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HIGHER INSTITUTIONS' PARTNERSHIP WITH INDUSTRIES FOR THE DEVELOPMENT OF MIDDLE LEVEL MANPOWER SKILLS IN SOUTH-SOUTH, NIGERIA: THE ETHICAL ROLES OF HIGHER INSTITUTIONS

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Abstract
This study investigated higher institutions' partnership with industries in the generation of funds for the development of middle level manpower skills in South-South, Nigeria: The ethical roles of higher institutions. Three research questions and three hypotheses guided the study. This study adopted a descriptive survey design with a population 396 administrative heads in the six federal universities in South-South, Nigeria. A sample size of 112 administrative heads in the six federal universities in South-South, Nigeria was randomly drawn using simple random sampling technique, which represented 28.3% of the population. The instrument used was questionnaire tagged "Higher Institution Partnership with Industries for the Development of Middle Level Manpower Skills' Questionnaire (HIPIDMLMSQ)", developed by the researchers. The instrument was validated by three experts and the reliability index determined at 0.86 using test-retest method. Mean and standard deviation were used to answer the research questions and t-test was used in testing the hypotheses of no significant difference at a 0.05 significant level. The findings revealed among others that, the ethical roles of higher institution in the development of middle level manpower skills for national development include: promoting knowledge dissemination through teaching for sustainable growth of higher institutions, adaptation of new techniques by students through teaching for academic growth, dissemination of right information to undergraduates for knowledge building, preservation of cultural values through teaching ethics to improve education standard, application of skills acquired through research for the development of middle level manpower, developing creative skills in the students through research for academic growth, and establishing new technology devices for research activities for the development of middle level manpower skills. Based on the findings, it was recommended that higher education institutions should adopt appropriate training modules that would improve the educational skills of graduates to become creative and resourceful workers.

Keywords: Industries, higher institution partnership, development of middle level manpower skills

Introduction

In today's global economy, the development of human capacity is very crucial for national building. Skill acquisitions in higher education institutions involve the development of new knowledge and practice through training and experiences. This involves the

participation of higher institutions in collaboration with companies using institutional research findings and knowledge for the improvement of human capital development. Human resources are central to the performance of every economy for sustainable national development (Okechukwu, 2022). The introduction of entrepreneurship programmes in universities is to see the best ways of enhancing youth entrepreneurial skills to reduce unemployment in the society for sustainable national development. Skill mismatches may hinder the return to full employment and slow-down economic recovery (Puri, 2012). Skills and knowledge production are the driving forces of economic growth and social development of any country. They have become even more important in enhancing the increasing pace of globalization and technological changes that are taking place in the world for global competitiveness (Nwabueze, Ezeribe & Patrick, 2023). Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization and national development. The training and provision of manpower to strengthen companies' services and infrastructure require the development of professionals and knowledge workers with globally equivalent skills, as well as socially responsible and consciousness of their role in contributing to the national development effort and social transformation.

Higher institutions' partnerships with industries help to facilitate the use of technology in simulating real-life business environments. Higher institutions' partnerships with industries benefit both the organisations in different ways for sustainable growth and societal development (Nwabueze, Ezeribe & Patrick, 2023).For the Universities, students are given the opportunity to apply what they have learnt in theory,which has to successfully facilitate students' exposure to a sample industry environment as well as the development of middle level manpower skills for global competitiveness (Ukala, Madumere-Obike & Nwabueze, 2013). The new graduates are therefore more skill-ready for the employment market. However, national growth and competitiveness is dependent on continuous technological improvement and innovation, driven by a well-organised, vibrant research and development system which integrates the research and training capacity of higher education institutions with the needs of industry and of social reconstruction of educational programmes of study (Ukala, Madumere-Obike & Nwabueze, 2013). Higher Education has a critical and central role to play in contributing to the development of an information society in terms of skills development and research production. In fact, Lawani (2013) is of the opinion that, if knowledge is electricity of the new informational international economy, then institutions of higher education are the power sources on which a new development processes must rely on. Industries help to provide graduates with the skills and competences necessary to meet the human resource needs of the country through entrepreneurial knowledge transfer and industrial training of students before they graduate(Nwabueze, Ezeribe & Patrick, 2023).The content of skill requirements includes academic courses, workshops and structured work-based training, which empower undergraduates for individual growth and societal development(Jaja, 2013).Hence, there is need to enhance industries' participation rate in the development of manpower skills in higher education system to meet the demands for high-level skills through a balanced production of graduates in different fields of study taking into account labour market trends. This will go a long way to improve the competence among graduates when they go into the labour market for global competitiveness (Nwabueze,

