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BUSINESS EDUCATION FACILITIES AND GRADUATE PERFORMANCE IN NIGERIA

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Abstract

This study focuses on assessing the facilities of Business Education programme in Southern Nigerian universities. One (1) research questions and a hypothesis were formulated to guide the study. A descriptive survey design was adopted. A 11-item questionnaire was developed based on the National Universities Commission (NUC) Minimum Benchmark which was validated by experts. Data was collected from 18 administrators, 43 lecturers and 872 students; multi-stage stratified sampling technique was used while one-way analysis of variance (ANOVA) was employed to test the hypothesis. Results revealed that administrators, lecturers and students have similar views on availability and adequacy of facilities whereas Materials Available Resources Checklist proved otherwise. It was therefore recommended that: The private sector should be encouraged to initiate and participate in the provision of facilities and government should procure more facilities to universities as a whole, such channels may include Education Tax Fund (ETF) as practiced in Nigeria; Non-Governmental Organizations (NGOs), Parent Teacher Association (PTA), and Community Based Organizations (CBOs).

Keywords: Business Education, facilities, Southern Nigerian universities.

INTRODUCTION

The types and requirements of resources in vocational education are very crucial and unavoidable elements for successful implementation of Business Education for qualitative lesson delivery in classrooms. Business Education is a specialised and significant segment of general education that entails systematic development or inculcation of skills, values, attitude and aptitude that is capable of making the recipient become gainfully employed in industry or teaching as well as making him become self-reliant. However, schools are established for the purpose of teaching and learning. Human and material resources are deployed for this purpose. School facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. Consequently, Business Education programme requires availability and adequate facilities such as space, plant, equipment, time, money and machine in order to enhance quality delivery. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes. One of the functions of schools is to serve socio-economic and political needs of the ever-changing society; consequently, they are in constant interaction with their external environment. The quality of the products bears a direct relationship with the quality of the facilities used as input in the process of the production. This presupposes that availability and adequacy of facilities should be provided in schools to prepare school leavers and enable them to compete with their counterparts in the global world. This implies that facilities provision is a collective responsibility of the federal, state, local government authorities, staff and students of the individual schools and the community where the school is located. The Federal Government through the Federal Ministry of Education provides the policies that guide the educational system and also

oversees the implementation of these policies at the State level. On the other hand the State Government ensures the actual implementation of the National Policy on Education by providing the enabling environment for effective teaching and learning.

The school plant is a major component of the school facility. Knezevich (1975) described it as "the space interpretation of the school curriculum". He emphasized that the curriculum finds its physical expression in construction and arrangement of the school plant, which is a controlled environment that facilitates the teaching and learning process and also protects the physical wellbeing of the occupants. He further stated that since teaching and learning does not take place in a vacuum, school facilities give meaning to the planned curricula and extra-curricular activities. A discussion of the school plant starts with the conceptualization of the educational programmes to be offered in the school. The nature and types of the educational programme will determine the nature and types of the school plant to be provided. Unruh (1974) emphasized that both teachers and students need places to search, read, write, confer, interact, view, listen, think, experiment, and record. Students need places to transact student affairs or to gather for social purposes. Teachers need office space, conference rooms for team planning, facilities for diagnosis of pupil's needs, and facilities for preparing instructional presentation. New views of the teaching-learning process that move beyond memorizing of knowledge toward involvement of students in applying, analyzing, synthesizing, and evaluating knowledge stress the need for flexibility of space in the schools. The complexity of the learning environment requires flexibility in the design of the school plant. Modern facilities are designed for diverse academic and social activities.

