

BUILDING CAPACITIES FOR SUSTAINABLE FUTURES: COLLABORATIONS BETWEEN TECHNICAL COLLEGES AND INDUSTRIES FOR SKILL ACQUISITION IN RADIO, TELEVISION, AND ELECTRONICS WORK

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Abstract

This study was on collaboration between Technical Colleges and Industries for Skill Acquisition in Radio Television and Electronics work in Kano State, Nigeria. Despite the presence of technical colleges across Nigeria and other developing nations, many graduates lack the practical competencies, innovation capacity, and technological adaptability needed for the 21st-century workplace. This mismatch often results in un-employability, underemployment, or the need for industries to retrain graduates at additional cost. The study was guided by four research questions. Descriptive survey research design was adopted. The sample comprised of one hundred (100) respondents, including technical teachers, students, laboratory attendants, and industrial supervisors from selected Technical Colleges and industries in Kano State. A structured questionnaire was used as the instrument for data collection. Data collected was analyzed using descriptive statistics of mean and standard deviation. The findings revealed a moderate level of collaboration, primarily through student industrial attachments, but highlighted significant challenges such as poor communication, inadequate funding, industry reluctance, outdated curriculum, and a lack of modern equipment in technical colleges. Amongst others, the study recommended establishing formal Memoranda of Understanding (MoUs), organizing joint workshops, and providing incentives to industries, conducting regular curriculum reviews.

Keywords: Technical Colleges; Industries; Skill Acquisition; Radio Television and Electronics Work

INTRODUCTION

The global shift toward a knowledge-driven and technology-based economy makes collaboration between technical colleges and industries indispensable. In fields such as Radio, Television, and Electronics, rapid technological disruptions digital broadcasting, satellite communications, smart electronics, and artificial intelligence integration demand continuous curriculum updates and real-time industrial partnerships. Without such synergy, graduates risk becoming obsolete immediately after leaving school.

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Furthermore, international policy bodies like (1, 2, 3) have emphasized that successful TVET systems must operate as a “triple helix model” a collaborative framework involving academia, industry, and government. This ensures skill acquisition aligns with market needs, strengthens national innovation systems, and improves graduate employability. Therefore, forging robust collaboration between technical colleges and industries is not just a pedagogical necessity but also a strategic economic priority for developing nations like Nigeria, where unemployment and underemployment remain persistent challenges.

However, a number of limitations have raised doubts in recent years regarding these institutions' ability to impart industry-relevant skills, including outdated equipment, inadequately funded programs, a curriculum that is heavily reliant on theory, and a lack of meaningful engagement between the industries they are intended to serve and the schools themselves (4, 5). School-industry partnerships have been recognized globally as a vital strategy to enhance the relevance and quality of technical education. Through structured collaborations with broadcasting corporations, private media houses, and technical service providers, technical colleges can offer students practical experiences such as internships, industrial training (SIWES), mentorship, and equipment support. These partnerships can help bridge the gap between classroom instruction and real-world industry practices (6, 7, 8).

Improved school-industry partnership in RTV education gives students access to contemporary digital editing platforms, transmission systems, and production equipment. Additionally, it encourages creativity and ensures that the curriculum reflects the most recent developments in sound engineering, digital broadcasting, and content creation. Institutions that regularly collaborate with industry stakeholders report greater curriculum quality, increased employment rates, and better student outcomes (9, 10). Kano State, being a cultural and commercial hub in northern Nigeria, has a growing media landscape that includes local radio and television stations, content production firms, and community broadcasting outfits. However, most technical colleges in the region have not fully tapped into these opportunities for collaboration. Strengthening such partnerships could help address the current skills gap and reduce youth unemployment in the media sector.