Ezeribe & Patrick, 2023).These skills can be acquired only through experience, while the knowledge comes from learning in a real or stimulated environment like higher institutions. Higher institutions include universities, polytechnics, monotechnics and college of education where knowledge is exchanged for the development middle level manpower. These institutions are responsible for the preparation and development of higher and middle level manpower whose functions are managerial, supervising, operational and manipulation of machines as well as the maintenance of the machines. Education, especially at this level is a key component of human capital formation, which is vital in increasing the productive capacity of people for sustainable development (Bamiro & Adedeye, 2010). Higher institutions contribute directly to economic growth by making individuals more productive through knowledge creation, transfer, skills technological change and innovations. Higher education equips individuals with basic tools for development through which society can be transformed (Ukala, Madumere-Obike & Nwabueze, 2013). In support of this, Taduro and Smith (2007) posit that: as a salient factor in transition programme, higher education equips individuals with needed knowledge, skills and competencies to make them functional and contribute to the all-round development of the nation. It does not only help to supply the essential human capital, which is necessary condition for sustenance of economic growth but, it is a key to poverty reduction and vehicle for promoting equity, fairness and social justice. Enaohwo (2009) equally states that: the provision of relevant skills is prerequisite to development in our society to succeed in the development of skilled manpower; there is considerable reliance on higher education system, projection of manpower is based on the accurate computation of employment output ratio or the productivity of workers; there is a high relationship between education and occupation thus, for every types of skills, occupation or profession (p.80-81).

In this twenty first century, the production of required knowledgeable skilled and ideal manpower for the nation's economic development and transformation lies in the hands of higher institution for building the future to bring national development. Therefore, the younger generations would be properly equipped with new skills and knowledge through entrepreneurship programmes. Higher education institutions need to collaborate with industries to close the gap between them and the labour market (Kpokpo, 2018). Higher education institutions through collaboration with industries produce employable graduates who are skilled and competent to face the challenges in the labour market, as well as productive graduates that can become employers of labour through entrepreneurship services (Nwabueze, Ezeribe & Patrick, 2023). Nigerian philosophy on the ethical role of higher institutions is based on the training of sound individuals in relevant programmes, which would equip them with new skills, knowledge and ideas to enable them face the challenges in the world of works/labour market. According to Idialu and Idialu (2012), a skill is seen as ability to do something well, usually gained through training or experience. Skill acquisition on the other hand involves the development of a new skill, practice or a way of doing things usually gained through training or experience. Hence, skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work (Udensi & Ogbonnaya, 2013).The changing role of higher education institutions in

knowledge development must be seen within a broader context of globalization and the changing nature of regional development and governance, notably the shift in emphasis from material to non-material assets (knowledge, skills, culture, institutions, etc.), and the resurgence of the society as an important arena for social and economic activities (Nwabueze & Egenti, 2020). According to the stipulation/standard set by the Federal Republic of Nigeria (FRN, 2014), the education and skill development of middle level manpower is the prerogative and management of entrepreneurship and entrepreneurial colleges in Nigeria. These colleges are mostly concerned with preparing human resources for industries and commerce. The Advance Learners Dictionary (2008) sees entrepreneurship education as connected with practical scientific knowledge and skills needed in the industries and commerce. In Nigeria, there are different areas recognized by the National Board for Technical Education as entrepreneurial subjects. These subjects range from engineering, science, accountancy to medicine and these in addition, involve general education. The study of technologies and related sciences in addition to acquisition of practical skills, attitudes, understanding and knowledge development helps in nation building and social life. Adequate training of middle level manpower impacts the necessary skills to individuals for national development (Ukala, Madumere-Obike & Nwabueze, 2013). The training prepares people for specific trades, crafts and careers at various levels as well as professional positions in engineering and medicine.

