

Perceived Strategies for Teaching Business Education Curriculum Content for the Acquisition of Skills Competence

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Abstract

The study examined Perceived Strategies for Teaching Business Education Curriculum Content for the Acquisition of Skills Competence in Universities in Cross River State. Descriptive survey design was adopted for the study. The population of the study comprised of business education lecturers in all the universities in Cross River State, Nigeria. The instrument for data collection was a structured questionnaire tagged Perceived Strategies for Teaching Business Education Curriculum Content for Skills Competence Questionnaire (PSTBECCSQ). The questionnaire is made up of 12 items were placed on 4 point rating scale. The instrument was face validated by two 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 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. The result of the findings shows that, management collaboration and management resource exhibition strategies enhance graduates acquisition of skills competencies among business education graduates in universities in Cross River State. Based on the findings, conclusions were made while the recommendations were made among others as follows: The institutional collaboration strategy should be integrated among Nigeria universities.

Keywords: *Strategies, Teaching, Business Education, Curriculum, Skills, Competence*

Introduction

Competence is 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). Competence is 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 numeration. 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).

Competence 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 management 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 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 good windows 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 on course in Business Education (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. 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 organsiations 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. Atah and Ukah (2021) say that collaboration will equip students with the appropriate skills and competence to secure a better job after graduation. Ukah and Atah (2021) agreed that the acquisition of skills competence is essential because when students acquired these competences they will be exposed to real jobs situation.

Atah and Ukah (2021) further opined that collaboration had it 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. This 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 one 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 and students will acquired the employability Skills (Atah, Bessong, & Fidel, 2017). 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)..

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. Collaboration and resources exhibition play a vital role among the collaborators. It could bring security in institutional programme by sharing scar resources among the collaborated universities. 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 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 variables include classroom climate which referred to as the learning environment (Atah and Bessong 20 18).

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 graduates.

Purpose of Study

The main purpose of this study was to examine Perceived Strategies for Teaching Business Education Curriculum Content for the acquisition of Skills Competence in universities in Cross River State. Specifically, the study sought to examine how:

1. Management Collaboration strategy in business education could enhance acquisition of skills competence among business education students in universities in Cross River State
2. Management resources exhibition could enhance acquisition of skills competence among business education students in universities in Cross River State

Research Questions

The following research questions were raised to guide the study:

1. How could management Collaboration with others universities enhance the acquisition of Skills Competence among business education students in universities in Cross River State?
2. How could management resources exhibition enhance the acquisition of Skills Competence among business education students in universities in Cross River State?

Methodology

Descriptive survey design was adopted for the study. The population of the study comprised of business education lecturers in universities in Cross River State, Nigeria. The instrument for data collection was a structured questionnaire tagged Perceived Strategies for Teaching Business Education Curriculum Content for Skills Competence Questionnaire (PSTBECCSCQ). The questionnaire is made up of 12 items were placed on 4 point rating scale. The instrument was face validated by two experts in University of Calabar. 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 the universities in Cross River State and the questionnaires administered were collected back from the respondents. 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 Curriculum Content for the acquisition of Skills Competence among graduates of Business Education in Universities in Cross River State.

S/N	Management Collaboration	X	SD	Remark
1	My institution collaborate with others institutions	3.05	1.14	Agree
2	My institution make use of other institutions facilities	2.83	1.11	Agree
3	My institution provides opportunities for others institutions to participate in the training of students	3.09	1.07	Agree
4	My institution provides opportunities for others students to share ICT resources	2.77	1.32	Agree
5	My institution provides the lecturers with opportunities to learn new technologies skills from others institutions	3.09	1.07	Agree
6	My institution provides Students teachers relationship	2.95	1.12	Agree
Aggregate means and standard deviation		3.52	1.10	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 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 3.52 and 1.10 respectively. The implication is that collaboration 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 graduates in Nigeria Universities especially universities in Cross River State.

Table 2: Mean rating on Management Resource Exhibition Strategy for Teaching Business Education Curriculum Content for the acquisition of Skills Competence among graduate of Business Education in universities in Cross River State.

S/N	Management Resource Exhibition	X	SD	DECISION
1	Business Education Resource exhibition can create avenue for student to acquire competence skills	2.14	1.30	Agree
2	Business Education lecturers could be developed skills competences by participating in resource exhibition	3.80	1.31	Agree
3	Management resource exhibition could help lecturers to learn ICT skills competences	3.30	1.08	Agree
5	Business Education could create opportunities for employers of business education graduate	2.60	1.20	Agree
6	Business Education resource exhibition could afford the learners the opportunity to come in contact with employers of labour	2.76	1.08	Agree
Aggregate means and standard deviation		3.38	1.01	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 3.38 and 1.01 respectively.

The implication is that business education management resources exhibition will enhance the development and the acquisition of skills competence among business education graduates of Nigeria Universities especially Universities in Cross River State.

Discussion of findings

The study examined the management collaborating strategy for Teaching Business Education Content for the acquisition of Skills Competence among graduates of Business Education in universities in Cross River State, Nigeria. The result of the study found out that, management collaboration and management exhibition strategies enhance the acquisition of skills competence among business education graduates. Such benefits have the potential to 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 competence 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 practice among others. Management collaboration will equally help the universities of learning to share resources.

Oyinloye, and Asonibare (2019) carried out a study and 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 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 universities 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 Curriculum Content for the acquisition of Skills Competence among graduate of Business Education in Universities in Cross River State.

This study revealed that Business Education resources management exhibition strategy play a vital role in graduate acquisition of skill competence. 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 could help lecturers to up-date self in order to feature in skill demonstration in the use office technology, which 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 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.

Conclusion

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

Recommendations

Based on the findings of the study, 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 to in Nigeria Universities
3. Tertiary institution offering business education should collaborate with relevant bodies
4. Business education should collaborate with industry to enable the students with more opportunities to be exposed to industrial work experience

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