



Collaborative Policies for Enhancing Poverty Alleviation Aspect of Sustainable Development Goals Among Postgraduate Business Education Students in Rivers State Universities

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Abstract

The study examined the Collaborative Policies for enhancing Poverty Alleviation aspect of Sustainable Development Goals among Postgraduates Business Education students in Rivers State Universities. Three specific objectives, three research questions and three hypotheses guided the study. A descriptive survey design was adopted. The study adopted a descriptive survey design. The population of the study comprises a total number of 168 postgraduates Business Education students made up of 71 in Rivers State University (RSU) and 97 from Ignatius Ajuru University of Education (IAUE) in 2024/2025 academic session. The entire population was used for the study, hence no sample was done. Instrument used to elicit responses for the study was a 15-item questionnaire "Collaborative Policies for Enhancing Poverty Alleviation aspect of Sustainable Development Goals among Postgraduates Business Education student (CPEPASDPBES). The questionnaire was validated by two Accounting Educators and one expert in Measurement and Evaluation all in Faculty of Education Rivers State University. Cronbach-Alpha statistical tool was used to establish reliability of the instrument which yielded a reliability index of 0.82. The researchers administered 168 copies of instrument and retrieved only 145 copies (64 from RSU and 81 from IAUE) with the help of two assistant. Mean and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significant. Findings showed that Industrial-Academic Collaboration, Community-Based Entrepreneurship development and Research Innovation hub policies enhance Poverty Alleviation and Sustainable Development among Postgraduates Business Education Students to high extent. Based on the findings, the study recommends amongst others that Universities and Educators providing Business Education Program should collaborate and partner with Industries to inculcate and equip Postgraduate Business Education Students with industrial based skills to enable them have unlimited opportunities in occupational areas that enhance prosperity, poverty alleviation and sustainable development.

Keywords: Business Education, Collaborative Policies, Postgraduate Students, Poverty Alleviation, Sustainable Development

Introduction

Business Education contextually, is a multi-disciplinary field of study that combines theoretical and practical knowledge to prepare individuals for successful careers in business and entrepreneurship ventures for self-reliance and poverty alleviation in society (Ajayi, 2019). In the words of Amesi (2021), Business Education encompasses various aspects of professional development, including acquisition of business knowledge, skill development and practical application of innovative ideas for self-reliance and industrial productivity geared towards poverty alleviation and sustainable development. Amaewhule (2020) posited that Business Education is a systematic and structured University programme for imparting business skills and values to individuals, enabling them to perform effectively in various businesses to enhance greater standard of living and sustainable development. Amaewhule further emphasized that the Business Education programme had been helpful in the economic perspectives playing a crucial role in providing students with the required skills and training for self-reliance. This cardinal objective of skill acquisition and poverty alleviation for sustaining development had not been substantially achieved. However, the declaration of Sustainable Development Goals (SDGs) changed the business landscape and made Business Education programme to undergo significant transformation driven by technological advancement and globalization leading to the development of new skills, an increase in consumer market and improving standard of living for poverty alleviation (Gupta & Starr, 2022).

Postgraduate Business Education Students in this perspective refer to group of individuals who have completed their studies in the Business Education Programme in Universities and other related institutions and have been awarded a certificate in character and in learning, but have decided to further their education in the Business Education Programme to achieving Masters (M.sc) and Doctor of Philosophy degree in Universities (Eze, 2018). These groups of graduates have been trained in different employability skills to be self-reliant in economic productivity for poverty alleviation and sustainable development (Oladipo, 2015). Pertinently, the perception of employers of labour on the Proficiencies of Business Education graduates is discriminatory and grossly inadequate for industrial work absorption, thereby posing challenges in poverty alleviation and sustainable development among Business Education graduates (Binks, 2017). Thus, there is an urgent need to address the mismatch and ensure Business Education graduates are well equipped with self-sustaining skills and industrial competencies to mitigate into novel economic productivity that enhances poverty alleviation (Akpomi & Nwankwo, 2023).

Poverty is a complex and multifaceted issues that affects millions of people including graduates worldwide. It is a state of deprivation, where graduates or group of individuals lack basic resource, capabilities and opportunities to meet basic needs and enjoys a decent standard of living (World Bank, 2020). Globally, poverty remains a challenge and has devastating effects which hinders human efforts to achieving sustainable development. In Nigeria, over 186 million Nigerians are living in extreme poverty which makes the nation to be ranked among the poor countries of the world (Biao, 2018). Amaewhule (2024) posited that Poverty is subjective conditions caused by many factors including unemployment, poor utilization of resource, mal-administration, lack of creative thinking and innovation skills and poor entrepreneurship education among graduates resulting to traumatic economy, low standard of living and high mortality rate which inadvertently affects sustainable developments (Kggundu, 2017).

