Lecturer-Students Relationship and Acquisition of Skills Competence in Universities in Cross River State, Nigeria

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Abstract
The study examined the nature of lecturer-students' relationship and acquisitions of skills competence among business education students' in universities in Cross River State, Nigeria. To achieve the aims of the study, three research questions were raised and three null hypotheses were formulated to guide the study. The population of the study comprised of two hundred (200) final year students in business education in university of Calabar and Cross River State University of technology. Correlational research design was adopted for the study. The instrument for data collection was questionnaire titled: Lecture-Students Relationship and Acquisitions of Skills Competence Questionnaire (LSRASCQ) validated by experts in test and measurement department and department of Vocational Education, faculty of education, University of Calabar. The questionnaire was administered by the researchers and data obtained was analyzed using Pearson Product Moment Correlation. The result of the study showed that there is a significant relationship between lecturer's interpersonal relationship, lecturers' classroom communication relationship and acquisition of skills competences among business education students' in universities in Cross River State. It was recommended among others that lecturer should established cordial interpersonal relationship with students to enable them acquire skills competences to function effectively in work place.

Introduction
Educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role that bring about this transformation especially in the universities are lecturers. The lecturer is the most important element in any educational programme and importance of competent lecturers to the nation's school system can in no way be overemphasized. It is the teacher who is mainly responsible for implementation of the educational process at any stage of academic. This shows that it is imperative to invest in the preparation of lecturers, so that the future of a nation is secure by impacting the needed competences on these students. In the 21st century, the contributions of lecturers not only lie in educating children's young minds and souls, but also focused to the social obligation of nation-building and preparing future leaders. Higher education institutions need to recognize the value of improving every aspect of individuals and, through their graduates, provide well-equipped human capital that will also contribute to the nation's economic growth. This vision is closely related for equipping students with the appropriate skills competence to secure a better job after graduation. Their achievement in securing a

decent job would also be an accomplishment on the part of the institution where they graduate.

The objectives of teacher education is therefore to; Provide opportunities to observe and engage with children, communicate with and relate to children, Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self-directed learning and the ability to think, be self-critical and to work in groups, Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation, Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking, Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry (FRN, 2013) in (Atah and Abeng, 2019).

The lecturer-students relationship is central to the practice of education and is essential for the delivery of high quality teaching and learning process (Brophy & Good, 2016). A student must have confidence in the competence of their lecturers and also must feel that they can confide in him/her knowledge. For most lecturers, the establishment of good rapport with a student is crucial. The lecturer-students relationship could be analyzed from the perspective of ethical concerns, in terms of how well the goals of education and justice are achieved. Many other values and ethical issues added to these in which different societies, periods, culture and different values may be assigned different priorities. For example in last 40 years lecturers and professional in education in the western world had increasingly emphasized student autonomy in teaching and learning process and the types of relationship can also be analyzed in terms of social power relationship or economic transaction (Metioba 2018).

The type of lecturer-students relationship to be existed is important to both parties (lecturers and students). The better the relationship in terms of mutual respect, knowledge, trust, shared values and perspectives about education, life, time available and better will be the amount and quality of knowledge to the student which is sometimes transferred in both directions is very important and where such relationship is poor the teacher ability to and the student is more likely to distrust the proposed knowledge (Timothy & Charity, 2004). Furthermore, hardworking and committed to responsibilities, biological (sex) factors as well as several economic factors affecting human relationship in any situation (Okafor 2008).

Ukah and Atah 2021 opined that lecturers' job performance in classroom environment for the acquisition of skills competences among students could be depend on the improvement of the physical workplace design. In other word, if there are physical institutional variables provided in workplace, there will be a greater performance in the side of lecturers. Bessong, Atah, and Ititim (2019) agreed that, the use of physical institutions facilities will enhance information flow within lecturers and students of business education for the acquisition of skill competence needed among students of the universities. Chukwurah and Atah (2019) affirmed that lecturer-students relationship will give room to the acquisitions of skills competences for effective performance among gradate to meet modern business needs of the society. However, Atah and Bessong (2018) argued that the success of any organization is depends on maintaining an effective relationship among the lecturers and students in classroom environment. For lecturers to programme effective there must be a relationship existing among lecturers between the lecturers and the students for the effective learning for the acquisition of skills competences. A functional relationship between lectures and students could help the graduates of the universities to develop small scale business operators skills to be self-reliance or self-employed in the world of work (Atah, Ogbiji, and Agbor, 2019).