Multipurpose facilities used for academic activities during school hours, may be available for community use during or after school hours. Such facilities may be used for continuing education programmes, social activities and recreation. Through appropriate scheduling multipurpose facilities may be accessible to the community during school hours. This will eliminate the burden of duplication of such facilities as conference halls, gymnasium, library, theatre and sporting facilities. Such integrated effort is cost effective and brings the community closer to the school. Some buildings are over fifty years and therefore require modern facilities for teaching and learning. Renovation and modernization of old and dilapidated buildings should be carried out to ensure that facilities for team planning areas, office space, clerical space, workrooms, professional development libraries, faculty dining area, storage space, students conference areas, guidance services area for large group instruction, spaces for instructional media, library resource centers, science facilities, arts and music studios, individual study area and physical education facilities. Equipment and supplies are essential for the attainment of educational goals and objectives. Simpson & Anderson (1981) defined equipment as "items that last a minimum number of years or cost more than a certain amount" and supplies as items such as microscope slide, glass tubing, and cotton swabs, that are quickly consumed and that are usually less expensive than equipment items". Some equipment perform specific functions while others such as computers perform multiplicity of functions.

School equipment are available in various forms. The equipment may be fixed or movable and they serve various purposes in the educational system. They are used in the classrooms, laboratories, offices, workshops, cafeteria, toilets, laundry, library and

for sports etc. The supplies are the accessories for operation of various equipment. Furniture are also available in the classrooms, offices, cafeteria, laboratories and workshops, outdoor, residential halls, common rooms, and those designed for the physically challenged. Information and Communication Technology (ICT) facilities also include among others software on classroom management, facility management, inventory control, maintenance management, online procurement, food services and general management. The application of the software requires that the school managers should be exposed to necessary in-service training to enable them make maximum use of the software.

Ibrahim and Abdullahi (2010) conducted a study on facilities repositioning in Government Technical College workshops in a developing country (Nigeria). A descriptive survey design was adopted for the work. Two research questions and one hypothesis were formulated to guide the study. A 35-item questionnaire was developed based on the National Board for Technical Education (NBTE) standards on Technical College workshops, and was validated by three experts. Data was collected from 101 administrators, 140 teachers, and 24 workshop personnel randomly sampled and stratified along trades in nineteen (19) Government Technical Colleges in North Central Nigeria. Mean was employed to answer the research questions while one-way analysis of variance (ANOVA) was employed to test the hypothesis using Statistical Package for Social Sciences (SPSS) for analysis. Results revealed that administrators, teachers, and workshop personnel shared similar views on inadequacy of facilities in Technical College workshops. The implication of this finding is that all over the schools in Nigeria (ranging from Primary to university level), there are no adequate facilities. This has serious implication for teaching and learning in our schools. A teacher not properly taught while in school with facilities and instructional materials is as good as half-baked bread. This further implies that the half-baked bread teachers will now take over the teaching job in the future – so what do we expect to be their performance, definitely below expectation.

Similarly, in the work conducted by Charles (2012) on resource management and job involvement among university lecturers in South-South Nigeria; he concluded that the lecturers' perception of human, physical/material and financial resources management significantly correlated with their job involvement. This implies that with adequate facilities available for teachers to work with which will not only serves as a motivation but also enhancement of teaching and learning processes; teachers' performance will be worthwhile. The theory adopted for this work is the Context, Input, Process and Product (CIPP) of Stufflebeam (1971).

Statement of the Problem

In spite of the claim or statement by Federal Government of Nigeria as stated in the National Policy on Education that education programmes shall continue to be expanded to also cater for the requirements of Technical, Business and Special Education. This statement accounted for recent proliferation of Business Education programme in universities in Nigeria. Still, government did not make available adequate facilities and sometimes not available to enhance teaching and learning in Nigerian universities.

Purpose of Study

The objective of this study is to assess the availability and adequacy of facilities perceived by the teachers and students and administrators in the teaching and learning of Business Education in Nigeria.

Research Questions

The following research questions guided the study: How did the teachers and students and administrators perceive the availability and adequacy of the facilities in universities for the implementation of Business Education programme?

Research Hypothesis

The following hypothesis guided the study: There is no significant difference in the stakeholders' perception of the availability and adequacy of the facilities in schools for the implementation of the Business Education programme.