Sustainable development is a term used to describe a situation of self-sufficient and objectively for pursuance of poverty alleviation as enshrined in United Nation Charter of Sustainable Development Goals (SDGs). Amaewhule (2024) averred that Nigeria was among the countries in the world devastated by war, sicknesses, flood and other environmental degradation that jeopardizes the national economy. The resultant effects were unprecedented poverty, suffering, economic hardship, starvations, high mortality rate and high illiteracy level in early ninth century. The situation threatened world economic values, peace, development and human existence which different measures were globally taken to savage the situations. Amaewhule (2024) further stated that at the turn of the century, 189 world leaders in the auspices of United Nations General Assembly including Nigeria converged at United State of America to address issues of social economic development and proffer solution to ameliorate human suffering mostly in developing nations. By the end of the summit, decisions were reached for good background of lofty aspirations on improvements of social economic indices of nations expressed in slogans such as “good education, poverty alleviation, good health and good water for all” by year 2030 (Galloway 2017). The action brought declaration of Millennium development goals (MDG) with Eight (8) specific objectives which transformed to Sustainable Development Goals (SDGs) with seventeen (17) cardinal objectives anchored on 4th objective of Poverty alleviation (Adebayo, 2020). The 17 SDGs goals were to proffer solutions on the best ways nations could be assisted to ameliorate the problem of hunger, mal-nutrition, disease and basic education for all citizens and to promote social transformation of nations. Adebayo (2020) emphasized that SDGs serves as transitional document that linked Nigeria’s for achievement of growth and socio-economic development. SDGs have definite target and indicators explicitly spelt out for evaluating achievements of each of the goals (Biao, 2018).

Since the declaration of SDGs in 2015, efforts were intensified to leverage on full implementation to lift many citizens out of poverty, deprivation and hardship through policies and quality educational programme to enhancing poverty alleviation and sustainable development amongst graduates in Rivers State

Rivers State is one of the industrial hubs of Nigeria, dominated by oil and gas, manufacturing, construction, agricultures, hospitality and servicing industries including Universities offering Business and Vocational Education to inculcate viable skills for enhancing job employability and self-reliant of graduates (Amadi, 2023). Despite the state vast oil wealth, poverty remains a pervasive problem with many residence and graduates struggling to be employed in various industries to eke-out a living and leverage on basic necessity of food, shelter and primary health care (Ajayi, 2019). The scenario signifies that there is none or limited collaboration between Industries, Communities and Educational Institutions providing Business Education programme framework have not effectively adopted and implemented Collaborative policies as a vital tool for smooth running of Business schools to equip graduates with self-independent skills for enhancing social-economic growth and sustainable development (Binks, 2017). Thus, to alleviate poverty and achievement of SDGs by 2030 requires collaborative effort of Government, industrialist, Universities and other stakeholders through Collaborative policies.

Spontaneously, Collaborative Policy has become imperative global trend to equip graduates with industrial required skills. This was as a result of increasing demands for professionalism in various business disciplines to reduce unemployment, starvation, hunger and achievement of sustainable development (Binks, 2017). Significantly, Collaborative Policies have been described in many perspectives as the act of partnering with industries in regulatory frame work for inculcation of knowledge and thinking at a high level of abstraction that expresses the goals and means of achieving selected educational programme for the benefits of the society (Kiggundu (2017). Kiggundu further suggested that Collaborative policy is guiding principles for achieving goals of Business Education Program. Osunde (2018) averred that Collaborative policies are set of guidelines made by government, industrialist, organization, Universities administrators and other stakeholders whose implementation address specific issues and promote acquisition of industrial competencies for job employability, self-reliance and poverty alleviation for national development. Collaborative Policies facilitate conducts of academic activities in terms of concrete and abstract learning experiences, acquisition of skills, and mobilization of available resources to providing required services that eventually brings about educational transformations. Thus, any programme without Collaborative policies may be

regarded as an empty barrel and cannot achieve sustainable development goals (Okoro, 2020). Many Collaborative policies abounds but, more crucial are the Industrial-academic collaboration and partnership, Community entrepreneurship development, Research and innovation hub policies aimed at providing partnership framework between industries and academic institution for inculcation of industrial and self-independence skills to enhance poverty alleviation among Business Education graduates (Akpan, 2018).

