SYNERGY BETWEEN ACADEMIA AND INDUSTRY FOR THE DEVELOPMENT OF HUMAN KINETICS AND HEALTH EDUCATION CURRICULUM IN TERTIARY INSTITUTIONS IN BAYELSA STATE

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Abstract

The study examined how the synergy between academia and industry can aid development of Human Kinetics and Health Education curriculum in tertiary institutions in Bayelsa State. The questionnaire used was of a descriptive nature. The study was driven by these three research questions. Human kinetics experts from Bayelsa State's universities and sports organizations made up the study's sample population. We utilized a random sample of 158 people from the whole population. Researchers used a Synergy Between Academia and Industry Questionnaire (SBAIQ) they created and had experts verify as a reliable data gathering tool. Cronbach's alpha was used to calculate the instrument's dependability, and a value of 0.78 was found. Using mean and standard deviation, we found the answers to our study questions. The study revealed the benefits, the challenges and possible support strategies needed to enhance the synergy between academia and industry for the development of Human Kinetics and Health Education curriculum in tertiary institutions in Bayelsa State. It was suggested that authorities should facilitate this connection between enterprise and organizations by establishing favorable conditions and legislation.

Keywords: **Synergy, Academia, Industry, Development, Human Kinetics and Health Education Curriculum**

Introduction

Human Kinetics and Health Education (HKHE) plays a crucial role in promoting the physical, mental, and social well-being of individuals. In tertiary institutions, the objectives of the HKHE syllabus are to provide students with the fundamental understanding and skills they need to succeed in their chosen fields professionals in various health and fitness-related fields. Human kinetics and health education's goals are consistent with those of the country's official policy on schooling FRN (2013), which aimed at: “Providing students with a professional physical and Health Education knowledge and skills that will positively facilitate Physical Education, Games and Sports and Health Education changes in the community which could lead to the attainment of healthful living and productive society” The primary objectives of this program is to:

- learn to solve human mobility difficulties using your head and your body.
- fitness and health education educators for secondary and higher education schools.
- develop the skilled workers the Sports Council, educational organizations, and the commercial sector require to fill the roles of sports executives, coaches, and coordinators.
- provide a solid foundation for further study in the fields of PE, HE, RE, and S (NUC, 2021).

Despite the universally accepted position of Human Kinetics and Health Education, Appaih, (2012) has disclosed that graduates of Human Kinetics and Health Education have experienced difficulties fitting into the world of work comfortably. So many reasons have been attributed to the issue of unemployable Human Kinetics and Health Education, among which are funding (Bently, 2013), lack of resources and experiences (Appiah, 2012), disconnect between the curriculum and what is obtained in real world. This has attracted the attention of researchers globally, and building synergy and collaborations has been recommended as the antidote.

The curriculum is crucial to every program because it is the yardstick by which success is judged. Curriculum, according to Oludele and Dosunmu (2013), is "a network of varying activities" that translates design into educational events and alters people's attitudes so that they are willing to engage in them. Some HKHE graduates fall short of expectations in the workplace, suggesting that the institution's current curriculum should be updated to better prepare students for the digital workplace of the 21st century. This was the outcome of a disconnect between what was taught in schools and what was required in the workplace. In other words, the knowledge and abilities taught in the classroom did not align with those needed in the workplace. This was due to an absence of synergy between academic institutions and businesses, which would have allowed for the development of a more all-encompassing curriculum that better reflected the needs of modern enterprises in terms of technological literacy. According to Oladunjoye (2015), graduates of inadequate educational programs are ill-equipped to adapt to the rapid pace of technological advancements in the modern workplace.

Synergy occurs when two or more entities interact or cooperate to create an outcome that is greater than the sum of their individual parts. As a group, they are able to get more done than they could on their own. Collaboration amongst experts from diverse fields is the key to success and making a real impact. The idea is that when two businesses merge, the resulting entity will be stronger and more successful than each one alone. According to Ejeka and Ebenezer-Nwokeji (2017), a partnership between an institution and an industry might take the shape of either a written contract or an informal understanding between two parties. This is a cooperative partnership since both parties gain and provide something to the arrangement. The goal is to maximize everyone's positive contributions to development and expansion. This suggested that cooperation between academic institutions and businesses is necessary for the creation of an effective HKHE curriculum that would enable the receiver to meet the requirements of the business environment. Because of this, it became clear that a round table discussion including representatives from both institutions and businesses was essential for preventing this issue.

