IMPACT OF TETFUND'S FOREIGN POSTGRADUATE TRAINING ON HUMAN CAPITAL DEVELOPMENT AND LOCAL ADAPTATION OF TRANSFERRED KNOWLEDGE

RAJI, RASAKI AKANNI
DEPARTMENT OF BUSINESS ADMINISTRATION,
THE FEDERAL POLYTECHNIC, ILARO.
E-mail: rajirosco@gmail.com

ABSTRACT

This paper examined the local adaptation dimension of trainings of Nigerians abroad with respect to filling the gap in knowledge transfer and human capital development by TETFUND. The population considered for this evaluative study was comprised of scholars that went abroad for Postgraduate studies, which formed the sample space of 24 people. The sample frame remains as the population of the sample space, which is being homogeneous to give birth to 20 people that was adopted as sample size. The data gathered were screened through reliability statistical tool of KMO and Barlett's test, while analysis was done with the use of SPSS. The result obtained which was depicted as P-value at 0.003 less than 0.05 at 95% confidence interval, shows significant positive effect of TETFUND's postgraduate training on knowledge transfer. The study concluded that the replication of overseas impartation styles are yet to be fully implemented. It was recommended among other things that post-graduate scholars should have collaboration with local industry, as well as giving free technical assistance relating to each scholar's field of study, with a view to assisting national development.

Keywords: *Knowledge-Transfer, Education, Development, Technical Assistance, Local Adaptations.*

1.0 INTRODUCTION

Technological transfer is germane to speedy growth , competing internationally and starting to level-up with developed countries (Todaro & Smith, 2015). Knowledge management has been concerned less with data and more with the transfer of best practices, the pursuit of organizational learning and creating opportunity for creativity and management of intellectual assets (Grant, 2002). Aniete (2004) posited that increase in transfer of knowledge from tertiary educations institutions to industries is the primary goal in almost developed countries. Development and growth of Nigeria is a function of well-funded tertiary educational programmes of the citizenry, among others national development is partly linked to knowledge sharing that concept outflow from technical development which is anchor on innovation. Innovation could be exhibited via a new product design, a new marketing model or a new technique of conducting training (Unamka, 1991; Babalola, 1997). All aforementioned are products of research and development as well as development of highly competent human resources

and a scientific or unusual technological breakthrough which can only be provided through Higher Education (Babalola, 1997).

At the academic hierarchy, interest in the functions of knowledge in economic organization has manifested out of research into capabilities and resources, the economics of information, epistemology, evolutionary economics and technology management (Grant, 2002). Tertiary Education Trust fund (TETFUND) was established primarily for intervention in public tertiary institution in area of infrastructure and academic training and development for short and long term training .The goals of tertiary education among other is to produce scholars that are self-reliant which can solve problem through Research and innovative practices. Europeans employers played an important role in articulating and implementation models of best practice within educational via partnership, training, programme, scholarship and sponsorship (Branine, 2009).

Also, instances and empirical findings have clearly that shown the inadequate partnership between universities and industries for example in European Union (EU) is one of the bad commercial and technological performances of EU in high-Tech industry (European Commission, 1995). Hence, inadequate partnerships, collaborations between tertiary institution and industry in Nigeria could have been one of the sources of problem of science and technology breakthroughs that should have been recorded between these two organizations in Nigeria but not yet recorded nor empirically recorded. The formal school system at the same time has failed in its function to develop self-reliance in its recipients (Babarinde, 1995). The myriads of problems that

could be solved through formal educational institutions are still not solved adequately, despite huge investment in educational sector by the government.

Therefore, it is against the above ruminations, that this present study was conducted to investigate whether the Post-graduate TETFund trained scholars of the Federal Ilaro Polytechnic have been sources of academia-industry linkages to the Nigeria local industries with specific reference to Ogun State. Furthermore, it would amount not to fallacy to evolve questions such as:

1. What in measurable terms has been the local adaptation as evidenced through knowledge transfer between foreign institutions and Nigeria institutions?
2. Have the foreign Postgraduate TETFUND trained scholars of the Nigerian tertiary institutions have been a source of academia-industry linkages to local industry through knowledge transfer activities?

It would thus be ethical to hypothesize with a view to achieving the main goal of this study, and as well provide answer(s) to its queries, vis:

H_0: The foreign Postgraduate TETFUND trained scholars of the Federal Polytechnic, Ilaro have not been a source of academia –industry linkages to local industries.

H_1: The foreign Postgraduate TETFUND trained scholars of the Federal Polytechnic, Ilaro have been a source of academic –industry linkages to local industries through knowledge transfer activities.