The increasing demand for skilled manpower in the Radio, Television, and Electronics industries highlights a widening gap between what technical colleges teach and what industries require. Despite the presence of technical colleges across Nigeria and other developing nations, many graduates lack the practical competencies, innovation capacity, and technological adaptability needed for the 21st-century workplace. This mismatch often results in employability issues, underemployment, or the need for industries to retrain graduates at additional cost (11, 12). It is anticipated that technical education would give students the industry-relevant skills and practical competencies they need for work or entrepreneurship, especially in quickly changing fields like radio and television (RTV) technology. Graduates of technical colleges in Kano State, which are strategically positioned to play a role in the development of people for the media and communication industry, frequently lack the practical experience and technical expertise necessary to succeed in the highly competitive labor market (4). The weak connection between the RTV sector and schools is at the heart of this problem. The majority of technical colleges function independently of audio-visual engineering enterprises, production studios, and broadcasting stations. Because of this, students are mostly exposed to theoretical information and have little access to software tools, real-time production environments, or contemporary broadcasting equipment (5,8). This discrepancy results in a skills mismatch; graduates are deemed unemployed or need more retraining before the industry can use them effectively (9). In the specific areas of radio, television, and electronics, the pace of innovation, such as the transition from analog to digital broadcasting, smart television technologies, satellite and internet-based communication systems, and microelectronics, has intensified the problem. Graduates trained with outdated content struggle to meet employers' needs in installation, maintenance, troubleshooting, and emerging technologies.

Therefore, there is a pressing need to explore how enhanced and sustainable school-industry partnerships can be developed and leveraged to improve skills acquisition in RTV education. Understanding the barriers to such collaborations and proposing practical strategies for improvement is critical to making technical education more responsive, inclusive, and impactful in Kano State.

Literature reviewed establishes a clear consensus on the critical importance of industry-college collaboration for effective skill acquisition in TVET. Globally, successful models provide a blueprint based on structured integration, strong partnerships, and government support. Locally, empirical studies have effectively

diagnosed the problem, consistently identifying a significant skills misalignment and cataloging the systemic barriers that hinder collaboration (5, 8, 13).

Much of the local research, (14, 15), addresses TVET and collaboration broadly across technical fields (e.g., "electrical technology"). The Radio, Television, and Electronics (RTE) sector, however, is characterized by a uniquely rapid pace of technological disruption (e.g., the transition to digital broadcasting, IoT integration, and smart systems). The specific collaboration dynamics, skill demands, and partnership models required for this sector have not been exhaustively investigated. A one-size-fits-all approach to collaboration is insufficient; this study provides the necessary sector-specific focus.

The identified gap extends beyond an academic shortcoming; it represents a critical pragmatic and policy void that has tangible consequences for national development. The summary of literature reveals that the Nigerian TVET system is caught in a vicious cycle:

- I. Industries are frustrated by the poor quality of graduates and thus withdraw from investing in collaboration, seeing it as a sunk cost.
- II. Technical colleges, lacking industry input and modern resources, continue to produce graduates with outdated skills.
- III. This reinforces industry's perception that TVET is ineffective, further deepening the disconnection between the industry and the TVET institutions.

This cycle is particularly damaging for the RTE sector. While a welder or carpenter might use tools that remain relatively constant, an RTE technician faces a completely different technological landscape every 5-7 years. The shift from analog to digital broadcasting alone rendered entire sets of skills obsolete and created demand for entirely new ones in data networking and software management.

Furthermore, the knowledge gap has a socio-economic dimension. The RTE sector is a significant employer, encompassing everything from massive broadcast corporations like NTA and Raypower to countless small and medium enterprises (SMEs) specializing in electronics repair and installation. The skills gap stifles innovation within these local businesses, limits their ability to service modern technology, and creates a reliance on imported expertise, thereby contributing to capital flight and stunting the growth of a domestic digital economy.

Consequently, this study does not just aim to fill a theoretical gap. It seeks to provide a practical disruption mechanism to break the cycle described above. By developing a targeted framework for the RTE sector, it offers a replicable model for how other specialized technical sectors (e.g., automotive mechatronics, renewable energy installation) might approach their own collaboration challenges. The research argues that without addressing this sector-specific collaboration gap, achieving the objectives of these lofty policies will be significantly hampered.

