



LECTURERS' PERCEIVED STRATEGIES FOR TEACHING BUSINESS EDUCATION CONTENT FOR THE ACQUISITION OF SKILLS COMPETENCIES IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE

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Abstract

The study examined Lecturers Perceived Strategies for Teaching Business Education Content for the acquisition of Skills Competencies in tertiary institutions in Cross River State. The study adopted descriptive survey design. The population consisted of ninety two (92) Business Educators from four tertiary institutions such as University of Calabar, University of Cross River State, College of Education Akamkpa and Federal College of Education Obudu respectively. A 30-item questionnaire titled "Lecturers Perceived Strategies for Teaching Business Education Content for Skills Competencies" (LPSTBECSC) was used for data collection. The instrument was face validated by three experts in University of Calabar. The Cronbach Alpha reliability test was used to determine the internal consistence of the instrument which yielded reliability co-efficient of 0.86. Mean rating and standard deviation were used to analyze the data collected for the study. The mean rating of 2.50 was used for decision regarding the research questions. This was calculated based on the 4 point using interval scale. Items with mean values of 2.50 and above were considered as agreed while items with means value below 2.50 were considered as disagreed respectively. The result of the findings shows that, management collaboration strategy and management resource exhibition strategy enhance students' acquisition of skills competencies among business education students in tertiary institutions in Cross River State. Based on the findings, conclusions were draw while the recommendations were made among others that, the institutional collaboration strategy should be integrated among Nigeria tertiary institutions for maximum productivity and Business education management resource exhibition should be made as a course to be taught in Nigeria tertiary institutions.

Keywords: Lecturers, Strategies, Content, and Skills Competencies



Introduction

Teaching is a process of imparting skills and knowledge to learners in the classroom environment or any given opportunity where learning takes place. However, effective teaching and learning depend on the ability of the teacher to motivate learners (students) to pick an interest in learning through different strategic instructional strategies. Strategies are laid down as the framework of plans and actions of an organization geared towards achieving its set objectives in the short and long run. Nwazor and Onokpaunu (2016) maintained that in the context of education, strategies entail how institutions of learning equip students with the desirable competitive advantage beyond mere classroom performances to deal with the problems of lack of skills and competencies among tertiary institutions students. The quality of the teachers and the utilization of the right strategies by the teachers play an important role in the acquisition of skills and competencies among business education students. The teaching of business education content requires the use of instructional strategies that could encourage students by doing thereby leading to the development of skills competencies. The researchers are in the opinion that management Collaboration strategy and management resource exhibition strategy could enhance the acquisition of skills competencies among business education students in tertiary institutions in Cross River State.

Otum and Atah (2021) asserted that competencies are qualities that are exclusive to a position or field within the organization. In a work place context, competency is the combination of cognitive skills (technical knowledge, expertise and abilities) and personal or behavioral characteristics (principles, attitudes, values and motives which are function of an individual's personality). *Competencies are identified knowledge, skills, abilities, and mindsets, evaluated through demonstrated behaviors, which directly and positively contribute to the success of the organization and to the success of employees in their job role, position, and function.* In the work place, competency is what the workers give in exchange for remuneration. If the competency (or the cluster of skills popularly referred to as aptitudes) given is satisfactory, the worker gets satisfaction and the employer gets satisfaction in correspondence. This process, if sustained culminates in promotion, retaining and prolonged tenure that leads to productivity (Adeyemi, 2010). On retirement from active working life, man's repertoire of skills will no longer be relevant to help him to adjust to life. He needs new skills on how to enjoy his leisure and adjust in his new way of life. This situation is the same for a handicapped person, a widow or indeed any person whose way of life has changed radically. Hence man's rehabilitation in these contexts requires new skills with special consideration to his aptitudes and work functions. In this case of youth, whole adjustment in the world of work will rest solely on competencies developed and used first at school and later at work; the economic, moral and political time of the nation will in time to come and depend on it and these will from time to time determine its survival (Adeyemi, 2010).