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ISSN: 2736-0814

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Lee (2000) has it that faculties contributing to knowledge and technology transfer on the one side are of the views that industry collaborations complement their self academic researches by securing fund for graduate scholars and workshops facility, thus giving them idea for their research. Consultancy services, industrial linkages, through partnership and collaborative efforts should be highly noticed between scholars trained abroad than home trained scholars. More so, local problems that are being solved through research effort undertaken by foreign trained scholars should be well publicized or noted for future use in all facets. According to Mahmood (2009), there is culture of in-breeding in our institutions, where a lecturer rise to highest cadre within the same department without going out to other institutions for interactive learning. Majority of teaching personnel in our tertiary institutions are in-breed scholars who lacks external exposures especially outsides the country. Can new things be learnt without interactions and learning with outside organization for the purpose of acquisition of skills and knowledge, for effective and efficient service delivery as well as research and development for national socio-economic development .Tacit knowledge is a source of competitive advantage to any person and/or organization, because it can be codified which can make it easy to be transferred but like trade secret which is not usually let out by an organization ,no matter the level of interactions with outside world, this some poses a major obstacles in knowledge transfer processes.

Most of the scholars gone for foreign long-term training and development must have been demonstrating what they learnt and which could be transferred to local organization through consultancy service either on free basis or for fees. This would assist to develop local industry but many scholars have not started doing this to develop and transfer knowledge as well as adaptation of it to local economy for development. It has been observed but not empirically substantiated that colleagues of the TETFUND scholars are not receptive to new idea proposed by the TETFUND scholar colleagues at home. Besides, home institution has not been courageous to ask some certain things concerning development and adaptations of ideas, knowledge acquired by these TETFUND scholars into use by home institutions. While attempt to demonstrate/practice all oversea acquired knowledge into local institutions are usually not welcomed by their home colleagues.

Knowledge is the experience that one acquires from information knowledge resides in people (Williams, 2009). Knowledge Transfer is a component of knowledge management. Knowledge Transfer defined as the process through which organizational unit, section, department is affected by the experience acquired by another has received greater attention in the business world over (Gorgoglione et al 2004; Ghafoor et al 2011). Knowledge especially technological transfer is germane to quicker and important growth, competing internationally and beginning to level-up with Developed Nations (Todaro & Smith, 2015). There are two types of knowledge according to Grant (2002). These are as follows:

1) The tacit knowledge which is know-how that it embodies skills which are shown in the course of their performance; that cannot be codified but

can only be seen through its application and acquired through repeated usages. Therefore it is difficult to be codified, hence it transfer across people is slow, expensive and not guaranteed.

2) The Explicit knowledge is made out by its communication, which can be transferred in between individuals, space and time. It comprises facts, theories and set of instructions, symbols and signs.

Knowledge creation has research activities as a best example. Knowledge acquisition could be seen in training, recruitment, intellectual property, licensing and benchmarking efforts. In a number of related research works, especially the one that was conducted by Gambo (2009) on the impact of training and development on workers' productivity using TETfund foreign scholars as the case study. The researcher used 30 Doctoral and 15 Masters Scholars as population of study. No statistical analysis was carried out. In a similar vein, McGregor and Solek (2009) based on research conducted on higher education spin-off activities and knowledge in Scotland and United Kingdom. The researcher made use of secondary data and percentages to establish the difference between numbers of spin-off among the HEIs. Furthermore, it was observed that UK had knowledge transfer through HEIs spin-off activities for period of (4) Four years from 2002/2003 through 2005/2006. It was concluded and further boiled down to unsuitability, majorly count-based measurement of spin-off analysis as an indicator of knowledge-transfer efficiency or effectiveness. Also in the work of Aniete (2014), which was carried on synergy between academic research outcomes and industrialization, he used exploratory desk review approach. No particular population and sample size were adopted. It was concluded that academic research and industry collaboration, although, obviously they are ingredients of development but this can be contentious and thus could spur into action institution industry collaboration, for advancement in technological innovations.

