

## Perception of TPET Lecturers' on the Effect of Global Partnerships in Developing Students' Career Human Capital

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**Abstract.** This study plans to look at the perception of TPET (technical and professional education and training) lecturers on the effect of global partnerships in developing students' expertise and abilities to engage in entrepreneurial career and lifelong learning tasks. A structured questionnaire approved by four lecturers was administered to a sample of 158 TPET lecturers, which was randomly selected across universities in South-South Nigeria. The reliability coefficient utilizing the Cronbach alpha was  $\alpha=.89$ . A quantitative approach was used in the study by using standard deviation to assess the degree to which participants' responses were clustered around the mean. A one-sample t-test was also used to find the difference in scores between global partnerships and its effects in developing students' expertise and abilities to engage in entrepreneurial career and lifelong learning tasks. The results indicated that global partnerships could influence the development of students' expertise and abilities to engage in entrepreneurial career and lifelong learning tasks based on TPET lecturers' perception. The analysis of hypotheses 1 and 2 demonstrated that global partnerships do not have a significant effect on the development of students' expertise and abilities to engage in entrepreneurial career and lifelong learning tasks. These findings have some practical implications for all major stakeholders of TPET such as the government, families, international donor agencies, and employers.

**Keywords:** entrepreneurial career tasks; expertise and abilities; global partnerships; lifelong learning tasks; professional education; technical training

## 1. Introduction

Around the world, technical and professional education and training (TPET) has been described as any skills-oriented programs that consolidate all learning experiences, which is intended to equip recipients with expertise and abilities to engage in entrepreneurial career and lifelong learning tasks. Under this broad definition, technical education and training, career and technical education, technical and vocational education, vocational and technical education, technical and vocational education and training, apprenticeship training, and entrepreneurship training, offered in formal and non-formal settings, are usually classified as TPET. The major goals of TPET are to equip recipients with expertise and abilities to become gainfully employed, as well as, to engage in lifelong learning tasks after graduation (Wenstrom, Uusiautti & Maatta, 2018). Despite these broad goals, TPET students still possessed the inadequate human capital (hereafter referred to as expertise and abilities) to engage in entrepreneurial career and lifelong learning tasks confidently. The inadequate expertise and abilities possessed by TPET students may have contributed to the increasing rates of unemployment, underemployment, and school dropouts.

In Nigeria, unemployment and all other social burden rates as of late is quite high and on the increase. For instance, in Nigeria, four out of every ten persons under the age of 35 are unemployed (Busson, 2020). Unemployment rates in Nigeria in the second quarter of 2018 was 22.70% and increased to 23.10% in the third quarter of 2018, and youth unemployment rates was 36.5% (National Bureau of Statistics, 2018). Unemployment rates in Nigeria increased from 10.6 % in 2012 to 22.6 % in 2018, with an annual growth rate of 16.02% (World Data Atlas, 2018). Unemployment rates in Nigeria are on the increase with underemployment rates at the same time (Federal Republic of Nigeria, 2017). For instance, underemployment rates within the age range of 15 and 34 in the third quarter of 2017 was 52.6% and increased to 55.4% in the third quarter of 2018 (National Bureau of Statistics, 2018).

Equally documented in the literature is the increasing rates of dropout among students. For instance, Edokpolor (2018) called attention concerning TPET students' low self-confidence toward lifelong learning. Edokpolor and Dumbiri (2019) added that the reason for the increasing rate of students' dropout could attribute to the inadequate provision of tangible and intangible resources, which appear to hinder the acquisition of essential expertise and abilities needed to engage in entrepreneurial and lifelong learning tasks. It implies that most TPET students were trained with little or no instructional resources, which could affect the development of expertise and abilities to venture into entrepreneurial and lifelong learning tasks upon graduation.

TPET programs in Nigeria are neither supporting the quest to achieve the 2030 sustainable development goals (SDGs) nor capable of equipping students with relevant expertise and abilities to engage in entrepreneurial career and lifelong learning tasks. The fulfilling of the 2030 SDGs and the acquisition of necessary expertise and abilities among students require the active cooperation of all relevant stakeholders across the world. The need for global partnerships in

developing students' expertise and abilities to engage in entrepreneurial career and lifelong learning tasks has been documented in the United Nations and the Federal Republic of Nigeria vision 2030 sustainable development document.