Competencies can be used to help develop, qualify, distinguish, and recognize individual performance and abilities in specific areas. An up to-date set of competencies can be used by individuals for self-improvement and by human resource for skill development including needs to be addressed by training, professional development or changes in policies and procedures. An organization can use competencies to inform and guide hiring practices, for example, as input for job specifications in a position description or job posting. Organizations use competencies to distinguish between job applicants, especially those with apparently similar academic backgrounds. Using competencies as performance indicators can help managers in organizations provide substantive, clear performance feedback and recognition, possibly identifying those individuals who are ready for advancement or who have demonstrated exemplary performance as compared to competency based performance standards. Competencies are often a structural base for many human resource processes (hiring, recruitment, employee training and development).



Business Education is a discipline that emphasize on work skills acquisition by recipients. This is enable business Education to prepare the beneficiaries to be able to face the challenges of Employee skills expectations and entrepreneurial skills requirement for self-establishment in Business Education (Okon, 2012). It is gradually becoming common practice by skills oriented discipline or professional discipline like medicine, law, Accountancy and the likes to organize instructional resources exhibition. Instructional resources exhibition therefore, involves planned process or a planned public display of instructional resources available for use in various tertiary institutions who are registered with the organizers of such exhibition (Okon, 2012). The essence of the exhibition is to create and impressive forum where students and lecturers can have access to the use of all kinds of equipment in their professional discipline. It equally enable the teacher and learners to share ideas and knowledge on the use and importance of sophisticated equipment in the field of study. Resources exhibition in Business Education is therefore, being encourage such that Business Educators and students would have the ample opportunity to come in contact with new and more sophisticated equipment that can support the acquisition of work skills in the field of Business Education. Okon (2012) noted that the exercise is best organized when industrialist or experts the field practicing coop-ted to participate in the exhibition. This could give or create pollination of ideas in the use of Business Education resources for skills acquisition.

Collaboration in Business Education implies cooperation with the industries. Nwosu (2008) noted that the major consumers of business education graduate job sectors are the industries. To ensure effectiveness and efficiency in the production process, and to ensure that of Business Education graduates are produced to be well equipped skillfully to the taste of the consumers (industries), the industries therefore, need to be coopted and be involved in the process. It is on the premise of the above that industrial collaboration in Business Education is viewed as a necessity if the graduates of Business Education are going to stand the taste of time and competition in employment opportunities. Collaboration in Business Education will assist to create goodwindows of opportunities for experts in the field practicing to exchange ideas that would help to improve the exchange ideas that would help to improve the teaching and learning process in Business Education. Industrial collaboration will as well help to create a new ground of interaction, context and breaking ground information in Business Education especially to the benefit of the teachers and students (Ukah and Atah 2021).

To ensure that the short and long term expectations, benefits and risks are understood and appropriate agreements have been put in place with regards to distribution of risks, as well as benefits arising from collaboration (Akeke, Aluko, and Atah, 2019). Collaboration literally means working together. The term is often used when individuals or organizations work together towards some common aims and objectives (Otum and Atah, 2021). Collaboration also means Joining of power between two or more companies, institutions or individual from the same country or different countries in order to implement a particular operation (Parker 1994). It is a distinct mode of organizing with a positive, purposive relationship between organisations that retain autonomy, integrity and distinct identity, and at the same time, the possibility to withdraw from the relationship (Cropper 1996). Collaboration is a process in which organisations exchange information, alter activities, share resources and enhance each other's capacity for mutual benefit and a common purpose by sharing risks, responsibilities and rewards (Hill and Brian 2006). Collaboration is equally a positive form of working in association with others for some form of mutual benefit (Huxham1996). Collaboration is a links between companies to create and support a service or product for its service life, including final disposal (Jordan and Michel 2000). Collaboration is also a number of autonomous organisations working together, pooling and sharing resources, information, systems and risk for mutual benefits. In other word, before



institution or organizations collaborate there must be a target benefits and a purpose of collaborating. Just like others organisations collaborated to achieve a desire goals, business education needed to be collaborated because when collaborating, organizations share resources in common and equally exchange information that complement each other's weaknesses.