2.0.1 TERTIARY EDUCATION TRUST FUND (TETFUND)

Education Tax Act of 1993 established the Education Tax Fund (ETF), which stipulates that the agency was to intervene at higher level of education, training must get a share of the ETF money. Education Tax Fund was changed to Education Trust Fund in 2003/2004, so as to correct problems associated with Education Tax Fund through an act repealing Education Tax Act Cap E4 LFN 2004, with a provision of Education Tax Fund (Amendment) Act 2003 to provide for the establishment of Tertiary Education Trust Fund (TETfund) with mandates to impose, manage and disburse Education Tax to public tertiary institutions in Nigeria and other related matters. This a proposal raised by the then Minister of Education, Prof. Fabian Osuji. (ETF NEWS, 2009). The main source of income available to the Fund is the 2% Education Tax which is usually collected from assessable profit of companies registered in Nigeria, the Tax is being collected by the Federal Inland Revenue Service on behalf the TETfund (TETfund Digest, 2017). Furthermore, it must be emphasized that TETfunds terms of reference which revolve around the following functions:

(i) Sponsorship for Ph.D and Master degrees programme locally and internationally for academic staff and research bench work

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ISSN: **2736-0814**

(ii) Sponsorship of local and internationally conferences for academic and non-academic staff of Nigerian educational institutions.

2.0.2   HUMAN RESOURCES TRAINING AND DEVELOPMENT

Training and Development efforts targeted at developing competencies, such as technical, human, conceptual and managerial capabilities of individual and organizational growth (Obisi, 1996). Training programme is designed for of receiving instruction for the purpose of short period, to increase competencies of non-professional personnel. Development is a long-period educational process that make use of a systematic and formal methodology by professional personnel, to acquire conceptual and theoretical knowledge for all purposes.

2.1   THEORETICAL FRAMEWORK

It is of significance that the following theories be put into explanations, viz:

2.1.1   EPISTEMOLOGICAL THEORY

Epistemology theory of knowledge has it traditional base that knowledge contained must be critical, reflective and normative like the form it was before, the beginning or its inception. Theoretically, there should be a background knowledge, and knowledge must be gained through relationship with the other human beings (Ruch, 1979; Balogun, 1995). This Epistemology model theory of knowledge is relevant to this research work because and scholar who wishes to transfer knowledge must highly possess background knowledge so as to have new knowledge to be acquired from other sources/persons. The

scholar going for overseas training should have relevant first degree or research knowledge in which area he/she will acquire additional new knowledge through the 2nd and 3rd degrees.

2.1.2   HUMAN CAPITAL THEORY

Human capital theory (HCT) has its origins in microeconomics theory. The theory was pioneered by Adam Smith which was later empirically developed at various stages by Schultz (1961), Mincer (1974) and Becker (1993). Becker (1993) opined that in totality, investments in education and training will improve productivity and earnings. Nevertheless, the kind of training that dictates who should pay for the training either is being template on the employee or the organization. Education and training would increase efficiency of the employee, by adding to cognitive reserves of economically profitable human competency, which occasions by the abilities and investment in human beings. The fundamental of HCT is that people learning competencies are of comparable importance with other resources contains which are in the production of goods and services (Lucas, 1990). HCT is of opinion that person that invest in education and training will increase their skills level and more productive than those with less skilled. Therefore, these guarantee higher earnings as a result of the investment in education and training.

Furthermore, Becker (1993) suggested that schooling increases earnings and productivity by giving knowledge, skills as an approach to problem solving methods. HCT classified into two types: generic and firm-specific skills. Training which increases the productivity of whole organization and other organization in the industry but limited to inside the industry. Becker emphasized that firms

would not pay for general skill because trainer can switch to another organization after training-investment in competitive labour market which the organization may not recoup their investment. Estevez-Abe, et al (2001) supporting Becker framework defined industry specific training as a kind of training which increases the productivity of all other firms in the same industry, but not outside the specific industry of reference. It would be correct to say that TETfund training and development of human in resources in Nigeria tertiary institutions is an industry-specific training which is meant to increase the capacities and potential of scholars with a view to improving the educational sector and nation as a whole. Hence, it is a specific programme because the training and development programme covers Masters, Doctoral trainings and development only for scholars in public tertiary institutions, with the scholars' appointments to have been confirmed by each specific institution, as well as affirmed guarantee to return back and serve in any public tertiary institution in Nigeria.

Therefore, in some of the above reviewed scholarly outputs, the majority of research works are limited to empirical studies that are available on knowledge-transfer in educational Institutions with no focus on impact of TETfund on human capital development and local adaptation with particular reference to Nigeria, this is an observed gap to be exploited through this research work.

3.0   MATERIALS AND METHODS

This research made use of survey design with the aid of descriptive analysis to draw out the correlatory impact on the knowledge transfer, which Education Trust Fund's foreign postgraduate programmes have on human capital development of and local adaptation of these trainings, using the Federal Polytechnic, Ilaro as a case study. The population of 24 scholars from which 20 sample was taken as sample size. All scholars taken were those that had returned to their duty posts in the last one year while the remaining 4 were those who had just returned from their studies but have not used a semester therefore, they could not be used. The copies questionnaire were moderated by 3 scholars from 3 different faculties, comprising 1 M.Sc, 2 P.hD. Pilot test was conducted with use of 4 scholars to observe the reliability and validity of the instrument. The questionnaire was Likert model with SA = 5, A = 4, U = 3, D = 2, SD = 1 respectively.