Lecturer-students relationship which is the academic relationship between business education lecturers and their students play a vital role on students' academic performance. Lecturers who support students in the learning environment could positively impact their social and academic outcome which is important for the long-term trajectory of school (Chukwurah and Atah, 2018). Chukwurah and Atah (2018) carried out a study on the influence of Student-teacher Relationship and Instructional Facilities on employability skills acquisition among Business Education students in tertiary institutions in Cross River State, Nigeria. Survey research design was employed in carrying out the study. Data were collected using a researcher-made questionnaire which was validated by two Vocational Educators and an expert in Measurement and Evaluation. A reliability estimate of .88, .79 and .87 was achieved for the research variables using Cronbach Alpha Statistical Analysis, after a trial test was conducted using 20 final year Business Education students (University of Uyo) who did not form part of the main study sample. The questionnaire was administered to 400 final year Business Education students using stratified and accidental sampling techniques. Data analysis was done, while two hypotheses were formulated and tested for significance using Simple Linear Regression Statistical Technique. Analyzed data were presented in form of tables and the results revealed significant influence of: student-teacher relationship and provision of instructional facilities on employability skills acquisition among Business Education Students. Based on the findings of the study, it was recommended among others that instructional facilities such as computers, and other reprographic materials needed for the students to acquire the right competence provided in the schools. Business education like other manpower training programmes is designed with the primary purpose of upgrading skills or providing citizens with the necessary tools required to obtain gainful employment. (Atah, 2019).

Atah and Abeng (2019) opined that, there is urgent need of positive relationship among lecturer-students for effective comprehensive and delivery of content. Institutional variable like is classroom climate should not be neglected in delivery business education business content in acquisition of skills competence. The impact of classroom climate on students and staff can be beneficial for or a barrier to learning (Atah and Abeng, 2019). Again, lecturers could use peer tutoring use in delivering business education curriculum content will help business education to lecturers to be effective in performing they academic duties for the acquisitions of skills competences (Atah, Ukah and Crossdale, 2019). Agim, Ochui and Atah (2020) opined that, it is pertinent for lecturers and students of business education to be involved in using new technology to improve the students learning to help the students to acquire skills competences in class room environment. Atah and Ukah (2021) affirmed that, if business lecturers collaborated it will bring a positive relationship among the two parties for the purpose of maintaining classroom environment for the acquisition of the skill competences among business education students in universities in Nigerian.

Smylie (2012) believed that the teacher-student relationship is perhaps the most important variable for students' empowerment and consequently monitoring, evaluation and appraisal. Certain effective teachers' skills are critical in the attainment of desired levels of student participation. Current reform initiatives have identified empowerment as an element of teachers' success; however, bureaucracy that has driven reform in recent years has led to students feeling disempowered. Lecturers who attempt to assume the burden alone and try to manage reform and change from a top-down perspective may create more distance between lecturers and students, resulting in further disempowerment. However, Agim, Ochui and Atah (2020) opined that lecturers-students relationship plays a vital role in teaching and learning process in school environment. If there a positive relationship between them students may give more attention in classroom sitting to learn and ask questions whenever is necessary. Edet and Atah (2018) agreed that, when there is lecturer-students relationship, students may

look at the profession with a difference mind set and perspective. They may develop their mentality to create and recreate whatever their minds conceive. Students will engaging their brain in a deep-seated thought with positive ideas nurtured that could help them to create jobs.

Despite the increased interest in social relationships among educators, there is less focused attention to the relationships between lecturers and students (Barnett & McCormick, 2004). Students, whether in a traditional classroom setting and school activities form an important part of the social context of schools within which teacher administrate. Schools are greatly dependent on their lecturers to reach school goals, as teachers form the bridge from administration to classroom. Indeed, research has time and again suggested that leadership affects student learning indirectly, through school conditions such as school structure, school culture, and teacher relationship/collaboration (Leithwood & Jantzi, 2000; Thoonen, Sleegers, Oort, & Peetsma, 2012). However, while current work on educational leadership and its connection to capacity building and system-wide reform (Day, 2009; Finnigan, Daly & Che, 2013) suggests the importance of this social context for successful leadership and supervision, there is limited understanding of the nature, quality, and importance of lecturer-students relationships for successful school learning climates. It is proposed that the lectures influence on the students' learning works through the teacher's influence on the students and the learning climate (Hallinger, 2003, 2005; Heck and Hallinger, 2010). Atah (2019) affirmed that, the kind of leadership styles govern by the management of universities will either allow the students in classroom setting to develop the required skills competence or not.