Higher institution partnership with industries helps to make it easier for industries to recruit any number of qualified technical manpower suitable to work with them directly from schools without further retraining. This is because; it is very difficult to find such qualified personnel suitable to work in industries without further retraining in recent times (Ukala & Nwabueze, 2014). A workshop organized by managers of various industries and federal ministry of labour held at Port Harcourt International Airport Hotel on February 26, 2004 established that, graduates of Nigerian universities and technical schools do not have the required and expected skills and competence to work in industries without further retraining (Ukala, Madumere-Obike & Nwabueze, 2013). For economic growth, peace and national development, there is the need for higher institutions, industries and other stakeholders in education to collaborate as well as present the various facilities and modalities based on knowledge and its application in training the students as well as bridging the gap between the standard required by industries to link them with the world of works. With this link, the world of work can be strengthened for sustainable development and global competitiveness. Higher education institutions need to develop innovative schemes of partnering between institutions of higher education and different sectors of society to ensure proper knowledge production for undergraduates' productivity and national development. The aim of skill development in higher education institutions is to support the achievement of rapid and inclusive growth through the enhancement of individuals' employability (wage/ self-employment), ability to adapt to changing technologies and labour market demands, improving productivity and living standards of the people, strengthening competitiveness of the country, and attracting investment in skill development (FRN, 2014).The purpose of University-Industry collaboration is to facilitate the effective use of technology to simulate real-life business environments (Aniekwu & Ogbeide, 2012). To ensure that the students get exposed to real

life work experience, industries must allow students for industrial training (Nwabueze & Egenti, 2020). Agreements are made and permissions are granted between the Faculty and companies at the start of this project. The student groups subsequently submit their simulated data to the Faculty as part of their assessment requirements.

Statement of the Problem

In Nigeria, there is problem of unemployment and youth restiveness. The fact is that companies and industries discovered that the new graduates from the universities do not have the skills and competences to face the challenges found in the working environment. Moreover, the companies spend so much in retraining the graduates to improve their working skills. The problem therefore, is either that the graduates do not have a sound foundation and/or the higher institutions do not have the where withal to develop the skills that are required of them to fit into the labour market. Therefore, it becomes imperative that higher institutions collaborate with companies/industries in the development of middle level manpower skills for the development of national economy and sustainable growth.

Purpose of the Study

The aim of this study is to examine higher institution partnership with industries for the development of middle level manpower skills in South-South, Nigeria. Specifically, the objectives are to:

1. determine the ethical roles of higher institutions in the development of middle level manpower skills for national development;
2. find out ways industries contribute in the development of middle level manpower skills for the sustenance of economic development; and
3. examine the effective projects higher institutions have put in place to address the issue of incompetent graduate outputs in the labour market.

Research Questions

The following research questions guided the study.

1. What are the ethical roles of higher institutions in the development of middle level manpower skills for national development?
2. In what ways can the industries contribute in the development of middle level manpower skills for the sustenance of economic development?
3. What effective projects have higher institutions put in place to address the issue of incompetent graduate outputs in the labour market?

Hypotheses

The following hypotheses were formulated and tested at a 0.05 level of significance.

1. There is no significant difference between the mean scores of male and female administrative heads on ethical roles of higher institutions in the development of middle level manpower skills for national development.
2. There is no significant difference between the mean scores of male and female administrative heads on the ways industries contribute in the development of middle level manpower skills for the sustenance of economic development.

3. There is no significant difference between the mean scores of male and female administrative heads on the effective projects higher institutions have put in place to address the issue of incompetent graduate outputs in the labour market.

Methodology

This study adopted a descriptive survey design with a population 396 administrative heads (Deans of faculties and Heads of Departments) in the six federal universities in South-South, Nigeria. The federal universities include University of Port Harcourt, Rivers State with 74 administrative heads; University of Benin, Edo State 76 administrative staff; University of Calabar, Cross River State with 81 administrative staff; University of Uyo, Akwa Ibom State with 61 administrative staff; Federal University Otuoke, Bayelsa State with 54 administrative staff; and Ignatius Ajuru University, Rivers State with 50.There are 226 male and 170 female administrative staff. A sample size of 112 administrative heads in the six federal universities in South-South, Nigeria were randomly drawn using simple random sampling technique, which represented 28.3% of the population. This included 72 male and 40 female administrative heads. The instrument used was questionnaire tagged "Higher Institution Participation with Industries for the Development of Middle Level Manpower Skills' Questionnaire (HIPIDMLMSQ)", developed by the researchers. The instrument was validated by three experts (two from Educational Management and one from Science Education, all in the Faculty of Education, University of Nigeria, Nsukka). The reliability index was determined at 0.86 using test-retest method on 15 administrative heads of universities in South East, Nigeria. Mean and standard deviation scores were used to answer the research questions and t-test was used in testing the hypotheses at a 0.05 alpha significant level.