Table 1: Classification according to Faculties

S/N	Schools/Faculties	Numbers of scholars	Percentage
1	Engineering	10	50.0
2	Environmental/Technology/studies	4	20.0
3	Applied Science	2	10.0
4	Management Studies	2	10.0
5	Communication & Info. Tech.	2	10.0
	Total	**20**	**100.0**

Source : July 2019

It is implied that 50%; 20%; 10%; 10%; 10% of the beneficiaries are from the faculties of Engineering; Environmental; Applied Science; Management Studies and Communication & Info. Tech. respectively in the case study institution.

Table 2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized items	No of items
.718	.890	15

Source: Field Survey July, 2019

It becomes clearly established that the instruments of data gathering and analysis used for this study were realible at Cronbach's Alpha of 0.718. Also, to a very large extent, the 15 out of the total sample of 20 that were used for this study are strong and reliable at 0.890.

Table 3: KMO and Bartilett's Test

Kaiser-Meyer-Oikin measure of sampling Adequacy. of Sig.	.329
Barilett's test of Sphericity Approx. Chi-square	160.010
DF	105
Sig	.000

Source: Field Survey July, 2019

a. Based on correlations

Table4 : Total variance explained

	Component	Initial Eigenvalues'			Extraction Sums of Squared Loadings			Rotation sums of squared loadings.
		Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total
Raw Rescaled	1	5.333	30.634	30.634	5.333	30.634	30.634	3.923
	2	3.400	19.533	50.167	3.400	19.533	50.167	3.333
	3	2.436	14.005	64.173	2.436	14.005	64.173	2.229
	4	1.606	9.228	73.401	1.606	9.228	73.401	4.016

Source: Field Survey July, 2019

Table 3 and 4 Discussed here as follows :

The factor analysis shows by the KMO and Bartlett's has a significant value $P < 0.01$. It is also supported by the total variance explained value of 73.401. This implies that the instrument is valid.

Table 5: Regression of Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.793	.629	.530	2.16207	2.392

Source: Field Survey July, 2019

a. Predictors: (Constant), BT, CF, CI, TI
b. Dependent Variable: KT

The model summary estimates shows the summary of the size of the joint effect of the independent variables (Behavioural Factors, Comparative Factors, Collaborative Intentions and Transfer/Adaptation Intention) on the dependent variable (Knowledge Transfer). The result indicates an R-square value $R^2 = .629$, which implies that about 63% total variation in Knowledge Transfer is jointly accounted for by the independent variables (Behavioural Factors, Comparative Factors, Collaborative Intentions and Transfer/Adaptation Intention). The remaining 37% is accounted for by other variables not considered in the study.

H0₁: The postgraduate foreign TETFUND trained scholars of the Federal Polytechnic, Ilaro have not been a source of academia – industry linkages to local industries through knowledge transfer activities.

Table 6: Regession

Model	Sum of square	Df	Mean square	F	Sig
Regression	118.832	4	29.708	6.365	.003[b]
Residual	70.118	15	4.675		
Total	188.950	19			

Source: Field Survey July, 2019

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The ANOVA table shows that there is a positive significant relationship between knowledge transfer and Behavioural Factors and Transfer/Adaptation Intention, Collaboration Intention and Comparative Factors at 5% significant level. This is evidenced by the result of $\{f(4\backslash15)\} = 6.355$, $P < 0.05$. This implies that the null hypothesis is accepted at 95% confident interval.

Table 7: Model Coefficients

Model	Unstandardized coefficients		Standardized coefficients			96.0% confidence internal for B	
	B	Std. Error	Beta	t	Sig	Lower Bond	Upper Bound
1 (Constant)	-3.079	6.096		-505	.621	-16.076	9.919
CF	-076	.360	.035	-211	.836	-844	.692
CI	1.138	253	.879	4.500	.000	.599	1.677
TI	.573	.261	.4512	-2.198	.044	-1.129	.017
BT	.732	.314	.374	2.333	0.34	.063	1.401