One of the most successful and efficient methods for advancing technology in industrialized countries is keeping the lines of communication open between universities and businesses, and between businesses and governments. Such partnerships may take various forms, such as the finalization of joint research initiatives, the division of joint research deals, the development of joint curricula, and the implementation of an idea-based educational system (Ibẹmẹ, 2o2o). Mouton (2015) argues that connections within education-related organizations and sectors may serve a crucial role in keeping and putting to good use additional funding for educational institutions, fostering concepts, easing the transfer of innovation, and ensuring that graduates are prepared to succeed in the real world of work. To this end, this study aims to investigate how the synergy between academia and industry can aid the development of the Human Kinetics and Health Education curriculum in tertiary institutions in Bayelsa State.

Statement of the Problem

The synergy between academia and industry can bring numerous advantages to the development of the HKHE curriculum. Industry stakeholders, including health professionals, fitness experts, and policymakers, possess valuable insights into the current health trends, technological advancements, and best practices. By collaborating with academia, these stakeholders can contribute to the curriculum's relevancy, applicability, and responsiveness to the changing health landscape in Bayelsa State.

Bayelsa State, located in the Niger Delta region of Nigeria, faces unique health challenges due to its socio-economic and environmental factors. The state has a growing population and an increasing prevalence of health issues such as non-communicable diseases, obesity, and sedentary lifestyles. To address these challenges effectively, it is imperative to have an HKHE curriculum that aligns with the needs of the local community and prepares students to tackle these issues. This study is geared towards filling this gap.

Purpose of the Study

The study's primary purpose was to investigate how the synergy between academia and industry can aid the development of the Human Kinetics and Health Education curriculum at Bayelsa State's higher education facilities. In particular, the research was able to accomplish what was needed:

a) To assess the current status of the HKHE curriculum in tertiary institutions in Bayelsa State.

b) To The goal is to find areas where businesses and universities may work together on curricula.

c) To identify Challenges hindering the implementation of synergy between academia and industry for the development of the HKHE curriculum in tertiary institutions in Bayelsa State

Research Questions

The subsequent questions served as guides for the research:

1. Where does Human Kinetic Health Education stand in Bayelsa State's higher education facilities at the moment?
2. What are the potential areas of collaboration between academia and industry in curriculum development?
3. What barriers prevent interaction among academics and business from shaping the HKHE curriculum at Bayelsa State's higher education institutions?

Methodology

This research used a questionnaire with a descriptive approach. The population of the study comprised of all Human Kinetic and Health Education (HKHE) lecturers in the three government owned institutions which have the department and in government ministries and firms in Bayelsa State. All 88 lecturers in the department of Human Kinetic and Health Education (HKHE) and 70 ministry experts formed the study sample. The instrument for data collection was a “Synergy between Academia and Industry Questionnaire (SAIQ).” Thirty questions make up the survey. Each question had four possible responses: strongly agree (SA = 4), agree (A = 3), disagree (D = 2), and strongly disagree (SD = 1) on a 1-to-4-point scale. Three professionals in the field in Rivers State checked the instrument's external validity. Cronbach's alpha was utilized to calculate the instrument's internal consistency, and the resulting reliability coefficient was 0.87. The researcher handed out the 158 questionnaires she had made herself. Statistics like mean and standard deviation were used to the study's data to draw conclusions. A mean score of 2.50 was utilized to make a judgment on the study questions. The study's 4-point rating interval served as the basis for this calculation. Items with a mean value of 2.50 or above were regarded to be agreed upon, while those with a mean value of 2.50 or below were considered to be disputed upon.

Analysis and Results

Research Question 1

Where does Human Kinetic Health Education stand in Bayelsa State's higher education facilities at the moment?