The United Nations (2017) in its 2030 sustainable development document had stipulated that Goal 4 aimed to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (p. 5). The document also remarked that Goal 8 aimed to "promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all" (p. 7). The document further points out that Goal 17 aimed to "strengthen the means of implementation and revitalization of the Global Partnerships for Sustainable Development" (p. 11).

The SDGs mentioned the need to promote entrepreneurial career and lifelong learning opportunities for all, and the degree to which global partnerships influence the realization of these goals. Stakeholders cooperation worldwide has been described as global partnerships (Paula, Khan, & Stuart, 2015), multi-stakeholder partnerships (Okitasari, Dahiya, & Takemoto, 2018), or public, private, civil society partnerships (Storeng & de Bengy, 2018). In this current study, global partnerships are more utilized. Global partnerships emerge as a strategic model for mobilizing and pooling core complementary competencies, capabilities, resources, and networks to support the realization of 2030 SDGs. The rising interest in global partnerships as a strategic model for cooperation has been understood as a response to failure of the government to meet her obligations of providing adequate financial resources and firm policy to support the realization of 2030 SDGs. TPETs that are well-implemented through global partnerships could help in equipping students with the expertise and abilities needed to engage in entrepreneurial career and lifelong learning tasks upon graduation.

Global partnerships for education were identified and used by the UNESCO (2015) and the World Economic Forum (WEF, 2012) to provide a clear sense of the relationship between those actors in the public, private and civil society sectors for pooling and mobilizing resources to expand and improve quality education. To WEF, global partnerships for education is a strategic model of cooperation in which actors from the private sector, civil society sector, and public sector bring together expertise and resources to achieve the set goals and objectives of TPET. This type of partnership which involves the collaboration of all significant stakeholders can be established for pooling and mobilizing resources, for exchange of expertise, or for developing befitting infrastructures. Global partnerships for education are generally organized around a particular point or set of objectives. In particular, the broad objectives of partnership arrangements between TPET providers, international donor agencies, government, and employers are to provide opportunities for students' to possess the expertise and abilities to engage in entrepreneurial career and lifelong learning tasks.

The overriding goals of global partnerships for education are to reduce the rates of unemployment and school dropout among young youths. However, each partner has their specific roles in the partnerships arrangement. For example,

TPET providers should help in providing an enabling environment for instructional delivery. The TPET providers should also help to provide better career paths and positive learning experiences for students. These potential roles should help TPET providers to change employers' attitudes about the quality of graduates and respond to employers' needs. Employers should help to deliver training to staff, provide opportunities for teachers to regularly upgrade and update themselves through workplace experiences, provide opportunities for students and trainees to have industrial work experiences, address the skills gap and build a larger workforce through the creation of a pool of apprentices. Employers should also help in providing opportunities for students to have equivalent access to the most current innovation and technology utilized on the industry floors and for the teachers and mentors themselves to make the ground on current industrial practices.

International donor agencies should help in funding TPET researchers and advocacies, develop national TPET policies and strategies, support capacity building in the TPET sector, identify and implement best practices. Moreover, they can help in establishing major conditions for developing students' expertise and abilities, by optimizing physical facilities, procure instructional resources; and ensure equal access to quality TPETs. They should also help in developing instructional content and upgrading skills, by strengthening curriculum content and teacher training, build 21st-century skills for employability and foster effective TPET management, by developing funding mechanisms and promoting results-oriented management. The government should help in investing in TPET, mobilize the private sector actors to be involved in TPET management, provide legislative backing for TPET policies, monitor performance, evaluate TPET effectiveness and apply corrective measures accordingly.