Method

Descriptive survey research design was adopted for this study using Context, Input, Process and Product (CIPP) Evaluation Model of Stufflebeam (1971). The population of the study consisted of all Business Education lecturers, administrators (H.O.Ds and Deans), students in universities in Southern Nigeria geo-political zones of Nigeria, Heads of Department and Deans of Faculties of Education where Business Education programmes is offered. The sample size used for this study was nine hundred and thirty-three (933) made up of: eight hundred and seventy two (872) students (still undergoing training), forty-three (43) lecturers, eighteen (18) administrators made up of nine (9) Heads of Departments and nine (9) Deans. Since the population has heterogeneous characters or qualities, multi-stage stratified sampling technique was used. Business Education programme evaluation questionnaires (BEPEQ) and Material Resources Available Checklist (MRAC) were used for the study. The instrument were developed and validated by team of experts from University of Lagos and Olabisi Onabanjo University, Ago-Iwoye. Suggestions made were integrated before administering the instruments. Test retest reliability was carried out in Oyo State that was not part of the Sample. The instrument had a reliability index of $r = 0.92$. The second test was carried out two weeks after the first one.

Results

The results of data were analyzed using frequency count, simple percentage, mean, and standard deviation. Results were tested at significant level of 0.01. A summary of the major findings is also presented. A mean score of 2.5 and above is an indication of acceptance

Table 4.1: The Availability and Adequacy of the Facilities in Universities for the Implementation of Business Education Programme as perceived by Stakeholders

S/N	STATEMENT	SA	A	D	SD	\bar{x}	δ	Decision
1	Model office is available and adequate in terms of facilities.	394 (42.2%)	259 (27.8%)	192 (20.6%)	88 (9.4%)	3.03	1.003	A
2	Qualified Business educators are employed.	362 (38.8%)	306 (32.8%)	180 (19.3%)	85 (9.1%)	3.01	.973	A
3	Educational resources (teaching aids) are adequate.	378 (40.5%)	200 (21.4%)	273 (29.3%)	82 (8.8%)	2.94	1.023	A
4	Adequate supply of text (relevant)	260 (27.9%)	292 (31.3%)	318 (34.1%)	63 (6.8%)	2.80	.923	A
5	Adequate Head phones available in shorthand laboratory.	247 (26.5%)	222 (23.8%)	301 (32.3%)	163 (17.5%)	2.59	1.059	A
6	Departmental or units library services are adequately provided.	271 (29.0%)	261 (28.0%)	267 (28.6%)	134 (14.4%)	2.72	1.035	A
7	Business laboratory is adequately provided.	265 (28.4%)	267 (28.6%)	276 (29.6%)	125 (13.4%)	2.72	1.019	A
8	Furniture and fittings are well arranged and adequate.	302 (32.4%)	262 (28.1%)	274 (29.4%)	95 (10.2%)	2.83	.998	A
9	Computers in the laboratory are surplus (to go round) the students.	203 (21.8%)	266 (28.5%)	263 (28.2%)	201 (21.5%)	2.50	1.057	A
10	Health care services in our institution are well taken care off.	306 (32.8%)	250 (26.8%)	259 (27.8%)	118 (12.6%)	2.80	1.035	A
11	Television, video, DSTV are available in our Business lab.	278 (29.8%)	224 (24.0%)	226 (24.2%)	205 (22.0%)	2.62	1.128	A

Six hundred and fifty three (653) representing 70.0% of the stakeholders agreed that model office is available and adequate for the implementation of Business Education programme ($\bar{x}= 3.03$; $\delta = 1.003$). Also 668 (71.6%) of the participants agreed that qualified Business educators are employed ($\bar{x}= 3.01$; $\delta = .973$). While 578 (61.9%) of the participants agreed that educational resources (teaching aids) are adequate ($\bar{x}= 2.94$; $\delta = 1.023$).

Five hundred and fifty two (59.2%) of the participants agreed that there are adequate supply of text (relevant) for the implementation of Business Education programme ($\bar{x}= 2.80$; $\delta = .923$). Also, 469 (50.3%) of the participants agreed that there are adequate Head phones available in shorthand laboratory ($\bar{x}= 2.59$; $\delta = 1.059$).