In Otum and Atah (2021), Atah and Ukah (2021) opined that collaboration had its foundation in the bible. The Holy Bible teaches us that God the father the creator of heaven and the earth partnered with God the Son and God the Holy Spirit to get things done to fulfill the purpose of creations. The reason why we are having a successful and a perfect creation is because God partnering with the trinity to get things done. If God could be involved in partnering with God the Son and God the Holy Spirit then, there is a need for individuals, organization and the institutions to understand the gravity and benefits of partnering or collaborate with one another for effective teaching and learning process.

Chukwurah and Atah (2019) agreed that the collaboration in business education will bring job creation, recognition and opportunities among business educators' to interact and learn from others institutions what one could not have at a moment. When universities, industry and organisations collaborate, this would give them the opportunities to make available use of facilities and equipment of others universities have to contribute to the teaching and learning process in Nigeria institutions. These facilities refer to immovable property, physical structures, assets and facilities belonging to or allocated to an educational institution, used primarily for educational purposes and activities, these include classrooms, laboratories and equipment, libraries, hostel furniture, staff quarters, playground (Atah, 2019). Chukwurah and Atah (2018) affirmed that if business educators and others universities/organizations if collaborated it will bring relationship among the universities and organization for maximum productivity. Bessong, Atah and Ugbadu (2019) agreed that collaborating Business Education will help the organization to share facilities such as intranet which is a computer network, using shared world internet web language to transmit data among the collaborators for effective teaching and learning process of business education curriculum content. Agim, Ochui, & Atah (2020) opined that, technology keeps on advancing and it is becoming very essential in our lives, everyday people use technology to improve on the way they accomplish specific tasks and business education will not be exceptional. If business educators in various institutions collaborate with each another it will go a long way improving the teaching and learning for the acquisition of skills competencies business education graduates. For example, we use technology in education to improve on the way we learn, we use technology in business to gain competitive advantage (Agim, Ochui, & Atah, 2020). collaboration with others institutions is highly needed especially in this season of global pandemic to give room to universities collaborated to manipulate software programme like MS Excel, MS term, Zoom and Peer tutoring in training students of universities to acquire skills competencies (Atah, Ukah and Crossdale 2019) emphasis.

The collaboration can be done locally and international, business education Joining of power between two or more private sectors from the same or different countries in order to implement a particular operation in class room setting (Parker 1994). Edet and Atah (2019) opined that, when institutions are collaborated there will be Job creation mentality among graduates of the universities by engaging their brain in a deep-seated thought with positive ideas nurtured that could create jobs. Collaboration and resources exhibition play a vital role among the collaborators. It could bring security in institutional programme by sharing scarce resources among the collaborated universities to fulfil its programme. Security is the dynamic condition which involves the relative ability of a state to counter threats to its core values and interest and their primary beneficiaries are the collaborators (Atah, 2019). It is necessary for the universities and others institutions to get involved in synergy and collaboration to ensure in the share of resources to inculcate growth and development among business educators in Nigeria universities. Atah



and Abeng (2019) also agreed that, Collaboration and resources exhibition will allow the universities to share institutional variables that are centered on students supports provided by the colleges and universities that the students attend. Such institutional variable include classroom climate which referred to as the learning environment, as well as atmosphere, ambience, ecology, and milieu.