Other forms of partnerships include, students industrial work experience schemes, work-study, teaching practice, internships, and work visits, where private sector actors' partner with TPET institutions to develop students' expertise and abilities to engage in entrepreneurial career and lifelong learning tasks. Private sector actors can also partner with TPET institutions for the management of resources, development of curriculum, mentoring of students, donation, and maintenance of facilities for developing students' expertise and abilities (Adewuyi & Okemakinde, 2013). The effort of private sector actors to partner with TPET institutions is not capable enough to equip students with expertise and abilities needed to engage in entrepreneurial career and lifelong learning tasks upon graduation. The reason is that private sector actors and TPET institutions cannot manage the TPET programs alone because of its resource-intensive nature. However, there is a need for extensive partnerships that involves all major stakeholders of TPET, rather than partnerships between private sector actors and TPET institutions alone.

The main purpose of the present study, therefore, is to examine the perception of TPET lecturers on the effect of global partnerships in developing students' career human capital in South-South Nigerian Universities. The specific objectives of the study were to: (1) investigate the effect of global partnerships in developing

students' expertise and abilities to engage in entrepreneurial career tasks based on TPET lecturers' perception, and (2) ascertain the effect of global partnerships in developing students' expertise and abilities to engage in lifelong learning tasks based on TPET lecturers' perception. To achieve these specific objectives, this research was further composed as follows. First, an applied framework was developed, followed by discussions of the methodologies utilized in carrying out in the research. Second, the information gathered from the respondents were analyzed, and the outcomes were discussed. Third, the research impediments were spotted out. Fourth, the research implications were discussed. Lastly, the conclusion emerging from the research outcomes were consistently drawn.

## 2. Conceptual Framework

The authors' supported this study with a theoretical model (see Figure 1) to understand the effect of global partnerships in developing students' expertise and abilities needed to engage in entrepreneurial and lifelong learning tasks based on TPET lecturers' perception. The underlying assumption of this present study is that high-quality cooperation among stakeholders of TPET could help in pooling both tangible and intangible resources, which would equip students with expertise and abilities needed to venture into entrepreneurial and lifelong learning tasks. This assumption has been propounded by the interdependence theory (Thibaut & Kelley, 1959), the stakeholder theory (Freeman, 1984), the social exchange theory (Blau, 1964; Emerson, 1976; Homans, 1958), the network theory (Granovetter, 1973; Burt, 1976), the collaborative empowerment theory (Perkins & Zimmerman, 1995), and the collaboration advantage theory (Huxham, 1993). However, the present study does not examine the perceptions of TPET lecturers on the effect of global partnerships in pooling resources for effective teaching and learning. Although, the Edokpolor and Imafidon's article published in *Technology Education and Training-Based Journal* in 2019 has helped to assess the perceptions of TPET lecturers on the influence of global partnerships in pooling resources for instructional delivery and execution of projects.

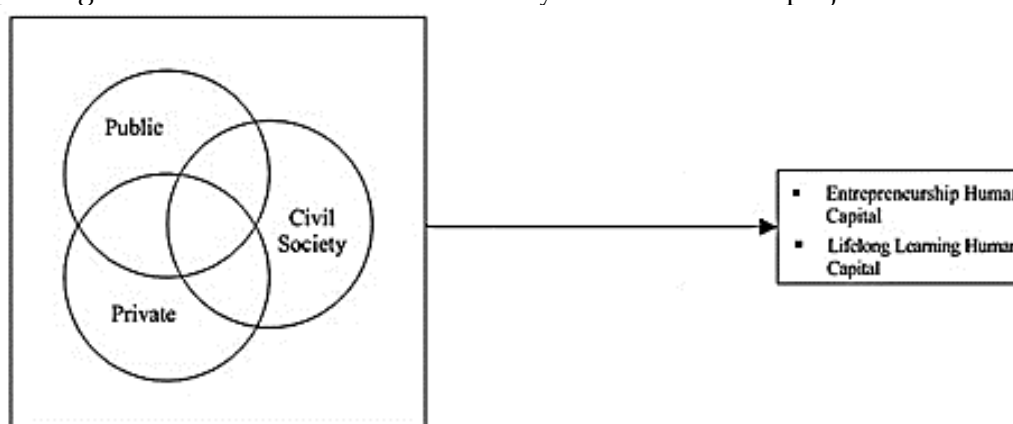


Figure 1: Conceptual Model of the Study

### 2.1 Global Partnerships

Global partnerships have been acquainted with the connection that unites wide scope of public, private, and civil society sector actors (European Commission, 2020). Reid, Hayes, and Stibbe (2014) stipulated that global partnerships involve