While 532 (57.0%) of the participants agreed that departmental or units library services are adequately provided ($\bar{x}= 2.72$; $\delta = 1.035$). 532 (57%) of the participants agreed that business laboratory is adequately provided ($\bar{x}= 2.72$; $\delta = 1.019$). Again 564 (60.5%) of the participants agreed that furniture and fittings are well arranged and adequate ($\bar{x}= 2.83$; $\delta = .998$).

Four hundred and sixty nine (50.3%) of the participants agreed that computers in the laboratory are surplus (to go round) the students ($\bar{x}= 2.50$; $\delta= 1.057$). Furthermore, 556 (59.6%) of the participants agreed that health care services in our institution are

well taken care off (\bar{x} = 2.80; δ = 1.035). Moreover, 502 (53.8%) of the participants agreed that television, video, DSTV are available in our Business laboratory (\bar{x} = 2.62; δ = 1.128).

Majority of the stakeholders agreed that there are adequate facilities. But material resource available checklist proved otherwise.

Table 4.2: Provision and Adequacy of Facilities

Resources	Available	Adequate (%)	Inadequate (%)
1. Faculty library	Yes	100.00	0.00
Reading materials for Business Education students			
a) Students' textbooks	Yes	100.00	0.00
b) Teachers' guide to student textbooks	No	0.00	100.00
c) Supplementary Business Education reading materials (like journals, etc)	Yes	60.00	40.00
2. Auditory Aids/Communication Equipments			
a) Radio messaging	No	0.00	100.00
b) Tape recorders	Yes	40.00	60.00
c) Taped records	No	0.00	100.00
d) Television/Videos	Yes	30.00	70.00
3. Equipment (for learning)			
a) Computer	Yes	100.00	0.00
b) Swivel chairs	No	0.00	100.00
c) Electronic typewriter	Yes	100.00	0.00
d) Flannel boards	No	0.00	100.00
e) Marker boards	Yes	100.00	0.00
f) Interactive Board	Yes	10.00	90.00
g) Furniture	Yes	100.00	0.00
h) Business Laboratory	Yes	100.00	0.00
i) Shorthand laboratory	Yes	70.00	30.00
j) Dictating machines	No	0.00	100.00
k) Model office	Yes	30.00	70.00
l) Lecture rooms	Yes	100.00	0.00
m) Departmental library	No	100.00	0.00
n) Photocopying machines	Yes	20.00	80.00
o) Computer Printers	Yes	80.00	20.00
p) Shredding machines	Yes	20.00	80.00

Key:

Available: means the materials are available.

Adequate: this shows the percentage of number of universities that possess the materials under discussion.

Inadequate: means the percentage of universities not having the materials under discussion.

The Table 4.2 shows the availability and adequacy of materials as found in the universities for teaching and learning of Business Education. In most of the universities, books are available in the faculty library for Business Education programme but not adequate in terms of number to go round the students whereas teachers' guide for students' textbooks are not available. Also, supplementary Business Education reading materials (like journals, business times, etc) are available but grossly inadequate. Auditory aids/communication equipment such as radio messaging, tape recorders, taped records and television/video are not available at all.

Computers are available in all the universities offering Business Education but inadequate to go round the students. Swivel chairs are not available at all. Electronic typewriters are available but inadequate. Flannel boards are not available at all while marker boards are available and adequate. Interactive boards are available but grossly inadequate. Furniture is available and adequate. Business laboratories and Shorthand laboratories are available but not adequately equipped. Dictating machines and model offices are not available.

Lecture rooms are available and adequate while departmental libraries are not available. Photocopying and shredding machines are not available while computer printers are available but not adequate.

Hypothesis

There is no significant difference in the stakeholders' perception of the availability and adequacy of the facilities in schools for the implementation of the business education programme.