Business Education is a discipline that emphasize on work skills acquisition by recipients. This enables business Education to prepare the beneficiaries to be able to face the challenges of Employee skills expectations and entrepreneurial skills requirement for self-establishment in Business Education (Okon, 2012). It is gradually becoming common practice by skills oriented discipline or professional discipline like medicine, law, Accountancy and the likes to organize instructional resources exhibition. Instructional resources exhibition therefore, involves planned process or a planned public display of instructional resources available for use in various tertiary institutions who are registered with the organizers of such exhibition (Okon, 2012). The essence of the exhibition is to create an impressive forum where students and lecturers can have access to the use of all kinds of equipment in their professional discipline. It equally enables the teacher and learners to share ideas and knowledge on the use and importance of sophisticated equipment in the field of study. Resources exhibition in Business Education is therefore, being encourage such that Business Educators and students would have the ample opportunity to come in contact with new and more sophisticated equipment that can support the acquisition of work skills in the field of Business Education. Okon (2012) noted that the exercise is best organized when industrialist or experts the field practicing coop-ted to participate in the exhibition. This could give or create pollination of ideas in the use of Business Education resources for skills acquisition competencies among business education students in Nigeria tertiary institutions.

Research Questions

The following research questions were raised to guide the study:

1. How could management Collaboration with others institutions enhance the acquisition of Skills Competencies among business education students in tertiary institutions in Cross River State?
2. How could management resource exhibition enhance the acquisition of Skills Competencies among business education students in tertiary institutions in Cross River State?

Methods

Descriptive survey design was adopted for the study. The population of the study comprised of business education lecturers in tertiary institutions in Cross River State, Nigeria. The instrument for data collection was a structured questionnaire tagged *Lecturers Perceived Strategies for Teaching Business Education Content for Skills Competencies Questionnaire* (LPSTBECSCQ). The questionnaire is made up of 12 items were placed on 4 point rating scale of Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1. The instrument was face validated by three experts in University of Calabar. The Cronbach Alpha reliability test was used to determine the internal consistence of the instrument which yielded reliability co-efficient of 0.86. The 20 copies of questionnaires were administered by the researchers to the lecturers in tertiary institutions in Cross River State. Mean rating and standard deviation were used to analyze the data collected for the study. The mean rating of 2.50 was used for decision regarding the research questions. This was calculated based on the 4 point using interval used in the study. Items with mean values of 2.50 and above were considered as agreed while items with means value below 2.50 were considered as disagreed respectively.

Results



Table 1: Mean Rating on management collaborating strategy for Teaching Business Education Content for the acquisition of skills competencies among Business Education students in tertiary institutions in Cross River State.

S/N	Management Collaboration	X	SD	Decision
1	Business Education lecturers in my institution collaborate with other institutions in research and development	3.15	1.11	Agree
2	Business Education lecturers in my institution make use of other institutions' facilities for the teaching and learning process	3.81	1.42	Agree
3	Business Education lecturers in my institution provide opportunities for other institutions to participate in the training of their students	3.20	1.17	Agree
4	Business Education lecturers in my institution provide opportunities for other students share ICT resources	3.78	1.32	Agree
5	The Business Education lecturer in my institution provides the students with opportunities to learn new technologies skills from other institutions	3.19	1.10	Agree
6	Business Education lecturers in my institution provide Students with teachers relationship for the acquisition of skill competencies	3.21	1.13	Agree
Aggregate means and standard deviation		3.74	1.70	Agree

Table 1 revealed that the respondents were unanimous in their responses to all the constructs in the above table, as they all agreed to all the six (6) constructs in the table above. This agreement was very evident as all the mean scores are above the fixed decision value of 2.50. There was also significant by the aggregate mean and standard deviation of 3.74 and 1.70 respectively. The implication is that management collaborating strategy among business educators' benefits in teaching and learning process for the development of business education programme and the acquisition of skills competencies among business education students in Nigeria tertiary institutions.

Table 2: Mean rating on Management Resource Exhibition Strategy for Teaching Business Education Content for the acquisition of Skills Competencies among Business Education students in tertiary institutions in Cross River State.