business and non-profit civil society organizations working in partnerships with government agencies and official development agencies. Stibbe, Reid, and Gilbert (2018) described global partnerships as a model of development cooperation in which actors from the private and public sectors bring together core complementary capabilities, expertise, and resources for achieving developmental goals and objectives. This signifies that global partnerships could help in achieving the developmental goals and objectives of promoting employment and lifelong learning opportunities for all Nigerian citizens.

According to United Nations (2016), the concept of global partnerships entail a reciprocal obligation and mutual accountability and transparency, including either voluntary or contractual relationship; the sharing of investment (financially and otherwise), reputational risks (rather than a one-dimensional transfer of risk to the private sector actors), and joint responsibility in the design and execution of developmental goals. A critical look at the conceptual clarification showed that global partnerships have been implemented for advocacy, exchange of expertise, pooling and mobilization of resources and, or developing new ways of constructing or providing befitting infrastructure and services for achieving sustainable developmental plans. The International Fund for Agricultural Development (2018) stated that partnerships among all stakeholders around the world involve a complementary initiative that can provide expertise, synergies, resources, capabilities, or responses to needs. These needs expected to achieve through partnerships among the public, the private, and the civil society actors include the development of expertise and abilities to seize entrepreneurial and lifelong learning opportunities among TPET students in Nigeria.

## **2.2 Entrepreneurial Human Capital**

Entrepreneurship has been described as the usage of critical and advantageous thoughts into an effective business undertaking (Barringer & Ireland, 2013). The ideas conceived by individuals can help to identify entrepreneurial opportunities and turn critical and advantageous thought into practice (Acs, 2010). Human capital, on the other hand, can be seen as the expertise and abilities acquired by individuals. In other words, it has been viewed as the expertise and abilities of individuals that are developed via education and experience (Becker, 1975). The expertise and abilities of individuals acquired through education and experience would allow individuals to pursue entrepreneurial and lifelong learning tasks upon graduation confidently. The concept of human capital involves the development of expertise and abilities that are specific to entrepreneurial and lifelong learning tasks and not easily inimitable and substitutable, which influence substantial competitive advantage (Barney, 1991). Therefore, the concept of human capital is referred to as the expertise and abilities acquired by students as one of the contributing factors to venture into entrepreneurial career and lifelong learning activities confidently immediately after graduation.

Accordingly, entrepreneurial human capital can be described as the expertise and abilities required to take part in entrepreneurial tasks (Edokpolor & Chukwuedo, 2018). However, this type of human capital can be measured via items, such as prior knowledge of markets, ways to serve markets, and customer problems

(Shepherd & Patzelt, 2018). As such, partnerships among TPET providers, private organizations and international donor agencies can provide the chance for students to access practical learning environment that would equip them with expertise and abilities to pursue entrepreneurial careers confidently.

### **2.3 Lifelong Learning Human Capital**

The conceptual meaning of lifelong learning has gained much research interests in education (Chukwuedo, 2019). Lifelong learning can be referred to as a wide range of consistent learning activities that individuals are engaged in throughout their life for the aim of improving knowledge, skills, and competencies for professional career or development (Quinn & Sinclair, 2016). The European Commission (2001) defined lifelong learning as all learning assignments attempted all through life, with the point of developing expertise, abilities, and skill inside an individual, community, social, and additionally business-related viewpoint. Brookfield (1983) defined long-lasting learning as a viable activity, not a political method, in which grown-up individuals learn all through the formative phases of adulthood in the light of life emergencies, for the inborn delight of learning, and explicit activity purposes. McMahon, Patton, and Tatham (2008) recognized that the broad targets of long-lasting learning were to guarantee that prior education and training provide a sound foundation for further learning, and that open doors for learning in adulthood are accessible to everybody.