Results

Research Question one: What are the ethical roles of higher institutions in the development of middle level manpower skills for national development?

Table 1: Mean and standard deviation scores of maleand female administrative heads on the ethical roles of higher institution in the development of middle level manpower skills for national development

S/N	The ethical roles of higher institution in the development of middle level manpower skills for national development include:	Male (72)		Female (40)		Mean Set	Decision
		Mean	St.Dev.	Mean	St.Dev.		
1	Knowledge dissemination through teaching promotes sustainable growth of higher institutions	3.29	0.79	2.94	1.12	3.12	Agreed
2	Adaptation of new techniques by students through teaching for academic growth	3.22	0.80	3.77	0.99	3.50	Agreed
3	Dissemination of right information to undergraduates for knowledge building	3.38	0.77	3.05	1.10	3.22	Agreed
4	Preservation of cultural values through teaching ethics to improve education standard	3.20	0.80	3.06	1.10	3.13	Agreed

5	Higher institutions participating with industriesto enhance the quality graduates produced	2.77	0.87	3.04	1.10	2.91	Agreed
6	Application of technology devices in teaching for the development of middle level manpower skills	3.00	0.83	3.20	1.08	3.10	Agreed
7	Application of skills acquired through research for the development of middle level manpower	3.33	0.78	3.24	1.07	3.29	Agreed
8	Developing creative skills in the students through research for academic growth	3.39	0.76	3.30	1.06	3.35	Agreed
9	Establishing new technology devices for research activities for the development of middle level manpower skills	3.32	0.78	3.28	1.06	3.30	Agreed
	Aggregate mean	**3.32**	**0.78**	**3.26**	**1.07**	**3.29**	**Agreed**

Data on Table 1 present the mean scores of male and female administrative heads on the ethical roles of higher institutions in the development of middle level manpower skills for national development. Their mean responses showed that, they all agreed on the items in the table with mean scores greater than the criterion mean score of 2.50.The aggregate mean scores of 3.32for male administrative heads and 3.26 for female administrative heads, which indicated that the items in the table are the ethical roles of higher institutions in the development of middle level manpower skills for national development. Therefore, the ethical roles of higher institution in the development of middle level manpower skills for national development include: promoting Knowledge dissemination through teaching for sustainable growth of higher institutions, adaptation of new techniques by students through teaching for academic growth, dissemination of right information to undergraduates for knowledge building, preservation of cultural values through teaching ethics to improve education standard, higher institutions participating with industries to enhance the quality graduates produced, application of technology devices in teaching for the development of middle level manpower skills, application of skills acquired through research for the development of middle level manpower, developing creative skills in the students through research for academic growth, and establishing new technology devices for research activities for the development of middle level manpower skills.

Research Question Two: In what ways can industries contribute to the development of middle level manpower skills for the sustenance of economic development?

Table 2: Mean and standard deviation scores of male and female administrative heads on the contribution of industries to the development of middle level manpower skills for the sustenance of economic development

S/N	Contribution of industries to the development of middle level manpower skills include:	Male (72)		Female (40)		Mean Set	Decision
		Mean	St.Dev.	Mean	St.Dev.		
10	Provision of physical resources for knowledge transfer	2.73	0.85	2.85	1.13	2.79	Agreed
11	Provision of instructional materials for teaching, learning and research to institutions	2.65	0.86	2.55	1.18	2.60	Agreed
12	Accepting undergraduates in industrial training for the development of middle level manpower	2.62	0.86	2.58	1.18	2.60	Agreed
13	Organization of seminars for the training of graduate or housemanship	2.54	0.87	2.52	1.19	2.53	Agreed
14	Organizing Workshops for the development of students' skills	2.46	0.88	2.44	1.20	2.45	Disagreed
15	Programming conferences for manpower skill development in the institutions	2.42	0.89	2.48	1.19	2.45	Disagreed
16	Assisting in the management of human resources needed for the training of required skilled manpower	2.44	0.88	2.46	1.19	2.45	Disagreed
	Aggregate mean	**2.55**	**0.87**	**2.56**	**1.18**	**2.56**	**Agreed**