Industrial-Academic collaboration and partnership is a trending policy strategy for poverty alleviation among graduates in developing nations (Adebayo. 2020). According to Ajayi (2019), Industrial-academic partnership entails the collaboration policy between industries and academic institution to develop innovative solution and inculcate novel skills required for industrial and self-employment of graduates in contemporary industries. It is geared toward impartation of skills for human capacity building and industrial engagement that reduces unemployment and poverty amongst graduates. Additionally, Industrial-Academic collaboration and Partnership Policy encompasses collaborative effort of industrial managers, Administrators, entrepreneurs, Educators, students, and civil society organizations to regularly organize workshop and seminars to re-design academic curriculum, identifying global business trends and opportunity as well intensify efforts in the training of students on novel skills for industrial relevance, employment and productivity tailored to the need of the people (Osunde, 2018). Undoubtedly, learning is a continue process and it is more benefiting for companies and educational institution teaming up for inculcation of knowledge for sustainable development. Industrial-academic collaboration and partnership are in different perspective including research collaboration, internship programme and entrepreneurship development (Akpan, 2018). However, effective adoption and implementation of industrial-Academic partnership leads to development of innovative solutions on inflow of goods and services that improve standard of living. It also provides graduates with practical skills to become job creators and ensures transfer of knowledge from academic institution to industries for development of new productive ideas and absorption of graduates to address unemployment and enhanced poverty alleviation (Abani, 2015). To entrepreneurs, training and re-training of staff on absorption become less and skills acquired are put into active production and distribution of goods and services to leveraging hunger and starvation.

Studies have shown that Industrial-Academic Partnership Policy lead to poverty alleviation and sustainable development. Ajayi (2019) observed that Industrial-Academic collaboration and Partnership Policy facilitates development of new technology, new skills, new product and

services that addresses poverty. Adebayo (2020) indicates that industrial-Academic collaboration and Partnership policy provides a framework for re-designing educational programme to suit current reality, injecting new skills into academic curriculum and problems solving relating to socio-economic needs of a nation if effectively implemented in various communities.

Community-Based Entrepreneurship Development (CBED) Policy is a reliable strategic policy for poverty alleviation and SDGs enhancement among graduates (Kiggundu, 2017). The policy involves the development of entrepreneurship programme that are tailored to the specific needs of local communities. Furthermore, Manyak (2015) stated Community-Based Entrepreneurship Development referred to policy approach that focuses on developing entrepreneurship skills and knowledge within a community context. It is a collaborative policy programme that provides training, mentorship and funding to students and entrepreneurs enabling them to start and manage their own businesses in various communities. Community-Based Entrepreneurship Development policy also emphasizes the importance of community involvement in the ownership of entrepreneurship development centers (Manyak, 2015). The policy could be inform of Entrepreneurship Education and Training policy, Access to Finance policy, Business Incubation policy, Mentorship and Networking policies. It involves monitoring and evaluation of policies whose objectives is to provide graduates with entrepreneurial skills and knowledge, finance, acceleration and support services needed to start and manage their own businesses for growth and development(Galloway, 2017). Community-Based Entrepreneurship Development Policy encourage community involvement and participation in the entrepreneurship development process, promote a sense of ownership and responsibility, Providing access to resource and fosters for local economics which reduces poverty among graduates (Binks, 2017). Community based entrepreneurship development policy is practiced in Bangladesh, Basque region of Spain and other notable countries with Graeme Bank Model which provides training, microcredit finance and technical assistance to rural dwellers enabling them start small scale businesses to improve their socio-economic status (Oladipo, 2020). Despite the potential benefits, Community based entrepreneurship development policy is faced with challenges of lack of funding, inadequate infrastructure and limited access to market. However, adequate implementation enhances poverty alleviation and sustainable development among graduates (Oladipo, 2020)

Imperatively, Research and Innovation-hub policy are closely related concepts that are essential for Business Education graduates to develop innovative solutions for poverty alleviation and

sustainable development. Research refers to the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions (Binks, 2017). On the other hand Innovation refers to the process of introducing new or improved products, services or process Ani (2017). Thus Research and innovation is Policy frame work geared towards supporting students 'skill improvement through regular investigation and innovation studies. Research and innovation is crucial and has three components which include investigations and development, Innovation and entrepreneurship creation as well as capacity building (Manyak, 2015). Investigations and development focuses on conducting regular study of activities that addresses poverty and sustainable development challenges. Innovation and entrepreneurship focuses on promoting new skills and ideology for entrepreneurial development that facilitate poverty alleviation among graduates. Capacity building in other hands focuses on equipping graduates with novel skills for worlds of work or to become employers of labour instead of job seekers (Akpomi & Nwankwo, 2023). Thus, Business Education programme should focus on pedagogical process that involves students on regular researching activities to develop their skills and knowledge on new products, services or process of self-reliant and meaningful engagement. Integration of Research and innovation in pedagogical process help graduates to develop innovative solution improves their employability skills which provide them with knowledge to start and grow their own businesses and increases knowledge for entrepreneurship development if proper adoption of the collaborative policies is implemented