Accordingly, lifelong learning human capital has been defined as the knowledge and skills that motivate individuals to engage in learning throughout their life (Edokpolor & Chukwuedo, 2018). Lifelong learning human capital can be measured via items, such as critical thinking and problem solving, desirability and feasibility, initiative and discipline, flexibility and adaptability, self-direction and regulation, social and cross-cultural, creativity and innovation, ICT literacy, collaboration and teamwork, and learning to learn. As such, partnerships among TPET providers, private organizations and international donor agencies can provide the chance for students to access practical learning environment that would equip them with expertise and abilities needed to engage in lifelong learning confidently.

### **2.4 Global Partnerships, Entrepreneurial Career, and Lifelong Learning**

The problems and challenges of how to improve the quality of the TPET program to respond to the skills needed by students to pursue an entrepreneurial career and lifelong learning confidently seem to be a common concern to major stakeholders worldwide. Many authors argued that there is a gap between the skills needed to pursue career tasks and the skills acquired at the end of TPET (Deutsche Investitions, 2016). Skills gap seems to have a direct impact on the increasing unemployment rates and every other social problem. It is unexpected because these skills should have been developed during studies as they are needed by students to confidently venture into an entrepreneurial career and lifelong learning tasks upon graduation (Jaschik, 2015). However, this skills mismatch has been addressed via collaborative partnerships among major stakeholders of TPET across the globe (Ferns, Dawson & Howitt, 2019).

The study conducted by Andre and Barnes (2010) highlighted the importance of industry and donor agencies involved in program design as imperative to the success of the program. This implies that multinational companies, like, UNs agencies, International Financial Institutions, and civil society organizations have to take an active involvement in the management of TPET programs to produce the kind of graduates who would be equipped with the expertise and abilities to engage in entrepreneurial and lifelong learning tasks. Different authors have also reaffirmed the importance of industries and international donor agencies working closely with TPET institutions to provide opportunities for students to access the most current innovations and technologies used in factories and for teachers to have an immediate encounter on current practices (Ferns, Dawson & Howitt, 2019). Global partnerships also aim to strengthen the TPET systems, especially in developing countries like Nigeria that increase entrepreneurial career and lifelong learning opportunities (Global Partnership for Education, 2019).

### **3. Research Methodology**

The respondents were 158 TPET lecturers from South-South Nigerian Universities. A self-constructed questionnaire was developed from the literature and was reviewed as an instrument for the collection of data. The instrument was a four-point scale, ranging from 1 (low degree) to 4 (greater degree). The instrument consists of 18 items, where eight items measure the perceptions of TPET lecturers on the effect of global partnerships in developing TPET students' expertise and abilities to engage in entrepreneurial career tasks. The remaining 10 items measure the perceptions of TPET lecturers on the effect of global partnerships in developing TPET students' expertise and abilities to engage in lifelong learning tasks. Four lecturers verified the content of the instrument. Two of them were from measurement and evaluation, and the two others were from TPET disciplines. The authors analyzed the responses of 30 lecturers, which were not part of the study sample, to determine the instrument reliability. The results of analyzed responses showed that the instrument for data collection was reliable, with a Cronbach alpha coefficient value of  $\alpha = .89$ .

Data was analyzed using the mean, standard deviation, and one sample t-test statistics. Mean values were used to answer the research questions, standard deviation was used to determine the degree to which TPET lecturers' responses were clustered around or deviated from the mean and one-sample t-test was used to test the null hypotheses at .05 level of significance. A mean score equivalent to, or greater than 2.50 implied that TPET lecturers' consent to a high degree with the questionnaire items; and mean scores under 2.50 implied that TPET lecturers differ to a high degree with the corresponding questionnaire items. Also, the standard deviation values between .00 and .96 suggest that TPET lecturers' reactions are exceptionally close, which implies that their answers were clustered around the mean. The p-value were used in making choices on the null hypotheses. If the p-value is not equivalent to the critical value (0.05), the null hypothesis will be dismissed, on the chance that the value (p) is higher than 0.05, the null hypothesis will not be dismissed.