Source: Field Survey July, 2019

a. Dependent Variable: KT

The correlation coefficient shows the summary of the relative influence of the independent variables on the dependent variable. The result shows that; There is no statistical significant relationship between Comparative Factors and Knowledge Transfer (B = -.076; t = -.211; P > 0.05); there is positive statistical significant relationship between Collaboration Intention and Knowledge Transfer (β = 1.138, t =4.500, P < 0.05) and a unit increase in knowledge transfer will result to 1.138 unit increase in Collaboration Intention all other things being equal; there is a negative statistical significant relationship between Transfer/Adaptation Intention and Knowledge Transfer (β = -.573, t = -2.198, P < 0.05) and a unit increase in Knowledge Transfer will result to .573 unit decrease in Transfer/Adaptation Intention; there is a statistical positive significant relationship between Knowledge Transfer and Behavioural Factors (β = .732, t = 2.333, P < 0.05) and a unit increase in Knowledge Transfer will result to .732 unit increase in Behavioural Factors .

The regression equation is

$$Y = -3.079 - 0.076_{x1} + 1.138_{x2} - 0.573_{x3} + 0.732_{x4} + U_{r.}$$

Table 8: Correlations

		CF	CI	TI	BT	KT
CF	Pearson correlation	1	.131	.293	.023	-061
	Sig. (2-Tailed)		.583	.210	.925	.800
	N		20	20	20	20
CI	Pearson Correlation			.589	.048	.626
	Sig. (2- tailed)			.006	.839	.003
	N			20	20	20
BT	Pearson Correlation			1	-161	.116
	Sig. (2- tailed)				.499	.628
	N					20
KT	Pearson Correlation					1
	Sig. (2- tailed)					
	N					

Source: Field Survey July, 2019

**Correlation is significant at the 0.01 level (2-tailed).

The correlation shows the degree of relationship among the variables. Behavioural Factors (BF) is positively correlated but insignificant with Knowledge Transfer at r = .344; Transfer and Adaptation Intention is positively correlated but insignificant to Knowledge Transfer at r = .116; Collaboration Intention is highly positively correlated and significant to Knowledge Transfer at r = .626 and Comparative-Factors is very low at negative correlation and insignificant to Knowledge Transfer at r = -.061. The above implies that only Collaboration Intention is highly positively correlated and significant to Knowledge Transfer, while both Behavioural-Factors and Transfer/Adaptation Intention are positively correlated but insignificant to Knowledge Transfer. This shows Collaboration Intention, Behavioural Factors and Transfer/Adaptation Intention variables are good correlate of Knowledge Transfer.

4.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

4.0.1 SUMMARY OF FINDINGS

1. The research concluded that there was a joint positive, statistical relationship among the 003b at P 0.05 variables. Knowledge transfer, and behavioural factor, collaboration intention and comparison factor as showed in the results, the Management studies had least sponsorship.

2. The result shows more than 60% in the knowledge transfer is jointly accounted for by the independent variable (behavioural factor,

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comparative factor, collaboration intention and transfer/adaptation intention).

3. There is no statistical significant relationship between comparative factor and knowledge transfer; while there is positive statistical significant relationship between collaborative intention and knowledge transfer.

4. It is implies that only collaboration intention is highly positive correlated and significant to knowledge transfer while both behavioural factor / adaptation intention are positively correlated but insignificant to knowledge transfer.

4.0.2   CONCLUSION

The finding reveals that Scholars are yet to commence the replication of the patterns of overseas lectures, practical and demonstrations for local adaptations. Through there have been some sorts of transfer of knowledge between Tetfund foreign trained scholars and home based institution, but there is yet to be interactions of any kinds noticeable from the findings of this work between the local industries and TETfund trained scholars.

4.0.3   RECOMMENDATIONS

Based on the research conducted it is hereby recommended as follows, vis:

1. Government should continue to sponsor scholars abroad to enable these scholar continue to have exposures to new ways of development so that it could extend to national development

2. TETfund scholars should be able to interact, collaborate and form partnership with local industries by way of giving free-of-charge lectures, seminars, research etc so to replicate their knowledge there local adaptations.

3. All TETfund scholars should engage research work in relations to Nigeria problems, toward solving these problems, as this will allow Nigeria to develop in all spheres.

4. The Management studies courses Quota should be increased in the numbers of sponsorships because all these will results in development of much needed human capital workforce in administration of our public organization in Nigeria..

5. The Postgraduate TETfund scholars should also promote themselves through information what they can offer to local firms, this will foster Local adaptation of their knowledge

6. Scholars should continue to perform activities relating knowledge transfer to assist in national development.

7. The Policy of 70:30 ratios of science and technology should be continued to promote industrial development so as to boost scientific and technological development towards an accelerated national development and all round prosperity.

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