Data on Table 2 showed the mean scores of male and female administrative heads on the contribution of companies in the development of middle level manpower for the sustenance of economic development. Their mean responses showed that they agreed on items 10-13 with mean scores above the mean criterion of 2.50; and disagreed on items 14-16with mean scores below the mean criterion of 2.50.It was equally indicated that, the higher the mean score, the lower the standard deviation scores and vise-versa. The aggregate mean scores of 2.55 for male and 2.56 for female administrative heads showed that, industries contribute to the development of middle level manpower skills for the sustenance of economic development in higher institutions. They provide physical resources for knowledge transfer; instructional materials for teaching, learning and research to institutions; accepting undergraduates in industrial training for the development of middle level manpower; and organizing seminars for the training of graduate or housemanship. They rarely organize workshops for the development of students' skills, programming conferences for manpower

skill development in the institutions, and assisting in the management of human resources needed for the training of required skilled manpower.

Research Question Three: What effective projects have higher institutions put in place to address the issue of incompetent graduate outputs in the labour market?

Table 3: Mean and standard deviation scores of male and female administrative heads on the effective projects higher institutions have put in place to address the issue of incompetent graduate outputs

S/N	Effective projects higher institutions have put in place to address the issue of incompetent graduate outputs include:	Male (72)		Female (40)		Mean Set	Decision
		Mean	St.Dev.	Mean	St.Dev.		
17	Making industrial training for students very compulsory in every department	3.34	0.77	3.32	1.06	3.33	Agreed
18	Ensuring that all students in the faculty of education are involved in practicum	3.42	0.76	3.28	1.06	3.35	Agreed
19	Industries arranging seminars for students' knowledge production as well as improvement	3.28	0.78	3.26	1.07	3.27	Agreed
20	Introduction of entrepreneurship programmes to empower graduates with the knowledge and skills of starting a business after graduation	3.40	0.76	3.36	1.05	3.38	Agreed
21	Establishing technical courses in school curriculum to equip undergraduates with new knowledge and skills of becoming entrepreneurs after graduation	3.46	0.75	3.34	1.05	3.40	Agreed
22	Promotion of skills acquisition in higher institutions for industrial production through vocational courses	3.32	0.77	3.30	1.06	3.31	Agreed
	Aggregate mean	**3.37**	**0.77**	**3.31**	**1.06**	**3.34**	**Agreed**

Data on Table 3 showed the mean scores of male and female administrative heads on the effective projects higher institutions have put in place to address the issue of incompetent graduate outputs. Their mean responses showed that they all agreed on the items in the table with mean scores above the mean criterion of 2.50. It was equally indicated that, the higher the mean score, the lower the standard deviation scores and vise-versa. The aggregate mean scores of 3.37 for male and 3.31 for female administrative heads showed that, higher institutions create effective projects to address the issue of incompetent graduate outputs. They make industrial training for students very compulsory in every department, ensuring that all students in the faculty of education are involved in practicum, industries arranging seminars for students' knowledge production as well as improvement, introducing entrepreneurship programmes to empower graduates with the knowledge and skills of starting

a business after graduation, establishing technical courses in school curriculum to equip undergraduates with new knowledge and skills of becoming entrepreneurs after graduation, and promotion of skills acquisition in higher institutions for industrial production through vocational courses.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean scores of male administrators and female administrators on ethical roles of higher institutions in the development of middle level manpower skills for national development.