#### 4. Results

The information gathered from the respondents were analyzed and presented in Tables 1 to 4.

Research Question 1: What is the perception of TPET lecturers on the effect of global partnerships in developing students' expertise and abilities to engage in entrepreneurial career tasks?

**Table 1: The Mean and Standard Deviations of TPET Lecturers' Perception on the Effects of Global Partnerships in Developing Students' Expertise and Abilities to Engage in Entrepreneurial Career Tasks**

S/N	Statements	M	SD	Remark
	To what degree does:			
1.	The global partnerships help in developing TPET students' expertise and abilities for the creation of new products and services.	3.70	.61	GD
2.	The global partnerships help in developing TPET students' expertise and abilities for the improvement of new products and services.	3.34	.71	GD
3.	The global partnerships help in developing TPET students' expertise and abilities for the management of organizational resources.	3.30	.82	GD
4.	The global partnerships help in developing TPET students' expertise and abilities for risk-taking.	3.26	.95	GD
5.	The global partnerships help in developing TPET students' expertise and abilities for the sale of goods and services.	3.51	.76	GD
6.	The global partnerships help in developing TPET students' expertise and abilities to understand customer needs.	3.54	.70	GD
7.	The global partnerships help in developing TPET students' expertise and abilities to understand how a particular market operates.	3.41	.69	GD
8.	The global partnerships help in developing TPET students' expertise and abilities to understand how technologies can be packaged to meet a particular market needs.	3.39	.60	GD
	Cluster	3.42	.41	GD

Note.  $N = 158$ ,  $M = \text{Mean}$ ,  $SD = \text{Standard Deviations}$

The outcomes of the information presented in Table 1 demonstrated that eight items, with sequential number 1, 2, 3, 4, 5, 6, 7, and 8 had the mean values that ran from 3.26 to 3.70, and the comparing standard deviation values ran from .41 to .95. The mean values infer that global partnerships could influence the development of students' expertise and abilities to engage in entrepreneurial career tasks based on TPET lecturers' perception. The corresponding standard deviation values indicated that global partnerships would influence the development of students' expertise and abilities to pursue entrepreneurial career tasks based on TPET lecturers' perception.

Research Question 2: What is the perception of TPET lecturers on the effect of global partnerships in developing students' expertise and abilities to engage in lifelong learning tasks?

**Table 2: The Mean and Standard Deviations of TPET Lecturers' Perception on the Effects of Global Partnerships in Developing TPET Students' Expertise and Abilities to Engage in Lifelong Learning Tasks**

S/N	Statements	M	SD	Remark
	To what degree does:			
9.	The global partnerships help in developing TPET students' critical thinking and problem-solving skills to engage in learning throughout their lifetime.	3.56	.80	GD
10.	The global partnerships help in developing TPET students' desirability and feasibility skills to engage in learning throughout their lifetime.	3.32	.85	GD
11.	The global partnerships help in developing TPET students' initiative and self-discipline skills to engage in learning throughout their lifetime.	3.41	.69	GD
12.	The global partnerships help in developing TPET students' flexibility and adaptability skills to engage in learning throughout their lifetime.	3.38	.85	GD
13.	The global partnerships help in developing TPET students' self-direction and self-regulation skills to engage in learning throughout their lifetime.	3.37	.86	GD
14.	The global partnerships help in developing TPET students' social and cross-cultural skills to engage in learning throughout their lifetime.	3.35	.90	GD
15.	The global partnerships help in developing TPET students' creativity and innovation skills to engage in learning throughout their lifetime.	3.34	.93	GD
16.	The global partnerships help in developing TPET students' ICT literacy and numeracy skills to engage in learning throughout their lifetime.	3.18	.90	GD
17.	The global partnerships help in developing TPET students' collaboration and teamwork skills to engage in learning throughout their lifetime.	3.18	.90	GD
18.	The global partnerships help in developing TPET students' learning to learn skills to engage in learning throughout their lifetime.	3.48	.87	GD
	Cluster	3.36	.47	GD