Collaborative policy is crucial but, poorly implemented. Ajayi (2019), averred that implementation in Nigerian started with programme and policies which was stunted by Psycho-social and economic factors including poor programme and curriculum content, attitude of industrial managers to work, limited resources, insecurity challenges amongst others. Notwithstanding, Ogbonnaya (2019) observed that some policies were averagely implemented but did not meet the target of poverty alleviation which serve as historic assessment of the planning and implementation of the programme policies as well as the monitoring and evaluation of the entire experience. Ogbonnaya further stated that implementation of Collaborative Policies for attainment of Sustainable Development Goals on poverty alleviation began when State and Federal government of Nigeria pledged to apply the savings from the Paris Club Debt Relief Deal (PCDRD) in 2005 and savings from other external debt to dabble into several policies, programme and projects that have direct impact on poverty alleviation and sustainable development of citizens. In general terms, report indicates that Nigeria has made appreciable progress in the attainment of students industrial work experience (SIWES) which

is an upshot of Industrial-Academic collaboration and Partnership policy to equip students' with industrial work experiences, job placement and inculcation of industrial required skills but was poorly supervises and its objectives been defeated. Thus, greater percentage of Business Education graduates after SIWES are still seeking for paid employment and living in absolute hunger and starvation signifying poor implementation of the programme (Ani, 2017). Alleviating extreme poverty is spontaneously difficult. Nigeria Universities through inculcation of entrepreneurial skills has reduced poverty prevalence from 57.6% to 45.5% in 2009 to 2015; it was short of target by 12.1% while unemployment reduced to 48.7%. However, the World Bank's most-recent estimates in area of poverty incidences in Nigeria indicated higher rate of 51.8 % in 2021/2022. In 2023/2024 poverty rate skyrocketed to 59.5% indicating high level of poverty and hunger caused by limited resources and slow economic growth as a result of insurgency, banditry and bad governance (Ogbonnaya, 2024). Thus, the prevalence of hunger and unemployment among Business Education graduates is very high thereby bringing the question "Is Collaborative Business Education programme policies effectively implementation in Nigerian Universities? Based on this the researchers deemed it fit to investigate Collaborative Policies for Enhancing Poverty Alleviation aspect of Sustainable Development goal among Postgraduates Business Education students in Rivers State Universities

Statement of Problems

Poverty alleviation and sustainable development are critical challenges facing many countries including Nigerian and its Post-graduates Business Education students. However, collaborative policies play vital roles in Business Education programme for addressing poverty challenges by providing industrial partnership in skill development, training, founding and community participations for inculcation of knowledge to students and graduates for world of works or self-reliant that enhances poverty alleviation and sustainable development. Globalization and business trends have diversify industrial skills and productivity through collaborative polices to equip graduates with skills that enhance entrepreneurial development. Thus, trend in Business Education programme is collaboratively driven which requires Industrial partnership and innovative approach in education and training to develop in graduates' novel industrial skills for world of works and sustainable development. Despite the benefits and efforts of collaborative policies, many Business Education graduates are still lacking industrial skills needed to navigate industrial employment, self-reliant and creative innovation for poverty alleviation and sustainable development. These problems are enormous and was attributed to many factors including poor Business education programme planning, mal-educational administration and failure of University administrators in lofty implementation of Collaborative

policies due to psycho-social problems, inadequate funding, lack of infrastructures and curriculum gap, which limits Business Education Programme inculcation of skills and human capacity building in Nigerian Universities. Based on this notion, the researcher was inspired to investigate on Collaborative Business Education Policies for enhancing Poverty alleviation and Sustainable Development among Post-Graduates Business Education Students in Rivers State Universities

Purpose of the Study

The purpose of the study was to investigate Collaboration Policies for enhanced Poverty Alleviation aspect of Sustainable Development Goal among Post-Graduates Business Education Students in Rivers State Universities. Specifically, the study sought to:

1. Determine the extent Industrial-Academic Collaboration and Partnership policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Post-Graduates Business Education students in Rivers State Universities
2. Determine the extent Community-Based Entrepreneurship development policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Post-Graduates Business Education Students in Rivers State Universities
3. Determine the extent Research and Innovation hub policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Post-Graduates Business Education Students in Rivers State Universities

Research Questions

The following research questions guided the study

1. To what extent does Industrial-Academic Collaboration and Partnership policy enhanced Poverty Alleviation aspect of Sustainable Development Goal among Post-Graduates Business Education Students in Rivers State Universities
2. To what extent does Community-Based Entrepreneurship development policy enhanced Poverty Alleviation aspect of Sustainable Development Goal among Postgraduate Business Education Students in Rivers State Universities
3. To what extent does Research Innovation hub policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduates Business Education Students in Rivers State Universities

Hypotheses

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

1. There is no significant difference in the mean responses of Postgraduates Business Education students in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent Industrial-Academic Collaboration and Partnership policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduates Business Education Students in Rivers State Universities
2. There is no significant difference in the mean responses of Postgraduates Business Education Students in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent Community-Based Entrepreneurship development policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduates Business Education Students in Rivers State Universities.
3. There is no significant difference in the mean responses of Postgraduates Business Education Students in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent Research and Innovation hub policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduates Business Education graduates in Rivers State Universities

Methodology

The study adopted a descriptive survey design. The population of the study comprises 168 Postgraduate Business Education Students made up of 71 from Rivers State University (RSU) and 97 from Ignatius Ajuru University of Education (IAUE) in the 2024/2025 academic session, all in Rivers State. The study adopted the total population as the sample due to its manageable size. The instrument for data collection was a 15-item questionnaire tagged Collaboration Policies for Enhanced Poverty Alleviation aspect of Sustainable Development Goal among Postgraduate Business Education Students (CPEPASDGAPBES) questionnaire. The questionnaire was structured on a 4-point rating scale of: Very high extent (VHE-4points), High Extent (HE- 3points), Moderate Extent (ME- 2points) and Low Extent (LE-1point) and was validated by two Business Educators and one expert in measurement and evaluation in the Faculty of Education, Rivers State University, Port-Harcourt. A reliability Coefficient of 0.82 was established using the Cronbach's alpha statistical tool. It was determined through a pilot test carried out on 20 independent students at the University of Port-Harcourt outside the study area to establish internal consistency. The researcher administered 168 copies of the instrument and retrieved only 145 copies (64 from RSU and 81 from IAUE), making 86 per cent retrieval with the help of two assistants who were guided on how to fill and retrieve the instrument used for analysis. Data collected were analysed using Mean and Standard Deviation to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significance.

The decision rule was any mean equal to or high than 2.50 was considered high extent, while below was considered a low extent.

Result

Research Question 1: To what extent does Industrial-Academic Collaboration and Partnership policy enhance the poverty alleviation aspect of the Sustainable Development Goal among Postgraduate Business Education Students in Rivers State Universities

Table 1: Mean rating of RSU and IAUE Postgraduate Business Education students on the extent Industrial-Academic Collaboration and Partnership policy enhanced the Poverty Alleviation Aspect of the Sustainable Development Goal among Postgraduate Business Education Students in Rivers State Universities

Item		Postgraduates Students RSU(64)			Postgraduates Students (81)			RSU and IAUE combine		
		X	SD	Rmk	X	SD	Rmk	X	SD	Rmk
1	Re-designing Curriculum to suit current industrial skills needed for works	2.89	0.86	HE	3.09	0.91	HE	2.99	0.89	HE
2	Provides Collaborative training for self-reliance	3.78	0.93	HE	3.66	0.84	HE	3.72	0.89	HE
3	Upgrading knowledge and skills for new product development	2.97	0.88	LE	3.56	0.92	HE	3.27	0.90	HE
4	Provide an internship programme for equipping students with novel skills	3.86	0.98	HE	3.71	0.87	HE	3.79	0.93	HE
5	Equip students with research techniques for mitigating small-scale businesses	3.34	0.91	HE	3.49	0.82	HE	3.42	0.87	HE
Ground Mean/ SD		3.37	0.91		3.50	0.87		3.44	0.90	

Source: Researcher Data 2025

Table 1 above revealed the extent industrial-academic Collaboration and partnership policy enhanced the poverty alleviation aspect of the Sustainable Development Goal among postgraduate Business Education Students in Rivers State Universities. All Items 1, 2, 3, 4 and 5 have combined mean scores above 2.50 criteria, graded as high extent. However, the combined grand mean and standard deviation of 3.44 and 0.90 indicate that industrial-academic Collaboration and partnership policy enhanced the poverty alleviation aspect of the Sustainable Development Goal among Postgraduate Business Education graduates in Rivers State Universities to a high extent.