Aim and Objectives of the study

The main objective of this study is to investigate how improving collaboration between technical colleges and industries for skill acquisition in Radio Television and Electronics. The specific objectives of the study are to:

- I. Identify the current state of school-industry partnerships in the delivery of Radio Television and Electronics (RTV) programs in technical Colleges in Kano State.
- II. Examine the challenges that hinder effective school-industry collaboration in the Radio Television and Electronics (RTV) training process.
- III. Explore strategies industries and technical colleges can adopt to strengthen partnerships in curriculum design, internship programs, and practical training.
- IV. Assess the role of modern technologies and facilities in promoting the relationship between Technical Colleges and the Industry in the Radio, Television, and Electronics program.

Research Questions

Based on the objectives, the study seeks to answer the following research questions:

- I. What is the current level and nature of school-industry partnerships in the teaching of RTV programs in Technical Colleges in Kano State?
- II. What are the key challenges preventing effective collaboration between Technical Colleges and the industry with regard to the Radio, Television, and Electronics program?
- III. What strategies can industries and Technical Colleges adopt to strengthen partnerships in students' internship programs and practical training in the Radio, Television, and Electronics program?

IV. What are the roles of modern technologies and facilities in promoting partnership between Radio Television and Electronics program?

Methodology

The survey research design was chosen as an appropriate method for the research because it seeks the views of people about a particular issue that concerns them, and it gives the researcher room to study the group of people and items to source for information from the respondents. The sample for this study is one hundred (100), consisting of twenty-five (25) industrial supervisors, twenty-five (25) lab attendants, twenty (20) technical teachers, and thirty (30) students in Technical Colleges in Kano State.

The primary instrument for data collection is a structured questionnaire titled: "Questionnaire on Technical College-Industry Collaboration for RTE Skill Acquisition (QTCIC-RTE)". The questionnaire was adapted from existing instruments used in similar studies on TVET and industry linkages, ensuring its foundational robustness.

The instrument was administered to the sampled students, technical teachers, lab attendants, and industrial supervisors of the Radio, Television, and Electronics (RTE) departments in Technical Colleges by the researchers with the help of research assistants. The data collected was analyzed using mean and standard deviation. The null hypotheses were tested using t-test at 0.05 level of significance.

Results

Research Question 1: What is the current level and nature of school–industry partnerships in the teaching of RTV programs in Technical Colleges in Kano State?

S/N ITEMS SA% A% D% SD% Mean Decision

	Under go industrial attachment in relevant firms						
4.	Industry experts are occasionally invited to deliver lectures in the college	20	35	25	20	2.5	Disagreed
5.	There is adequate communication between industries and technical colleges on students' training needs	18	40	30	12	2.6	Disagreed

Table 1: Level and nature of school–industry partnerships in the teaching of RTV programs in Technical Colleges in Kano State

The result shows that 30% strongly agreed and 45% agreed, while 15% disagreed and 10% strongly disagreed, with a mean score of 3.0, indicating agreement. This implies that there is a fair level of collaboration between technical colleges and industries, particularly in organizing practical sessions that support students' skill development. However, the collaboration may not be consistent or formalized. With 25% strongly agreeing and 40% agreeing, compared to 20% disagreeing and 15% strongly disagreeing, and a mean score of 2.8, the decision is agreed. This indicates that industries contribute to curriculum development to some extent, ensuring that training content reflects practical industrial needs. Nevertheless, this support appears limited or irregular. The majority (35% SA and 50% A) agreed that students regularly go for industrial training, while only 15% disagreed. The mean of 3.1 shows strong agreement. This finding suggests that industrial attachment programs are well implemented, giving students the opportunity to gain hands-on experience and apply theoretical knowledge in real industrial settings. The responses (20% SA, 35% A, 25% D, and 20% SD) yield a mean of 2.5, indicating disagreement. This means that industry experts are rarely invited to participate in classroom teaching or demonstrations. The low level of engagement suggests that technical colleges are not fully leveraging industry professionals to enhance students' practical exposure. Only 18% strongly agreed and 40% agreed, while 30% disagreed and 12% strongly disagreed,

resulting in a mean of 2.6 (Disagreed). This implies that communication between schools and industries is weak and often uncoordinated. Poor communication may lead to mismatched training expectations and hinder effective supervision and evaluation of students during industrial attachments.