Daily interpersonal interactions of a teacher are necessary to garner trust and support from students and to effectively supervise and monitor students in the school to carry out their statutory and non-statutory duties. In schools, this means that, instead of worrying constantly about setting the direction and then engaging students in a successful march (often known as planning, organizing, leading, motivating, and controlling), the "leader" can focus more on removing obstacles, providing material and emotional support, taking care of the management details that make any journey easier, sharing in the comradeship of the march and in the celebration when the journey is completed, and identifying a new, worthwhile destination for the next march (Edgerson, Kritsonis, & Herrington, 2006). Relationships have many components, both individual and group in nature, which help to sustain them and add value. One of the most important of all the relational components is that of trust. It is essential that universities lecturers develop the trust factor necessary for students to follow and support their efforts. The building and sustaining of one-to-one relationships with students via communicative and supportive behaviours is the overarching trust-promoting behaviour of the teacher (Gimbel, 2003).

Communication is a systematic process of arranging ideas or messages, and sending them same through appropriate channels to a receiver who then decodes it, act on it and provide feedback. Communication is viewed by (Haiemann, 2011) as the imparting of ideas and making oneself understood by others. It is also the process by which information is passed between individuals and/or organizations by means of previously agreed symbols. Communication skills can be seen as an effective, appropriate channel through which the flow of information, resources, and even policies can be passed across from the sender to the receiver. Communication is an important process inside schools and the most frequently used tool by organizational teachers (Ärlestig, 2007). According to (Mckinney, Barker, Smith & Davis, 2004) communication is essential to effective supervision and team performance. Communications for any organization is like blood flow in the human body. Importantly, the

relevance of communication keeps advancing as the world becomes a Global village (Nebo, Nwankwo, & Okonkwo 2015).

Notably, when these competences are acquire among the graduates of the universities, it will give the graduates a better chance of being hired in a much shorter time frame. Usually, skills competences are developed by students to equip themselves after graduation to meet the demands of various careers. Regrettably, from the researcher experiences and observation, it showed that there is lack of relationship between lecturers and students which seem to affect the acquisition of skills competences in universities environment. For instance, some lecturer that supposed to maintain a good cordial relationship with students may have failed to practice it as a result of maintaining academic integrity and discipline, undermining that lecturer and student's relationship are considered to be central to the experience of teaching and learning process. It is against this background that the researchers investigate lecturer-students relationship and skills competences among business education students' in universities in Cross River State, Nigeria.

Statement of the problem

Acquisitions of skills competence over the years has been approached through different dimensions. Lecturer-students interaction is very important on the student emotional and learning capabilities. When students' have positive relationship with their teachers, it is hoped that student will have the high chance of gaining those competence needed regardless of their age, gender or origin. Observation and researcher experiences have showed that there is lack of relationship between lecturer and student which seem to affect the acquisition of skills competences in tertiary institutions. It has been discovered also that not all student have equal access to relate with their lecturers which seem to affect their chance of acquisition skills competence. It has be observed also that most student who have positive relationship with their lecturer have more benefits and have access to acquired skills competences. The researcher is asking could factor like lecturer classroom communication skills and interpersonal skills affect student opportunity of acquisition of skills competences. It was on this note, that the researchers carried out a research lecturer-students relationship and the acquisition of skills competences in universities in Cross River State, Nigeria?

Purpose of the study

The purpose of this study is to examine lecturer-students relationship and the acquisition of skills competence among business education students' in universities in Cross River State, Nigeria. Specifically, the study intends to find out:

1. Lecturer interpersonal relationship and acquisition of skills competences among business education students' in universities in Cross River State
2. Lecture classroom communication relationship and acquisition of skills competences among business education students' in universities in Cross River State

Research questions

The following research questions were raised to guide the study:

1. In what way does a lecturer interpersonal relationship affect and the acquisition of skills competences among business education students' in universities in Cross River State?
2. In what way does a lecturer classroom communication relationship affect and acquisition of skills competences among business education students' in universities in Cross River State?