Research Question 2: To what extent does Community-Based Entrepreneurship Development Policy enhance the Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduate Business Education Students in Rivers State Universities

Table 2: Mean rating of Postgraduate Business Education students in RSU and IAUE on the extent Community-Based Entrepreneurship Development policies enhanced the Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduate Business Education Students in Rivers State Universities

	Item	Postgraduates Students RSU (64)			Postgraduates Students (81)			RSU and IAUE combine		
		X	SD	Rmk	X	SD	Rmk	X	SD	Rmk
6	Transfer entrepreneurship knowledge from Universities to Local communities for poverty alleviation	3.86	0.84	HE	3.87	0.90	HE	3.87	0.87	HE
7	Encourage Community participation in skill development and poverty alleviation	3.83	0.91	HE	3.93	0.92	HE	3.88	0.92	HE
8	Encourage entrepreneurship, mentorship, and students' sustainable development	3.91	0.93	HE	3.95	0.96	HE	3.93	0.95	HE
9	Develop an entrepreneurship skills programme tailored to community needs	3.64	0.87	HE	3.78	0.85	HE	3.71	0.86	HE
10	Monitoring entrepreneurship skill acquisition for poverty alleviation	3.98	0.98	HE	3.89	0.91	HE	3.94	0.95	HE
	Ground Mean/ SD	3.84	0.91		3.88	0.91		3.86	0.91	

Source: Researcher Data 2025

Table 2 above revealed the extent Community-Based Entrepreneurship Development policies enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduate Business Education Students in Rivers State Universities. All items from numbers 6, 7, 8, 9 and 10, both RSU and IAUE students have mean scores above 2.50 criteria, graded as high extent. However, the combined grand mean and standard deviation of 3.86 and 0.91 indicate that Community-Based Entrepreneurship Development Policies enhanced poverty alleviation aspect of the Sustainable Development Goal to a high extent among Postgraduate Business Education Students.

Research Question 3: To what extent do Research and Innovative Hub policy enhances Poverty Alleviation Aspect of the Sustainable Development Goal among Postgraduate Business Education Students in Rivers State Universities

Table 3: Mean rating of Postgraduate Business Education Students in RSU and IAUE on the Extent Research and Innovation Hub Policy Enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduate Business Education Students in Rivers State Universities

Item		Postgraduates Students RSU (64)			Postgraduates Students IAUE (81)			RSUand IAUE combine		
		X	SD	Rmk	X	SD	Rmk	X	SD	Rmk
11	Equip Students with innovative solutions for poverty alleviation.	3.66	0.84	HE	3.87	0.83	HE	3.74	0.84	HE
12	Research and Innovation equip students with improved skills for the world of work	3.73	0.99	HE	3.68	0.75	HE	3.71	0.87	HE
13	Equip students with innovative skills for self-employment	3.50	0.78	HE	3.95	0.86	HE	3.73	0.82	HE
14	Ensure students' capacity building in novel business productions	3.64	0.81	HE	3.78	0.91	HE	3.71	0.86	HE
15	Ensure regular market study for consumer satisfaction and improved life	3.75	0.93	LE	3.91	0.83	HE	3.83		HE
Ground Mean/ SD		3.66	0.87		3.84	0.84		3.75	0.88	

Source: Researcher Data 2025

Table 3 above revealed the extent Research and Innovative Hub policy enhanced Poverty alleviation aspect of sustainable development among Postgraduate Business Education Students in Rivers State Universities. All items from 11 to 15 have mean scores above 2.50, criteria graded as high extent. Indeed, the combined grand mean and standard deviation of 3.75 and 0.88 for RSU and IAUE Post-Graduate Students indicates that the Research and Innovative Hub policy enhanced Poverty Alleviation Aspect of Sustainable Development among Postgraduate Business Education Students to high extent.