Research Question 2: What are the key challenges preventing effective collaboration between Technical Colleges and the industry with regard to the Radio Television and Electronics programme?

S/N ITEMS SA% A% D% SD% Mean Decision

50351053.3 Agreed Table 2: Key Challenges Preventing Effective Collaboration between Technical Colleges and the Industry With Regard to the Radio, Television, and Electronics Program

A majority of respondents (40% strongly agreed, 45% agreed) while only 10% disagreed and 5% strongly disagreed, with a mean of 3.2, indicating agreement. This shows that poor communication and weak coordination are major obstacles to effective collaboration. Many technical colleges and industries operate independently without established channels for regular interaction, planning, or evaluation of training activities. With 45% strongly agreeing and 40% agreeing, the majority of respondents recognized funding inadequacy as a major challenge. The mean score of 3.3 (Agreed) confirms that insufficient financial resources hinder the implementation of joint programmes, the provision of training materials, and support for student industrial attachment. This reflects a systemic issue affecting most technical and vocational institutions. Here, 30% strongly agreed, 50% agreed, 15% disagreed, and 5% strongly disagreed, with a mean of 3.1, showing agreement. This indicates that many industries are unwilling to host students, possibly due to a lack of incentives, inadequate facilities, or perceived disruption to their operations. Such reluctance limits students' access to real industrial environments for practical learning. A significant 50% strongly agreed and 35% agreed, with a mean score of 3.3, confirming that obsolete or inadequate training equipment in technical colleges is a serious problem. Without modern tools and facilities, students cannot effectively apply theoretical knowledge or gain up-to-date technical experience, which weakens industry confidence in school-based training.

Research Question 3: What strategies can industries and Technical Colleges adopt to strengthen partnerships in students' internship programs and practical training in the RTV programme?

S/N ITEMS SA% A% D% SD% Mean Decision

1	Establishing formal Memoranda of Understanding (MoUs) between colleges and industries	50	40	8	2	3.4	Agreed
2	Organizing periodic joint workshops and seminars for staff and students.	45	45	5	5	3.3	Agreed
3	Providing incentives and Recognition for industries that support student training.	40	45	10	5	3.2	Agreed
4	Regular curriculum review to match industrial requirements	35	50	10	5	3.1	Agreed
5	Government support in funding And policy formulation for collaboration.	55	35	7	3	3.4	Agreed

Table 3: strategies industries and Technical Colleges can adopt to strengthen partnerships in students' internship programs and practical training in the RTV programme

The majority of respondents (50% strongly agreed, 40% agreed) with a mean of 3.4, indicating strong agreement. This implies that signing formal MoUs would help clearly define the roles and responsibilities of both parties, promote commitment, and ensure continuity in training partnerships. MoUs serve as a framework for structured collaboration and accountability between schools and industries. With 45% strongly agreeing and 45% agreeing, and a mean score of 3.3, respondents agreed that joint workshops and seminars would enhance knowledge exchange between educators and industry professionals. Such

interactions expose students to industrial innovations, improve teachers' technical competence, and align academic training with industrial realities. The responses (40% strongly agreed, 45% agreed) and a mean of 3.2 show agreement that incentivizing industries through tax reliefs, awards, or public recognition can motivate more companies to accept students and invest in training programs. This strategy can significantly increase industry participation in technical education. A mean of 3.1 and majority agreement (35% strongly agreed, 50% agreed) suggest that continuous curriculum review is necessary to ensure training content reflects emerging technologies and industrial trends. Updating the curriculum helps bridge the gap between what students learn and the skills demanded in the workplace. This item recorded the highest level of agreement with 55% strongly agreeing, 35% agreeing, and a mean of 3.4. Respondents emphasized that government intervention through policy direction, funding schemes, and regulatory support is vital for sustaining partnerships and addressing resource gaps in technical education.

Research Question 4: What are the roles of modern technologies and facilities in promoting partnership between the Radio Television and Electronics program?