Table 4.3: Description of results on stakeholders' perception of the availability and adequacy of the facilities in schools for the implementation of business education programme.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Lecturer	43	20.09	9.301	1.418	17.23	22.96	11	33
Administrator	18	30.89	10.911	2.572	25.46	36.31	11	44
Student	872	24.64	8.618	.292	24.06	25.21	11	44
Total	933	24.55	8.786	.288	23.98	25.11	11	44

The results in Table 4.3 revealed a total mean score on the stakeholders' perception of the availability and adequacy of the facilities in schools for the implementation of the business education programme of 24.55 with a standard deviation of 8.786. However, a mean score on the stakeholders' perception of the availability and adequacy of the facilities in schools for the implementation of the business education programme for lecturers was 20.09 with a standard deviation of 9.301 were observed. For the administrators, a mean score on stakeholders' perception of the availability and adequacy of the facilities in schools for the implementation of the business education programme was 30.89 with a standard deviation of 10.911. However, for students a mean score was 24.64 with a standard deviation of 8.618 were obtained.

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1583.962	2	791.981	10.469	.000
facilities Within Groups	70353.166	930	75.649		
Total	71937.128	932			

The results tabulated above indicated that there was a highly significant difference ($F_{(2, 930)} = 10.469$; $p < 0.05$) on the stakeholders' perception of the availability and adequacy of the facilities in schools for the implementation of the business education programme.

The hypothesis which stated that there is no significant difference in the stakeholders' perception of the availability and adequacy of the facilities in schools for the implementation of the business education programme was rejected. The implication of this finding is that stakeholders perceived the availability and adequacy of the facilities in schools for the implementation of the business education programme differently. To further test the direction of differences, a posthoc analysis was done as presented in table 4.4.

Table 4.4: Post Hoc Tests

Dependent Variable	(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
facilities	Lecturer	Administrator	-10.796*	2.442	.000	-16.78*	-4.81
		Student	-4.543*	1.359	.004	-7.87*	-1.21
	Administrator	Lecturer	10.796*	2.442	.000	4.81*	16.78
		Student	6.252*	2.071	.011	1.17*	11.33
	Student	Lecturer	4.543*	1.359	.004	1.21*	7.87
		Administrator	-6.252*	2.071	.011	-11.33*	-1.17

The results in Table 4.4 indicated that there was a significant difference in the stakeholders' perception of the availability and adequacy of the facilities in schools for the implementation of the business education programme between lecturers and students (MD = 4.543; $p < .05$) with students having higher scores. Also there was a significant difference in the availability and adequacy of the facilities in schools for the implementation of the business education programme between administrators and students (MD = 6.252; $p < .05$) with students having higher scores. This result is graphically presented in Figure 4.1.