Hypothesis 1: There is no significant difference in the mean responses of Postgraduates Business Education students in Rivers State University and Ignatius Ajuru University of Education on the extent Industrial-Academic Collaboration and Partnership policy enhances the Poverty Alleviation Aspect of Sustainable Development Goal among Business Education postgraduates in Rivers State Universities

Table 4: A Summary of t-test analysis on the extent Industrial-Academic Collaboration and Partnership policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduates Business Education Students in Rivers State Universities

Response	N	X	SD	Df	Alp	Std. Error	t.cal	t-crit	Decision
RSU Students	64	3.37	0.91	143	0.05	0.15	0.87	1.96	Retained
IAUE Students	81	3.50	0.87						

Source: Field Work 2025

Table 4 above revealed the t-test result on the extent to which Industrial-Academic Collaboration and Partnership policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduate Business Education in Rivers State Universities. Data in the table show that the t-cal. of 0.87 with a degree of freedom of 143 at 0.05 levels of significance, which is lower than the t-crit. of 1.96. Therefore, the hypothesis is retained. This means that the mean responses of Post-Graduate Students in RSU do not significantly differs with Post-Graduates Students in

IAUE on the extent to which Industrial-Academic Collaboration and Partnership policy enhanced Poverty Alleviation and Sustainable Development Goal among Postgraduates Business Education Students in Rivers State Universities.

Hypothesis 2: There is no significant difference in the mean responses of Post-Graduates Business Education Students in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent Community-Based Entrepreneurship development policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduates Business Education Students in Rivers State Universities.

Table 5: Summary of t-test result of the Extent Community-Based Entrepreneurship Development Policy Enhanced Poverty Eradication and Sustainable Development among Postgraduate Business Education Students in Rivers State Universities

Response	N	X	SD	Df.	Std. Error	Alp	t.cal	t-crit	Decision
RSU Students	64	3.84	0.91	143	0.15	0,05	0.27	1.96	Retained
IAUE Students	81	3.88	0.91						

Source: Field Work 2025.

Table 5 above revealed the t-test result on the extent to which Community-Based Entrepreneurship Development policy enhanced Poverty Alleviation and Sustainable Development among Post-graduate Business Education Students in Rivers State Universities. Data in the table show that the t-cal. of 0.27 with a degree of freedom of 143 at 0.05 level of significance is lower than the t-crit. of 1.96. Therefore, the hypothesis is retained. This means that the mean responses of Post-Graduate Students in RSU do not differ significantly with Post-Graduates Students in IAUE on the extent Community-Based Entrepreneurship Development policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduates Business Education Students in Rivers State Universities.

Hypothesis 3: There is no significant difference in the mean responses of PostGraduates Business Education Students in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent Research and Innovation Hub policy enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduates Business Education Students in Rivers State Universities

Table 6: Summary of t-test Result of the Extent Research and Innovation Hub Policy Enhanced Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduates Business Education Students in Rivers State Universities

Response	N	X	SD	Df.	Alp	Std. Error	t. cal.	t-crit.	Decision
RSU students	64	3.66	0.87	143	0.05	0.14	1.27	1.96	Retained
IAUE	81	3.84	0,84						

Source: Field Work 2025.

Table 6 revealed the mean responses on the extent Research and Innovation hub policy enhanced the Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduate Business Education Students in Rivers State Universities. Data in the table showed that t-cal. of 1.27 with degrees of freedom of 143 at 0.05 levels of significance is less than the t-crit. of 1.96. Therefore, the hypothesis is retained. This means that the responses of Postgraduate Students in RSU do not differ significantly with IAUE students on the extent Research and Innovation hub policy enhanced the Poverty Alleviation Aspect of Sustainable Development Goal among Postgraduate Business Education Students in Rivers State Universities.

Discussion of Major Findings

Research Question 1

The findings presented from Industrial-Academic Collaboration and Partnership policy for enhanced Poverty Alleviation Aspect of Sustainable Development Goal revealed that Industrial-Academic Collaboration and Partnership policy enhanced Poverty Alleviation aspect of Sustainable Development Goal to high extent. Its re-designs the curriculum to suit the acquisition of current industrial skills needed in the world of work and makes graduates more viable in industrial job demands. Furthermore, industrial-academic collaboration provides collaborative training between Academic institutions and industries for students' experiential learning to be versatile in various economic activities after graduation. This inadvertently makes Business Education graduates employers of labour, contributing meaningfully to national development instead of being job seekers. Pertinently, it upgrades knowledge and skills

for new product development and provision of internship programmes to equip students with skills for mitigating into industrial productions whose consumption helps to improve lives, reduce poverty and enhance sustainable development goals among Postgraduates business education students. Thus, academic institutions partnering with industries to equip Business Education Students with renowned technological skills, sales promotion skills, e-marketing and interpersonal skills create industrial employment for a standard living. The findings agreed with the view of Akpan (2018), who observed that Industrial-Academic Collaboration and Partnership gives Business students pedigree for acquisition of needed skills to navigate new enterprises that leverage poverty. Therefore, it is the researcher's view that Industrial-Academic Collaboration and Partnership policy properly equips students with industrial-required skills for employment and prosperity, self-reliance, and understanding of problem-solving techniques that ensure economic sustainability and poverty alleviation for societal growth and development.