Note.  $N = 158$ ,  $M = \text{Mean}$ ,  $SD = \text{Standard Deviations}$

The outcomes of the information presented in Table 2 indicated that ten items, with sequential number 9, 10, 11, 12, 13, 14, 15, 16, 17 and 18 had the mean values that ran from 3.18 to 3.56, and the comparing standard deviation values ran from .69 to .93. The mean values infer that global partnerships could influence the development of students' expertise and abilities to engage in lifelong learning tasks based on TPET lecturers' perception. The corresponding standard deviation values indicated that global partnerships influence the development of students' expertise and abilities to engage in lifelong learning tasks based on TPET lecturers' perception.

Research Hypothesis 1: Global partnerships do not have a significant effect on the development of students' expertise and abilities to engage in entrepreneurial career tasks.

**Table 3: T-Test of the Difference between Global Partnerships and its Effects on the Development of Students' Expertise and Abilities to Engage in Entrepreneurial Career Tasks**

Variables	N	M	SD	TV	MD	df	t	p	Decision
Global Partnerships and Entrepreneurial Human Capital	158	3.419	.414	2.50	.919	157	27.896	.000	Ns

Note. M = Mean, SD = Standard Deviations, TV = Test Value, MD = Mean Difference,  $p > .001$

Table 3 demonstrated that the mean scores concerning the degree to which global partnerships influence the development of students' expertise and abilities to engage in entrepreneurial career tasks based on TPET lecturers' perception are 3.419, and the comparing standard deviations value is .414. The Table demonstrated that the test value is 2.50, the mean difference is .919, t-statistic is 27.896 at df of 157, and the value-p (.000) is lower than the significant alpha value (.05); along these lines, the hypothetical speculation was dismissed. Therefore, the results of the hypothesis demonstrated that global partnerships do not significantly influence the development of students' expertise and abilities to engage in entrepreneurial career tasks based on TPET lecturers' perception.

Research Hypothesis 2: Global partnerships do not have a significant effect on the development of students' expertise and abilities to engage in lifelong learning tasks.

**Table 4: T-Test of the Difference between Global Partnerships and its Effects on the Development of Students' Expertise and Abilities to Engage in Lifelong Learning tasks**

Variables	N	M	SD	TV	MD	df	t	p	Decision
Global Partnerships and Lifelong Learning Human Capital	158	3.356	.473	2.50	.856	157	22.749	.000	Ns

Note. M = Mean, SD = Standard Deviations, TV = Test Value, MD = Mean Difference,  $p > .001$

Table 4 demonstrated that the mean scores concerning the degree to which global partnerships influence the development of students' expertise and abilities to engage in lifelong learning tasks based on TPET lecturers' perception are 3.356, and the comparing standard deviations value is .473. The Table demonstrated that the test value is 2.50, the mean difference is .856, t-statistic is 22.749 at df of 157, and the value-p (.000) is lower than the significant alpha value (.05); along these lines, the hypothetical speculation were dismissed. Therefore, the results of the hypothesis demonstrated that global partnerships do not significantly influence

the development of students' expertise and abilities to engage in lifelong learning tasks based on TPET lecturers' perception.

## 5. Discussion

The present study specifically aims to provide empirical evidence on the degree to which global partnerships influence the development of students' expertise and abilities needed to engage in entrepreneurial career and lifelong learning tasks based on TPET lecturers' perception. Analysis of the research question 1 indicated that global partnerships could help in developing students' expertise and abilities to engage in entrepreneurial career task based on TPET lecturers' perception. The hypothesis demonstrated that there is a discrepancy between global partnerships and its effect on developing students' expertise and abilities to engage in entrepreneurial career tasks based on TPET lecturers' perception. This finding does not agree with the proposition of collaborative empowerment theory which assumed that partnerships involve the collaboration of all major stakeholders to achieve the goals of education (Batson, 2004; Porter-O'Grady, Hawkins, & Parker, 1997). The finding does not agree with the assumption of stakeholder theory, which proposed that if TPET providers adopt a relationship among all major stakeholders, then TPET providers have a better chance to achieve set goals (Freeman, 1984). Conversely, when principles that relate to the concept of partnerships is incorporated into TPET programs, providers of the programs can be empowered to achieve the set objectives of TPET programs.