S/N	Management Resource Exhibition	X	SD	DECISION
1	Resource exhibitions strategy can create an avenue for business education students to acquire skills and competences	3.24	1.32	Agree
2	Students of Business Education can develop skills and competencies by participating in management resource exhibition	3.72	1.59	Agree
3	Participation in management resource exhibitions can help Business Education students to acquire ICT competences	3.31	1.18	Agree
4	Resource exhibition can create an avenue for business education students to acquire ICT competences	3.60	1.41	Agree



5	Management resource exhibitions can create opportunities for Business Education to meet with their employers	3.70	1.48	Agree
6.	Management of resource exhibition can afford the learners the opportunity to come in contact with employers of labour in the world of work	3.02	1.12	Agree
Aggregate means and standard deviation		3.55	1.41	Agree

The result in table 2 revealed that the respondents were unanimous in their responses to all the constructs in the above table, as they all agreed to all the six constructs. This agreement was very evident as all the mean scores are above the fixed decision value of 2.50. There was also significant by the aggregate mean and standard deviation of 3.55 and 1.41 respectively. The implication is that business education management resource exhibition will enhance the development and the acquisition of skills competencies among business education students in tertiary institutions.

Discussion of findings

The study examined the management collaborating strategy for Teaching Business Education Content for the acquisition of Skills Competencies among students of Business Education in tertiary institutions in Cross River State, Nigeria. The result of the finding study found out that, management collaboration and management exhibition strategies enhance the acquisition of skills competencies among business education graduates.. Such benefits have the potential to truly transform business education students to be exposed to workplace-based learning. The finding of the study shown that collaboration will provide opportunity needed for the acquisition of skills competencies needed by employers to be taught to students and reinforce in the classroom environment. This finding supports the finding of (Okon, 2015). Who stated that when universities collaborate with others institutions, it will bring a new direction to the achievement of the set goals among the institutions of learning. This means collaboration exposed business education graduates to re-training programmes like SIWES and teaching practices among others. Management collaboration will equally help the tertiary institutions of learning to share the resources.

Oyinloye, and Asonibare (2019) study also found that collaboration between universities will face challenges among which include; inadequate supply of MS term, zoom equipment, facilities, poor and outdated universities training facilities and inadequate practical training to meet the modern trends in the 21st century E-learning. Also corruption, lack of cooperation is synergy and collaboration between universities partnership. This means that despite the numerous benefits of synergy and collaboration among universities and organization, there are still challenges that will hinder the achievement of goal of collaborating. Atah (2019) address these challenges and established the link between universities and others institutions. Okon (2015) stated that tertiary institutions need to restructure it programmes to be responsive to the needs of the job market, especially the 21st century global competitiveness.

Management Resource Exhibition Strategy for Teaching Business Education Content for the acquisition of Skills Competencies among graduate of Business Education in tertiary institutions in Cross River State.

This study revealed the finding items as Business Education resources management exhibition strategy for graduate acquisition of skill competencies. This could create competitive ground for institution to showcase their equipment for employability skill acquisition could spur students to action in developing self-outside school environment, this item could help lecturers to up-date self in order to feature in this arrangement calling for skill demonstration in the use office technology, could create opportunities for employers of business education graduate, again, the



strategy can create opportunities for manufacturers of varied office technology equipment, assist to expose the students to firsthand knowledge in the use of office technology equipment, could afford the students the opportunity to come in contact with employers of labour and could extend her activities beyond ordinary training exhibition to minor maintenance tutorial. The above results indicate show that the entire items of the Business Education management resource exhibition strategy for graduate acquisition of skills competencies. The findings agreed with Okon (2015) noted that Business Education resource exhibition strategy can create competitive grand for participants, motivate students into developing self-outside school environment as well as assisting lecturers to developed or improve on their ICT Skills outside the school setting of teaching and learning.

Conclusion

Based on the findings of this study, it was revealed that that, management collaboration and management resource exhibition strategies could enhance graduates acquisition of skills competencies among business education students in tertiary institutions in Cross River State.

Recommendations

Based on the research work the following recommendations were made:

1. The institutional collaboration strategy should be integrated among Nigeria Tertiary institutions
2. The Business education management resource exhibition should be made as a course to be taught in Nigeria tertiary institutions.

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