Table 4: Summary of t-test analysis on the difference between the mean scores of male and female administrative heads on ethical roles of higher institutions in the development of middle level manpower skills for national development

Gender	N	Mean	St.Dev	df	t-calculated	t-Critical value	Sig.	P-value	Decision
Male Administrators	72	3.32	0.78	110	0.37	±2.00	0.05	0.06	Accepted
Female Administrators	40	3.26	1.07						

Data on Table 4 showed the summary of t-test analysis on the difference between the mean scores of male and female administrative heads on ethical roles of higher institutions in the development of middle level manpower for national development. The result shows that, the t-calculated value of 0.37 is less than the critical value of ±2.00; also the p-value of 0.06 is greater than 0.05 alpha level of significance. Hence, the null hypothesis is accepted. Therefore, there is no significant difference between the mean scores of male and female administrative heads on ethical roles of higher institutions in the development of middle level manpower skills for national development.

Hypothesis Two: There is no significant difference between the mean scores of male administrators and female administrators on the ways companies contribute in the development of middle level manpower skills for the sustenance of economic development.

Table 5: Summary of t-test analysis on the difference between the mean scores of male administrators and female administrators on the ways companies contribute in the development of middle level manpower skills for the sustenance of economic development

Gender	N	Mean	St.Dev	df	t-calculated	t-Critical value	Sig.	P-value	Decision
Male Administrators	72	2.55	0.87	110	- 0.96	±2.00	0.05	0.08	Accepted
Female Administrators	40	2.56	1.18						

Data on Table 5 showed the summary of t-test analysis on the difference between the mean scores of male and female administrative heads on the ways companies contribute in the development of middle level manpower for the sustenance of economic development. The result shows that, the t-calculated value of - 0.96 is less than the critical value of ±2.00; also the p-value of 0.08 is greater than 0.05 alpha level of significance. Hence, the null hypothesis is accepted. Therefore, there is no significant difference between the mean scores of male and female administrative heads on the ways companies contribute in the development of middle level manpower skills for the sustenance of economic development.

Hypothesis Three: There is no significant difference between the mean scores of male and female administrative heads on the effective projects higher institutions have put in place to address the issue of incompetent graduate outputs in the labour market

Table 6: **Summary of t-test analysis on the difference between the mean scores of male administrators and female administrators on the effective projects in higher institutions have put in place to address the issue of incompetent graduate outputs in the labour market.**

Gender	N	Mean	St.Dev	df	t-calculated	t-Critical value	Sig.	P-value	Decision
Male Administrators	72	3.37	0.77	110	1.17	±2.00	0.05	0.10	Accepted
Female Administrators	40	3.31	1.06						

Data on Table 6 showed the summary of t-test analysis on the difference between the mean scores of male and female administrative heads on the effective projects higher institutions have put in place to address the issue of incompetent graduate outputs in the labour market. The result shows that, the t-calculated value of 1.17 is less than the critical value of ±2.00; also the p-value of 0.10 is greater than 0.05 alpha level of significance. Hence, the null hypothesis is accepted. Therefore, there is no significant difference between the mean

scores of male and female administrative heads on the effective projects higher institutions have put in place to address the issue of incompetent graduate outputs in the labour market.

Discussion of findings

The findings revealed that, the ethical roles of higher institution in the development of middle level manpower skills for national development include: promoting Knowledge dissemination through teaching for sustainable growth of higher institutions, adaptation of new techniques by students through teaching for academic growth, dissemination of right information to undergraduates for knowledge building, preservation of cultural values through teaching ethics to improve education standard, higher institutions participating with industries to enhance the quality graduates produced, application of technology devices in teaching for the development of middle level manpower skills, application of skills acquired through research for the development of middle level manpower, developing creative skills in the students through research for academic growth, and establishing new technology devices for research activities for the development of middle level manpower skills. This will help in equipping individuals with basic tools for development through which society can be transformed. In line with the findings, Taduro and Smith (2007) posits that, higher education equips individuals with needed knowledge, skills and competencies to make them functional and contribute to the all-round development of the nation. It does not only help to supply the essential human capital, which is necessary condition for the sustenance of economic growth but, it is a key to poverty reduction and vehicle for promoting equity, fairness and social justice. The test of hypothesis one showed that there is no significant difference between the mean scores of male and female administrative heads on ethical roles of higher institution in the development of middle level manpower for national development. However, the ethical roles of higher institution in the development of middle level manpower for national development include: knowledge production, adaptation of new techniques, research/dissemination of information and preservation of cultural value/ethics.