The analysis of research question 2 indicated that global partnerships could help in developing students' expertise and abilities to engage in lifelong learning tasks based on TPET lecturers' perception. The hypothesis indicated that there is a discrepancy between global partnerships and its effect on developing students' expertise and abilities to engage in lifelong learning tasks based on TPET lecturers' perception. This finding is not in agreement with network theory which proposes that networks can help the students to decide in participating in lifelong learning tasks by providing resources through partnerships (Desjardins & Schuller, 2007). The finding is not also in support of assumption of the collaborative advantage theory. This theory states that to get the real advantage of alliances, something (e.g., lifelong learning) needs to be achieved. TPET institutions acting alone cannot achieve much (Huxham, 1993). The finding is not also in agreement with the assertions of some authors (Bryson, Crosby & Stone, 2015; Ospina & Foldy, 2015) that global partnerships could help to address precarious situations (e.g., unemployment, poverty, insecurity, underemployment, or students' dropout) facing developing countries.

## 6. Limitations

This study has provided empirical evidence concerning the degree to which global partnerships influence the development of students' expertise and abilities needed to venture into entrepreneurial and lifelong learning tasks based on TPET lecturers' perception. First, due to the data that were collected via the non-experimental method (or descriptive survey-based design), a causal induction could not be made in the investigation. Therefore, the authors of the present research recommend that experimental studies should be conducted by researchers to assist in providing better results. Second, due to the sample size of

participants ( $N=158$ ), which was drawn from a single institution (federal university, caution should be exercised when generalizing the results of the study. Therefore, the authors of the present study recommended that further studies should aim to consider the inclusion of proportionally representative samples that cut across all geopolitical zones (e.g., North-Central, North-West, North-East, South-West, and South-East) to ensure that all federal universities in Nigeria were represented in the study. Third, due to the homogenous nature of the participants in the study, which involves TPET lecturers' only, caution should be exercised when generalizing results, especially to lecturers in other academic disciplines. Thus, the authors recommend that researchers should embark on further studies that would employ all categories of lecturers from other educational-based disciplines.

## **7. Implications**

As posited in the introduction, focus has not been placed on the study of global partnerships and its effect on developing students' expertise and abilities needed to engage in entrepreneurial careers and lifelong learning tasks based on TPET lecturers' perception. The outcomes of this research, therefore, have great implications for stakeholders of TPET. First, the analysis showed that global partnerships can influence the development of students' expertise and abilities needed to venture into entrepreneurial career tasks based on TPET lecturers' perception. It would be beneficial for all major stakeholders of TPET to collaborate to develop students' expertise and abilities to pursue entrepreneurial career tasks. Second, the analysis showed that global partnerships can influence the development of students' expertise and abilities to engage in lifelong learning tasks based on TPET lecturers' perception. Therefore, it would be beneficial for all relevant stakeholders of TPET to cooperate to develop students' expertise and abilities needed to engage in lifelong learning tasks. If these recommendations are implemented adequately, they would help in realizing the set goals and objectives of the TPET programs, especially in Nigeria.

## **8. Conclusion**

The study aims to provide empirical evidence concerning the degree to which global partnerships could influence the development of students' expertise and abilities to pursue an entrepreneurial career and lifelong learning tasks based on TPET lecturers' perception. The research questions revealed that global partnerships have positive effects on the development of students' expertise and abilities needed to pursue an entrepreneurial career and lifelong learning tasks based on TPET lecturers' perception. The hypotheses demonstrated that global partnerships do not have significant effects on the development of students' expertise and abilities to engage in an entrepreneurial career and lifelong learning tasks based on TPET lecturers' perception. Therefore, the authors concluded that there is a discrepancy between global partnerships and its effect on the development of students' expertise and abilities needed to engage in entrepreneurial career and lifelong learning tasks based on TPET lecturers' perception.

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