorship, and funding).	115	85	18	10	3.59	0.85	Agree
4.	Adaptability ensures that TVET graduates can return for upskilling or reskilling as industries evolve.	118	90	14	6	3.65	0.72	Agree
5.	Adaptability can also provide scholarships, stipends, or subsidized training, widening participation for low-income learners	112	95	12	9	3.62	0.78	Agree
6.	Adaptable collaboration enhances inclusive apprenticeship and	125	80	18	5	3.71	0.67	Agree

internship opportunities, graduates from varied backgrounds can access the same industry-standard skills.

Grand Mean

3.64 .75 Agree

Source: Fieldwork (2025)

Table 2 above revealed the grand mean score of respondents as 3.64, showing that the respondents agreed with all the items presented in Table 2 above as significance in school-industry collaboration for enhancing socio-economic inclusiveness. From the Table above, it was noted that the mean responses of respondents ranges between 3.59 – 3.71, while standard deviation scores ranges between .67 - .85 respectively. The figures indicated that respondents enormously agree that adaptable

school-industry collaboration enhance socio-economic inclusiveness in Lagos State, Nigeria.

Ho1: There is no significant difference between the mean responses of Industrial-Based Supervisors (IBS), School-Based Supervisors (SBS) and Industrial Training Student (ITS) on adaptable school-industry collaboration on TVET skill development.

Table 3: One-Way ANOVA of respondents on adaptable school-industry collaboration on TVET skill development

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F-value	p-value	Remark
Between Groups (SSB)	.950	2	.475	.662	.517	Not significant (p > .05)
Within Groups (SSW)	245.436	225	1.091			
Total (SST)	246.386	227				

Source: Fieldwork (2025)

The results of the one-way ANOVA Table 3 indicated that there is no significant difference between the mean responses of Industrial-Based Supervisors (IBS), School-Based Supervisors (SBS) and Industrial Training Student (ITS) regarding adaptable school-industry collaboration on TVET skill development. From Table 3, at (2, 225) degree of freedom, F- value = .662, while p-value = (.517) at sig. level of .05. Therefore, the null hypothesis was accepted since the p-value is bigger than the significance value (p > .05).

Assuming that respondents' views on flexible school-industry cooperation on technical, vocational, and economic skill development in Lagos State are not significantly different.

Ho2: There is no significant difference between the mean responses of Industrial-Based Supervisors (IBS), School-Based Supervisors (SBS) and Industrial Training Student (ITS) adaptable school-industry collaboration enhance socio-economic inclusiveness in Lagos State.

Table 4: One-Way ANOVA of respondents on adaptable school-industry collaboration enhance socio-economic inclusiveness in Lagos State

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F-value	p-value	Remark
Between Groups (SSB)	.676	2	.338	.354	.702	Significant (p > .05)

Within Groups (SSW)	160.098	225	.711
Total (SST)	160.774	227	

Source: Fieldwork (2025)

The results of the one-way ANOVA Table 4 indicated that there is no significant difference between the mean responses of Industrial-Based Supervisors (IBS), School-Based Supervisors (SBS) and Industrial Training Student (ITS) regarding adaptable school-industry collaboration enhance socio-economic inclusiveness in Lagos State. From Table 4, at (2, 225) degree of freedom, F-value = .354, while p-value = (.702) at sig. level of .05. Therefore, since the p-value is greater than sig. value ($p > .05$), the null hypothesis was accepted. Signifying that there is no significant difference between the opinions of respondents on adaptable school-industry collaboration enhance socio-economic inclusiveness in Lagos State.

Discussion of Findings

As seen in Table 1 above, the grand mean score stands at 3.17, which means that the respondents are in agreement to a large extent on the relevance of flexible school-industry partnership in the development of TVET skills. The standard deviations of respondents lie between 0.93 and 0.82 whereas the mean responses of the respondents lie between 3.08 and 3.26 respectively. These statistics indicate that the respondents highly support the perception that such partnerships promote the development of TVET skills among Lagos State students in Nigeria. The one-way ANOVA at Table 3 indicates that there is no statistically significant difference in the mean of the responses of the subjects with respect to adaptable school-industry collaboration with respect to the Industrial-Based Supervisors (IBS), School-Based Supervisors (SBS) and Industrial Training Students (ITS).