Research Question 2

The findings presented in Community-Based Entrepreneurship Development Policy also revealed that Community-Based Entrepreneurship Development Policy Enhances Poverty Alleviation Aspect of Sustainable Development Goal among postgraduate Business Education Students to high extent. It provides a framework for the transfer of entrepreneurship knowledge from Universities to Local communities, encourages community participation in skill development and encourages entrepreneurship mentorship for students' sustainable development. Transfer of entrepreneurship knowledge from Universities to Local communities promotes commercial activities which enhance financial inflow for community development. Community-Based Entrepreneurship Development Policy facilitates development of entrepreneurial centers and encourages community participation in funding skill development and self-reliance for poverty alleviation. The policy also encourages community entrepreneurship mentorship for students and graduates, sustainable development, which in turn bridges the gap between poverty and sustainable development. The finding agreed with Eze (2020), who averred that acquisition of business skills facilitates job creation and a good standard of living for individual sustainable development. In the light of this, however, it is the researcher's view that Community-Based Entrepreneurship Development encourage local entrepreneurship skill development programmes tailored to specific community needs and monitoring students' entrepreneurship skill acquisition geared towards poverty alleviation and the Sustainable Development Goals among Post-graduate Business Education students for national development.

Research Question 3

Research findings presented in the study for Research and Innovation Hub Policy revealed that it enhanced the poverty alleviation aspect of sustainable development goal to high. Research and Innovation Hub Policy equip students with innovative solutions for job creation and poverty alleviation, equips students with improved skills for the world of work, equips graduates with creative and innovative entrepreneurship skills for poverty alleviation, equips graduates with innovative entrepreneurship skills for productivity and ensures regular market study for consumers' needs and satisfaction to improve life. Innovative solutions for job creation skills enhance satisficing business decision-making, which promotes effective industrial productivity and income earning for a standard living. Thus, it is imperative for Business Education graduates to develop research and innovative skills to have a wide range of opportunities in industrial job employment and performance as well as be self-reliant in the operation of contemporary industries, which enhances poverty alleviation and sustainable development. The findings relate to Manyak (2015), who averred that Research and Innovation Hub Policy focuses on conducting regular studies of activities that address poverty and sustainable development challenges. Innovation and entrepreneurship focus on promoting new skills and ideology for entrepreneurial development, which creates employment that facilitates poverty alleviation and sustainable development among postgraduate students.

Conclusion

The study indicates that the Business Education profession has evolved, driven by technological advancement and collaborative policy that enhance poverty alleviation and the Sustainable Development Goals. Unfortunately, many Universities are not adequately keeping pace with these policies, thereby making postgraduate Business Education students lack the necessary skills and competencies required for mitigating industrial unemployment and improving productivity for poverty alleviation and sustainable development goal among postgraduate students. Thus, the Importance of collaborative policies cannot be overstated, as it enables Universities to partner with industries and communities for internship programmes, training, research and provision of funds for inculcation of industrial skills to students and graduates to enhance industrial employment and productivity that grantees financial relief for poverty alleviation and sustainable development. Therefore, Universities that collaborate with industries are better placed to revitalize Business Education programmes to global standards and inculcate students with novel skills for enhancing the standard of living, prosperity and sustainable development.

Recommendation

Based on the findings, the following recommendations were made:

1. Universities and other institutions providing Business Education Programme should adopt and adequately utilize industrial collaboration and partnership policies to inculcate students with industry-based skills in Rivers State Universities and equip Postgraduate Business Education students with industry-based skills in Rivers State Universities for unlimited opportunities in industrial employment and other occupational areas that enhance prosperity, poverty alleviation and sustainable development.
2. Government and Business Educators should place priority on building community entrepreneurship development centers to encourage community participation in supervision and funding of skill acquisition entrepreneurship centers for students to mitigate the acquisition of skills and creative thing ability tailored to community based needs for poverty alleviation and sustainable development.
3. Business Education programs should be tailored to partner with companies to develop students' ability in research and innovative skills for regular market studies that enhance production of goods and services for satisfaction of consumers 'needs and a good living standard

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