Table 1: Mean and standard deviation on the current status of HKHE curriculum in tertiary institutions

S/N	Items	Mean	SD	Remark
1	The curriculum aligns with the current trends and developments in the field of Human Kinetics and Health Education	2.21	0.76	Disagree
2	The learning objectives of the curriculum are clearly defined and communicated.	2.17	1.21	Disagree
3	The curriculum adequately prepares students for careers or further studies in related fields.	2.00	1.02	Disagree
4	The core concepts and theories in Human Kinetics and Health Education are adequately covered in the curriculum	2.12	0.89	Disagree
5	Some specific topics or areas should be added or expanded in the curriculum	2.37	0.61	Disagree
6	There are topics or areas that are not relevant and could be removed from the curriculum	2.45	0.79	Disagree
7	The teaching methods used in the curriculum are effective	2.21	0.57	Disagree
8	Modern teaching techniques, such as multimedia presentations, interactive sessions, and practical demonstrations, incorporated into the curriculum	2.09	0.82	Disagree
9	There are sufficient learning resources (e.g., textbooks, online materials, research papers) to support the curriculum	2.51	0.66	Agree
10	The assessment methods used in the curriculum are appropriate for measuring students' understanding and application of knowledge	2.77	0.55	Agree
11	The assessments align with the stated learning objectives.	2.05	0.71	Disagree
12	The curriculum includes practical experiences such as laboratory work, internships, or fieldwork	2.21	0.76	Disagree
	Grand mean	2.25		

Researcher's Desk (2023)

Table 1 shows that there was complete agreement among respondents on their disapproval of all of the presented constructs. The means fell significantly short of the predetermined cutoff of 2.50, demonstrating widespread consensus. Low variability in answers was indicated by a standard deviation of 0.45 to 1.3. The average mean and standard deviation were 2.25 and 0.7, respectively, further illustrating this point. This indicated that the current status of the HKHE curriculum needs urgent review.

Research Question 2

What are the potential areas of collaboration between academia and industry in curriculum development?

Table 2: Mean and standard deviation on the collaboration between academia and industry in curriculum development

S/N	ITEMS	Mean	SD	REMARK
1.	The combined efforts have the potential to revolutionize HKHE's curricula and teaching methods.	3.21	0.76	Agree
2.	The commonality of knowledge between academics and business leaders is the basis for productive cooperation.	2.97	1.21	Agree
3.	Participants' ability to provide effective managerial oversight will be bolstered by synergy and cooperation between institutions and the industry in the creation of HKHE curricula.	3.00	1.02	Agree
4.	The partnership has the potential to significantly alter the status quo of curriculum and teaching methods.	3.12	0.89	Agree
5.	The syllabus will be contextualized, modularized, and competency-driven as well as shift toward more experiential and work-based learning models as a result of collaborative efforts.	3.67	0.61	Agree
6.	Through coordinated efforts, students may have access to long-term resources that help them navigate their education and careers.	3.45	0.79	Agree
7.	The stakeholders will be better able to create new curriculum, teach merged professional and academic course work, and better assess student progress and employer demands if they work together and benefit from professional growth possibilities made possible by synergy and cooperation.	3.71	0.57	Agree
8.	Co-investment in infrastructure may be established, and mutually beneficial assets for long-term curriculum durability can be established via synergy and cooperation.	3.09	0.82	Agree
9.	The instructional model, as well as the competences and abilities that students at HKHE need to learn to compete in the economy of the twenty-first century, will continue to evolve thanks to synergy and collaboration in curriculum development.	3.51	0.66	Agree
10.	Through this partnership, businesses will be able to offer apprenticeships to students as a means of education.	3.77	0.55	Agree
11.	Aggregate Mean	3.05	0.71	

Researchers' Desk (2023)

Table 2 shows that there was complete consensus among respondents about all of the table's constructs. All the mean scores are over the predetermined cutoff of 2.50, therefore the consensus is obvious. Low variability in answers was indicated by a standard deviation of 0.45 to 1.3. The average was 3.05 and the standard deviation was 0.7, both indicative of this. This suggests that the following are areas where academic institutions and private sector organizations may work together on curriculum development: instructional practices, academic model, define and refine the competencies, establishing foundation for co-investing in facilities, and equipment and strong executive leadership from the participants.