The F-value is obtained to be .662 with p-value of .517 at the .05 level of significance at a degree of freedom of (2, 225). The null hypothesis is therefore accepted, which confirms the fact that

there is no significant difference in the views of the respondents on the same issue in Lagos State. This is consistent with the results of Adelowo et al. (2023) who reported that sharing strategic knowledge between institutions and external parties helped them to align their curriculum with the real-life business needs. Likewise, the findings support the claims of Chukwuka and Konye (2024) who argued that formal mentorship programs, industry-organized workshops, and community internships have a significant effect on improving the entrepreneurial skills and job opportunities of students.

Table 2 above indicates a grand mean score of 3.64, which proves that respondents agree with all items included in the table with respect to the importance of school-industry collaboration in improving socio-economic inclusiveness. The average scores of the respondents lie in 3.59-3.71 with a standard deviation of between 67 and 85. These statistics suggest that there is a strong consensus that flexible school-industry partnership facilitates socio-economic inclusiveness in Lagos State, Nigeria. The results of the one-way ANOVA in Table 4 prove that the means of Industrial Based Supervisors (IBS), School Based Supervisors (SBS), and Industrial Training Students (ITS) are relatively stable in terms of the possibility of adaptive school to industry collaboration to promote socio-economic inclusivity.

The F-value is 0.354, whose degrees of freedom (2, 225), and p-value is 0.702, and is above the .05 significance level. The null hypothesis is accordingly accepted and this means that the views of the respondents regarding the need to have school industry collaborations in a bid to further enhance the socio-economic inclusion of students in Lagos State are so close. These results resonate with

the results of Mustusjab and Irawan, who have stated that vocational training is associated with better employment opportunities and that sector-specific programs have the most significant payoff (2023). In line with such findings, Yusvana (2024) has suggested that the economic impacts of industry internships are quite wide-reaching and benefit students and the community around them as they provide more job opportunities and lead to stronger economies in general. Mbaha et al. (2018) found the use of industrial practices to be crucial in equipping television education students with the workforce, classroom training, and providing them with practical learning experiences.

Conclusion

This study attempted to investigate the flexibility of school-industry partnership on TVET skill-development to socio-economic inclusiveness in Lagos State, Nigeria. It also intended to determine not only the flexibility of such partnerships in TVET skill-formation in Lagos State but also how TVET skill-formation per se enhances socio-economic inclusiveness in the area. In this respect, the research evoked the views of industrial-based supervisors, school-based supervisors, and the industrial-training students in the state of Lagos. The results indicated that the Industrial-Based Supervisors (IBS), School-Based Supervisors (SBS), and industrial training students (ITS) unanimously agreed that flexible school-industry partnership increases TVET skill-development, thus leading to socio-economic inclusiveness in Lagos State, Nigeria. The mean responses of IBS, SBS, and ITS with respect to adaptability of the school-industry collaboration towards socio-economic inclusiveness in the Lagos State did not therefore differ significantly.

Implications

This study links skill-development outcomes to socio-economic inclusion metrics, encouraging integrated research that evaluates both employment quality and social mobility. The findings support revisions to competency frameworks and curriculum theory to better

reflect employer requirements and local economic conditions.

Recommendations

The following were recommended in line with the findings of the study;

- 1) Schools and industries should collaborate to design and review TVET curricula to reflect industrial skill demands such would ensure students acquire market-relevant and adaptable skills for work.
- 2) Encouraged industries-school collaboration to provide a structured SIWES/internship placements, apprenticeships, and mentorship opportunities for TVET students, such would expose students to hands-on learning.
- 3) Schools should form collaborative advisory boards with industry representatives to guide training programs, identify emerging skill gaps, and align training with market needs.
- 4) Government should enact school-industries policies that strengthen collaboration between the three (3) stakeholders (Government, Schools and Industries) in the training of TVET students in Nigeria.

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