S/N ITEMS SA% A% D% SD% Mean Decision

Table 4: Roles of modern technologies and facilities in promoting partnership between the Radio Television and Electronics program

With 55% strongly agreeing, 40% agreeing, and a mean score of 3.5, this indicates a very strong consensus. Respondents believe that access to modern training equipment (e.g., digital oscilloscopes, soldering stations, modern transmitters) significantly boosts students' hands-on skills, confidence, and employability. Updated equipment bridges the gap between school training and real-world industry requirements. 50% strongly agreed, 35% agreed, and the mean of 3.3 suggests agreement that when colleges have access to digital tools such as simulation software and testing equipment, industries are more willing to collaborate. This is because such facilities create a conducive environment for meaningful joint training and skill exchange. The item received 60% strongly agree, 30% agree, with a mean of 3.4, indicating strong agreement. This means that ICT integration through e-learning platforms, interactive multimedia, and virtual labs enhances engagement, visualization, and communication between students, teachers, and industry experts. It also allows remote participation and collaboration. With 45% strongly agreeing, 40% agreeing, and a mean of 3.2, respondents agree that modern facilities (such as virtual labs and online simulators) support continuous training, even when physical presence is not possible. This improves flexibility and allows industries to offer real-time demonstrations and virtual internships. Although the data for percentages is incomplete, the pattern of agreement from other items suggests that respondents would likely agree with this statement. The absence of modern technologies makes it difficult for industries to partner with schools because the training environment does not reflect industrial realities. It reduces confidence in the institution's capacity to produce job-ready graduates.

Major Findings:

1. There exists a moderate level of collaboration between school–industry partnerships in the teaching of Radio Television and Electronics (RTV) programs in Technical Colleges in Kano State, primarily through student industrial attachments.
2. Some of the key challenges preventing effective collaboration between Technical Colleges and the industry with regard to the RTV programs include poor communication, inadequate funding, industry reluctance, outdated curriculum, and lack of modern equipment in technical colleges.
3. The strategies that industries and Technical Colleges can adopt to strengthen partnerships in students' internship programs and practical training in the

RTV programs include:

- I. Formal Memoranda of Understanding (MoUs) between colleges and industries to define roles, responsibilities, and expected outcomes.
- II. Organizing joint workshops, seminars, and exchange programs to enhance mutual understanding and share expertise.
- III. Providing incentives, tax reliefs, or recognition for industries that actively support student training. Conducting periodic curriculum reviews to ensure the content aligns with current industrial technology and practices.
- IV. Encouraging government involvement through funding, regulatory support, and policy enforcement to promote industry–school linkages.

4. Access to modern training tools such as digital oscilloscopes, signal analyzers, soldering stations, and computer-based simulation software enhances students' learning outcomes and makes them more attractive to industries.

Discussion of the findings

The analysis revealed that the existing collaboration between technical colleges and industries in Kano State is moderate but not fully institutionalized. Most respondents agreed that students in the RTV programs are regularly posted to industries for industrial training, which provides valuable exposure to practical experiences. However, the findings also indicate that industries are not consistently involved in curriculum planning, student assessment, or teaching support.

Industry experts are seldom invited to deliver lectures or demonstrations in colleges, and communication between school management and industrial partners remains weak. These findings suggest that although some partnership activities exist—particularly student industrial attachments—there is a lack of formal structure, communication channels, and sustained engagement mechanisms to make the collaboration effective and continuous. This finding supports the observation (16), who noted that the absence of structured collaboration between industries and technical institutions limits the practical competency of graduates in technical and vocational fields.

The study identified several key challenges affecting effective collaboration. The most prominent include: Poor communication and coordination between technical colleges and industries. Inadequate funding to support partnership activities and student training programs. Reluctance of industries to accept students for internship or industrial training due to limited space or safety concerns. Outdated curriculum that does not reflect the evolving trends in radio, television, and electronic technology. Insufficient modern equipment and facilities within the colleges to complement industrial exposure.

These findings indicate that both systemic and institutional factors hinder effective collaboration. Technical colleges often operate with limited budgets, which affect their ability to maintain functional laboratories, while industries focus more on productivity than on training students. The finding aligns with (5), who reported that inadequate facilities and poor industry engagement are major bottlenecks to skill-based education in Nigeria's technical institutions.