Research Question 3

What barriers prevent interaction among academics and business from shaping the HKHE curriculum at Bayelsa State's higher education institutions?

Table 3: mean and standard deviation on the challenges hindering the implementation of synergy between academia and industry for development of HKHE curriculum in tertiary institutions

S/N	ITEMS	X	SD	REMARK
1	Poor funding	3.15	0.43	Agree
2	Lack of appropriate policy framework	3.26	0.49	Agree
3	Lack of synergically enhanced mindset	3.43	0.67	Agree
4	Encourage and support fruitful international student and graduate intern technical, intellectual, and managerial relationships and connections.	3.43	0.71	Agree
5	Differences in Political interest	2.97	0.49	Agree
6	The practical skills acquired by architecture school grads have not been favorably impacted by the challenges of conventional instructional techniques.	3.34	1.05	Agree
7	Problems with limited practical training and antiquated classrooms hinder institutions' ability to adapt to changing industry.	3.68	1.03	Agree
8	Architecture programs that don't adequately prepare students to solve real-world issues in the field provide challenges for synergy and cooperation.	3.89	0.45	Agree
9	Books, workstations, and machinery are scarce and expensive, which hinders teamwork and cooperation.	3.03	0/98	Agree
10	When the economy is in a bad position, particularly during a recession, it may be difficult for institutions and businesses to work together.	3.29	0.90	Agree
	Aggregate	3.02		

Source: Researchers' Desk (2023)

Results presented in Table 3 above indicated that all items had a mean value above the criterion mean of 2.5 which implies they are major challenges hindering the synergy between academia and industry for the development of HKHE curriculum in tertiary institutions in Bayelsa State.

Discussion of Findings

According to the results, all of the participants were in agreement that the HKHE curricula now used in Bayelsa State's higher education institutions are inadequate. All the mean scores were far lower than the predetermined decision value of 2.50, making this disagreement quite clear. This proved that the existing HKHE curriculum is in dire need of revision.

The research showed that there is room for improvement in the areas of instructional practices, educational model, defining and refining the competencies, laying the groundwork for jointly investing in infrastructure and supplies, and providing strong managerial guidance from the participants in the curriculum development process. This outcome lends credence to the claim made by Matthew-Odu and Igbogi (2023) that incorporating real-world skills into the classroom enhances curricular delivery.

According to the results, the lack of synergy between universities and businesses in Bayelsa State is a major barrier to the establishment of HKHE curricula in higher education institutions. Other obstacles include a lack of funding, a lack of a suitable policy structure, a rigid implementation of approved curriculum, an insufficient connect of educational resources with the real ethnically diverse and multilingual workplace, and a lack of a synergistically enhanced mindset. These results corroborate the claims of three separate authors (Ibẹmẹ, 2o2o; Chọrlẹs-Owọbọ, 2o2o; Sindiso, and Nhlọnhlọ, 2018) who all found no evidence of synergy between higher education and business.

Conclusion and Recommendations

The research identified the following as promising areas for cooperation between universities and businesses in syllabus creation: instructional practices, academic model, define and refine the competencies, laying the groundwork for facility co-investment, and equipment and strong executive leadership from the participants. Benefits include increased communication and collaboration between academic and business sectors, as well as the pooling of assets to ensure the long-term viability of educational programs. The study also identified the challenges hindering the synergy between academia and industry for the development of HKHE curriculum in tertiary institutions.

The study's findings led to the accompanying suggestions for further research:

1) All parties must take action to remove the obstacles that prevent the relationship from flourishing.
2) The government is responsible for facilitating the rules and conditions that will allow Industry and institutions to join up efficiently. Financial limitations, a dearth of qualified workers in local sectors, a dismissive attitude toward homegrown innovations, and the scale and ownership structures of existing businesses are all common causes of these restraints.
3) Students and teachers alike might benefit from having their perspectives on the importance of connection and progress refreshed, thus efforts to that end should be supported.

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