Figure 4.1: Means Plots

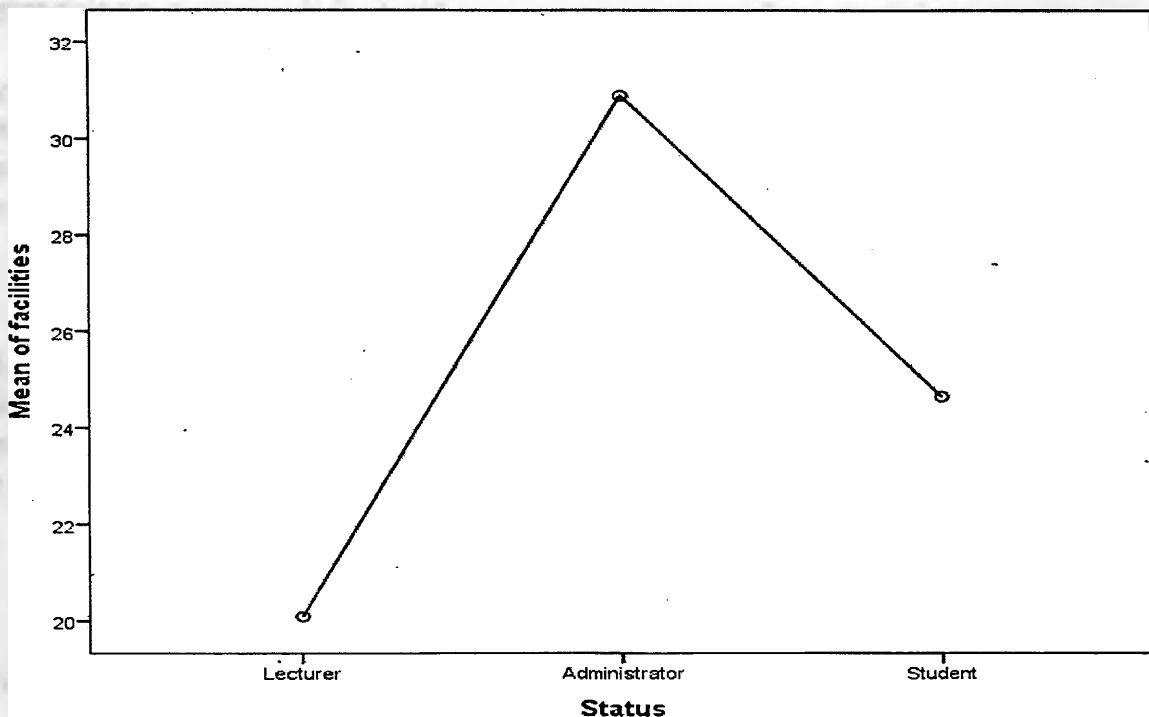


Figure 4.1 indicates that lectures have a mean score of 20.09 compared with that of administrators who have 30.89 while students have a mean score of 24.64.

Discussion of Findings

Results indicated a reasonable percentage of the respondents with not less than 50% agreed that facilities are available and adequate. But the result on the Material Resources Available Checklist (MRAC) proved otherwise. The Material Resources Available Checklist revealed that facilities are available but not adequate to go round the students. This finding corroborates Balogun (2003) and Babalola (2003) as they both concluded that facilities and equipment in Business Education are available but not adequate; whereas Chike (2003) says facilities and equipment in Business Education are not available in schools at all. It is apparent that without adequate facilities and equipment in schools as reported by Shea (2011), Ibrahim and Abdullahi (2010), Adedeji (2007), Adebayo (2009), Olatunde (2005), Ogunsaju (1980) and Nwagwu (1978); there can be no improved performance on the part of the students.

The implication of this finding on the part of the participants particularly the students could be because the students are not aware of National University Commission's benchmark in terms of student - facilities ratio. Secondly is the unwillingness to downgrade their respective institutions. Thirdly, those facilities are available but students used them on group basis because there is no way the facilities could go round without grouping them; though the recommendation of National University Commission bench mark is a student to an equipment or facility at a time. Material Available Resources Checklist showed that most of the universities had outdated equipment, particularly typewriters in this era of computer literacy, no model office, borrowed language laboratories for speedwriting, and departmental libraries are not stored with current research books and journals.

Still on facilities, differences existed in the responses from the various groups on the perceived availability and adequacy of the facilities in universities for the implementation of Business Education programme. Most of the various participants perceived the availability and adequacy of the facilities as being adequate.

Significant differences were observed in the perceived availability and adequacy of the facilities in universities for the implementation of Business Education programme between all the three sampled groups. The administrators highly perceived the availability and adequacy of the facilities than the lecturers and students. The students however perceived the adequacy and availability higher than the administrators.

Conclusion

This study appreciates the place of Business Education in Nigeria particularly at the University level especially in the South- Zones of the country. This study made several important revelations. It is evident from this study that much still has to be done on the facilities for proper implementation of the programme as a whole. This is because facilities enhance learning and retention.

Recommendations

Based on the findings of this study, it is therefore recommended that:

1. government should encourage the private sector to initiate and participate in the provision of facilities to universities
2. government should also procure more facilities to universities as a whole, such channels may include Education Tax Fund (ETF) as practiced in Nigeria;

3. Non-Governmental Organizations (NGOs), Parent Teacher Association (PTA), and Community Based Organizations (CBOs) should be asked for support in supplying relevant facilities to universities as obtained in other nations; and
4. a specific percentage of income tax generated annually by the Government should be utilized for provision of workshop facilities in technical colleges.

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