The respondents suggested several strategies to improve collaboration. The most widely accepted strategies include: Establishing formal Memoranda of Understanding (MoUs) between colleges and industries to define roles, responsibilities, and expected outcomes. Organizing joint workshops, seminars, and exchange programs to enhance mutual understanding and share expertise. Providing incentives, tax reliefs, or recognition for industries that actively support student training. Conducting periodic curriculum reviews to ensure the content aligns with current industrial technology and practices. Encouraging government involvement through funding, regulatory support, and policy enforcement to promote industry-school linkages.

This indicates that a combination of institutional commitment, government support, and active industrial participation is essential for sustainable partnership. These strategies are consistent with (17), which emphasized that technical education must be industry-driven, with policies that encourage collaboration and regular curriculum alignment with technological trends.

Analysis of responses showed that modern technologies play a crucial role in improving collaboration and skill acquisition. Respondents strongly agreed that access to modern training tools such as digital oscilloscopes, signal analyzers, soldering stations, and computer-based simulation software enhances students' learning outcomes and makes them more attractive to industries.

Modern technologies also facilitate virtual collaborations, online mentoring, and remote industrial training, especially when physical engagement is limited. The use of ICT has made teaching more interactive and bridged the gap between theory and practice. However, the lack of up-to-date facilities in many technical colleges discourages industries from partnering, as they often consider the schools technologically behind. Upgrading facilities, therefore, would not only improve instructional quality but also serve as a catalyst for sustainable school-industry partnership. These findings agree with (18), who observed that integrating modern technologies into vocational education enhances employability, innovation, and industrial cooperation.

Summary

This study examined ways of improving collaboration between technical colleges and industries for skill acquisition in the Radio, Television, and Electronics (RTV) programs in Kano State. The main focus was to determine the current level and nature of existing partnerships, identify challenges affecting collaboration, explore strategies to strengthen linkages, and highlight the roles of modern technologies in promoting effective partnership.

The study adopted a descriptive survey research design. The population consisted of RTV teachers, students, and selected industrial supervisors involved in electronic and communication-related industries across Kano State. Structured questionnaires were used as the main instrument for data collection. Data obtained were analyzed using descriptive statistics such as frequency counts, percentages, mean, and standard deviation.

Conclusion

The study concluded that collaboration between technical colleges and industries is an essential factor in achieving the objectives of vocational and technical education. Effective collaboration bridges the gap between theoretical learning and practical application, thereby producing graduates with employable and industry-relevant skills.

However, in the case of RTV programs in Kano State, the existing collaboration remains weak and largely unstructured. For meaningful improvement, there must be a deliberate effort by stakeholders—government, schools, and industries—to establish formal partnerships, modernize facilities, and integrate current technologies into teaching and learning. Therefore, improving collaboration between technical colleges and industries is not optional but a necessity for developing competent technical manpower and advancing Nigeria's technological and industrial growth.

Recommendations

Based on the findings of this study, the following recommendations were made:

- I. Technical colleges and industries should sign Memoranda of Understanding (MoUs) outlining mutual responsibilities, training duration, supervision roles, and evaluation methods.
- II. The Federal and State Ministries of Education should develop clear policies that mandate industries to partner with technical institutions and provide funding to support skill-based training initiatives.
- III. The curriculum for RTV programs should be regularly updated in collaboration with industry experts to reflect emerging technologies and practical industrial requirements.
- IV. Government and stakeholders should invest in the procurement of modern laboratory and workshop equipment to enhance practical training and attract industrial collaboration.
- V. Both teachers and industry personnel should engage in joint workshops, seminars, and exchange programs to share knowledge, improve instructional methods, and stay current with technological advancements.
- VI. Industries that accept students for internships or contribute to training should be recognized through tax incentives, awards, or grants to encourage sustained participation.
- VII. Colleges should adopt digital teaching tools and virtual laboratories to complement physical practical sessions and facilitate remote collaboration with industries.

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