The findings also revealed that, industries contribute to the development of middle level manpower skills for the sustenance of economic development in higher institutions through the provide physical resources for knowledge transfer; instructional materials for teaching, learning and research to institutions; accepting undergraduates in industrial training for the development of middle level manpower; and organizing seminars for the training of graduate or housemanship. They rarely organize workshops for the development of students' skills, programming conferences for manpower skill development in the institutions, and assisting in the management of human resources needed for the training of required skilled manpower. Higher education institutions through collaboration with industries will help to produce employable graduates who are skilled and competent to face the challenges in the labour market. This will make it easier for industries to recruit any number of qualified technical manpower suitable to work with them directly from schools without further retraining. This is because; it is very difficult to find such qualified personnel suitable to work in industries without further retraining in recent times. For economic growth, peace and national development, there is the need for higher institutions, industries and other stakeholders in education to collaborate as well as present the various facilities and modalities

based on knowledge and its application in training the students as well as bridging the gap between the standard required by industries to link them with the world of works. With this link, the world of work can be strengthened. In line with the findings, Aniekwu and Ogbeide (2012) revealed that the purpose of University-Industry collaboration is to facilitate the effective use of technology to simulate real-life business environments. This would help the students get exposed to real life working experience through industrial training of students. The test of hypothesis two showed that there is no significant difference between the mean scores of male administrators and female administrators on the ways companies contribute in the development of middle level manpower for the sustenance of economic development. They are of the opinion that companies should try to contribute adequately in the development of middle level manpower for the sustenance of economic development.

The findings finally revealed that the effective projects higher institutions have put in place to address the issue of incompetent graduate outputs include: making industrial training for students very compulsory in every department, ensuring that all students in the faculty of education are involved in practicum, industries arranging seminars for students' knowledge production as well as improvement, introducing entrepreneurship programmes to empower graduates with the knowledge and skills of starting a business after graduation, establishing technical courses in school curriculum to equip undergraduates with new knowledge and skills of becoming entrepreneurs after graduation, and promotion of skills acquisition in higher institutions for industrial production through vocational courses. Through conferences, seminars, workshops, practicum and industrial raining of the students, new knowledge and skills are transferred to the students. They will be exposed to work experiences as well as enhance information and communication developments in the society. The test of hypothesis two showed that, there is no significant difference between the mean scores of male and female administrative heads on the effective projects higher institutions have put in place to address the issue of incompetent graduate outputs in the labour market. In line with the findings, Aniekwu and Ogbeide (2012) state that, higher education institutions need to develop innovative schemes of collaboration between institutions of higher education and different sectors of the society to ensure proper knowledge production for undergraduates' productivity and national development. This will help to support the achievement of rapid and inclusive growth through the enhancement of individuals' employability (wage/self-employment), ability to adapt to changing technologies and labour market demands, improving productivity and living standards of the people, strengthening competitiveness of the country, and attracting investment in skill development (FRN, 2014). However, the purpose of University-Industry collaboration is to facilitate the effective use of technology to simulate real-life business environments.

Conclusion

The neglect of higher institutions to collaborate with industries and the world of works for the training and development of skilled level manpower is an obstacle to economic growth and national development. The worth of every worker depends on the person's skill and knowledge to perform in his or her area of specialization. There is the need for all stakeholders both government and non-governmental agencies to see that youths in their early

years of age are properly nurtured through skills acquisition in preparation for their effective role in the society. This entails a multi-dimensional approach involving all stakeholders in the developmental process. This is a pre-requisite for the socio-economic and industrial development of the country as well as indisputable determinant of the country being among the top economies of the world.

Recommendations

Based on the findings, the following recommendations are made:

1. Higher education institutions should adopt appropriate training modules that would improve the educational skills of graduates to become creative and resourceful workers.
2. Industries should partner with higher institutions to give students proper training needed to work effectively without further retraining after graduation.
3. Industries should be involved in organising seminar and workshops for undergraduates of higher education to promote skills for effective knowledge production, new knowledge for work improvement and promotion of skills acquisition for industrial production.
4. Higher institutions of learning should make industrial training scheme and practicum compulsory for all students in the faculty of education to equip them with the knowledge and skills to work in industries efficiently after graduation or be able to start their own business after graduation.

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