Statement of hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significant

1. Lecturer interpersonal relationship does not significantly relate with and acquisition of skills competences among business education students' in universities in Cross River State
2. Lecturer classroom communication relationship does not significantly relate with and acquisition of skills competences among business education students' in universities in Cross River State

Research Methodology

The research design adopted for this study is correlational research design. According to Idaka and Anagbodu (2012), correlation research design attempts to find the nature of the relationships between a set of variables. This relationship is not determined by the researcher; it cannot also be manipulated. It is naturally present within a group or sample. The relationship between variables can be positive, negative or there could be no correlation at all. It is on these notions that correlation research design is considered suitable for this study because the study sought to investigate lecturer/students relationship and acquisition of skills competence among business education students' in universities in Cross River State, Nigeria. The population of this study comprised of all final year students of business education in the department of vocational education, university of Calabar and Cross River State University of technology. The total number of students consists of two hundred (200) which constitute the population of the study (UNICAL& CRUTECH Registry Unit, 2021). The entire population was used in the study. Relevant data for the study was collected through questionnaire titled: Lecturer-Students Relationship and Acquisition of Skill Competences Questionnaire (LSRASCQ). The questionnaire was divided into sections A and B. Section A sought for respondents demographic data such as name of the school, sex and classes. Section B consisted of twenty (20) items constructed in a four (4) point modified likert scale ranging from strongly agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD). The instrument was validated by three experts in business education and measurement and evaluation University of Calabar.

Results

Hypothesis 1: *In what way does a lecturer interpersonal relationship affect the acquisition of skills competences among business education students' in universities in Cross River State?*

Table 1: Summary of Correlation analysis of the relationship between lecturer interpersonal relationship and *the acquisition of skills competences* among business education students' (n=200)

Variables	Mean	Std.Dev.	r cal.	p-value
Lecturer interpersonal relationship	15.54	2.790		
			.614**	.001
Acquisition of Skills Competences	16.28	2.496		

- Significant at .05 level; df = 198 critical –r.138

The result in table 1 revealed that the calculated r-value of .614** was significantly greater than the critical value of .138 when tested at .05 level of significance with 198 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between lecturer interpersonal

relationship and the acquisition of skills competences among business education students' in universities in Cross River State.

Hypothesis 2: *In what way does a lecturer classroom communication relationship affect the acquisition of skills competences among business education students' in universities in Cross River State?*

Table 2: Summary of Correlation analysis of the relationship between lecturer classroom communication relationship and the acquisition of skills competences among business education students' (n=200).

Variables	Mean	Std.Dev.	r cal.	P-value
Lecturer-classroom communication relationship	15.53	2.785		
			.609**	.001
Acquisition of Skills Competences	16.28	2.496		

- Significant at .05 level; df = 198 critical –r.138

The result in table 2 revealed that the calculated r-value of .609** was significantly greater than the critical value of .138 when tested at .05 level of significance with 198 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between lecturer communication relationship and *the* acquisition of skills competences among business education students 'in universities in Cross River State.

Discussion of findings
Lecturer interpersonal relationship and the acquisition of skill competence among business education students
The result of this hypothesis one revealed that there is a significant relationship between teacher interpersonal relationship and acquisition of skills competences among business education students' in universities in Cross River State. This result agreed with findings of Smylie (2012) who believed that the lecturer-students relationship is perhaps the most important variable for students' empowerment and consequently monitoring, evaluation and appraisal. Certain effective teachers' skills are critical in the attainment of desired levels of student participation. Current reform initiatives have identified empowerment as an element of teachers' success; however, bureaucracy that has driven reform in recent years has led to students feeling disempowered. Lecturers who attempt to assume the burden alone and try to manage reform and change from a top-down perspective may create more distance between lecturer and students, resulting in further disempowerment.

Lecturer communication relationship and the acquisition of skill competence among business education students
The result of this hypothesis two revealed that there is a significant relationship lecturer's classroom communication relationship and the acquisition of skills competences among business education students in universities in Cross River State. This result is in consonances with the pervious finding of Asamu (2014) who examined the relationship between lecturers' communication and students' performance in some selected organizations in Lagos State, Nigeria. The result of this study reveals that there is a relationship exists between lecturers' effective classroom communication and supervision of students, performance, productivity and commitment.

Conclusion

Based on the findings of the data collected, analysed and the findings derived, the following conclusion were made that there is a significant relationship between lecturer interpersonal relationship, lecturers classroom communication relationship and acquisition of skills competence among business education students in universities in Cross River State.

Recommendations
Based on the finding of the study, the following recommendations were made:
1. Lecturer should established cordial interpersonal relationship with students to enable them acquire skills competences to function effectively in work place.
2. Lecturer should have a good classroom communication relationship with their student in order to help them acquire skills competences needed by the employers.
3. Lecturers should not be too strict with their student to enable them learn those necessarily acquisition of skills competences.

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