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FACILITIES PROVISION FOR EFFECTIVE DELIVERY OF BUSINESS EDUCATION INSTRUCTION IN FEDERAL UNIVERSITIES IN NORTH-EASTERN NIGERIA

BY

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Abstract

The study assessed the facilities provided for effective delivery of Business Education in North East Federal Universities. Descriptive research design was used for the study and the population comprised 42 lecturers from two purposively selected Federal Universities. They are Abubakar Tafawa Balewa University (ATBU), Bauchi and Moddibo Adama University (MAU), Yola. There was no sampling. A checklist structured questionnaire with 48 items was used for data gathering. Four points rating scale was used for data collection. The questionnaire was validated by two lecturers and pilot tested outside the study area, and reliability of 0.79 was obtained. Forty-two copies of the questionnaire were administered to the lecturers of Business Education, with a return rate of 35, representing 83.33 percent. The mean was used to answer the three research questions and standard deviation to determine the level of variability. The findings revealed that 39 of the 48 facilities were rated as just adequate and nine were considered as in-adequate for effective delivery of Business Education instruction. It was recommended among others that the management of North East Federal Universities should ensure the provision of facilities such as digital camera, audio-visual conference equipment, electronic scanners and other technologies for effective delivery of Business Education instruction.

Keywords: Facilities, Business education, Facilities Provision, Instruction and Adequacy

Introduction

Business Education is a specialized aspect of vocational technical education. Business Education courses are designed to provide individuals with saleable knowledge, skills and attitudes necessary to enter the labour market. Gang and Abdulrahman (2017) defined Business Education as a wide field of discipline which prepares individuals with relevant and saleable skills for effective self and societal development. The authors added that the course Business Education exposes the students to core areas such as accounting, commerce, cooperative and distributive education, marketing, secretarial studies, and home economics. Bessom, Atah and Ititim (2019) conceptualized Business Education as an aspect of vocational training programme that prepares a person for business related occupation. Otun and Atah (2021) defined Business Education as a course of study aimed at providing students with the understanding and abilities that empower the beneficiaries to create and obtain employment, remain in the employment and expand in those employment. Ugbe (2018) said that the mandate of Business Education at undergraduate level is to prepare teachers to teach business studies at the junior secondary school level, accounting, business management, marketing, office practice, computer studies, typewriting, short hand at the senior secondary school level; and also to work as office workers and creators of small and medium scale business.

Infrastructural facilities are generally defined as buildings, tools, equipment and other material resources that are used to facilitate the delivery of quality education programmes. Asiyai (2012) said school facilities serve as pillar of support that facilitate effective teaching and learning and enhance academic performance of students. The author emphasized that the school curriculum cannot be successfully implemented with poor and badly managed facilities such as blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, audio-visual aids, tables, desks, chairs, storage space, toilets and stable electricity. Amaewhule et al (2018) asserted that the quality of instructional delivery in the educational sector depends critically on availability and effective utilization of facilities. Hajjar et al. (2018) said complete and appropriate training facilities will achieve the transfer of training needed to provide new skills for learners to learn. The authors expanded the meaning of training facilities to include training rooms equipped with audio-visual computers, laboratories and electronics tailored to the needs of programmes. Shoukat (2024) showed that physical infrastructural facilities have a significant positive impact on the quality and effectiveness of teachers.

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Asiyai (2012) reported that students who were taught in conducive physical environment with adequate infrastructural facilities scored consistently higher across a range of standardized tests. Ansari et al (2022) found that technological and infrastructural facilities in public sector Universities have positive impact on the learning experience of students. Because of this realization, there is the need for Business Education to be adequately equipped to tackle the challenges posed by utilization of technology facilities in teaching and learning. It is to make Business Education courses easier, interesting, accommodating and participatory that Obidile and Onyeagbu (2019) emphasized integrating technology in the teaching and learning of Business Education. Similarly, Marina, et al (2021) advised that higher education institutions must design and build academic based social media application and use video conferencing tools to accelerate the interaction level among students of different Universities and to help the students to become knowledgeable.

The problem of inadequate skills is associated with inadequate infrastructural facilities known to restrict Business Education Lecturers from attempting to equip students with the skills needed for live activities after school (Dokubo, et al.2024, Bature, et al.2023, Olowojuolawe, et al.2022, Okwelle, et al.2018). Several studies like Noko (2017) as well as Okoye and Arimonu (2016) identified the factors that account for the high rate of unemployment in Nigeria, chiefly among them are neglect of education sector, wrong impression about vocational education and low economic growth. Obviously, there is the question of adequacy of infrastructural facilities for effective preparation of Business Education students within the North East region of Nigeria Besides, there seem to be no current empirical evidence to show whether or not infrastructural facilities for preparing undergraduate Business Education students in North East Universities are available in adequate quality. Infrastructural facilities for training of contemporary Business Education students may be categorized into three major subheads, namely, model officer facilities, classroom, typing and short hand facilities, computer/ICT facilities.

Statement of the Problem

Effective delivery of Business Education instructional cannot take place without adequate provision of infrastructural facilities. The problem of facilities provision for instruction has been an issue of series concern among stake holders. The concern is exacerbated by the rapid change in technology which requires that Business Education instruction must keep pace with technological development. The rising rate of restiveness and criminality associated with the spake of unemployment among Vocational Business Education graduates in Nigeria calls for consented efforts of stake holders. In spite of the emphasis on the importance of Business Education by the Nigerian Federal Government, in the growth and development of the nation, there seem to be a lot to be done to bring the list of infrastructural facilities to a standard recommended by the National Universities Commission. Ideally, Business Education instruction should be practical in approach. If the students do not have the opportunity to carry out practical work, the aim of Business Education may not be achieved. Therefore, the purpose of this study was to assess the adequacy of facilities provision for effective instructional delivery of Business Education instruction. Specifically, the study sought to:

1. Identify the adequacy of classroom, facilities for effective delivery of Business Education instruction in North East Universities.
2. Determine the adequacy of model office facilities for effective delivery of Business Education instruction in North East Universities.
3. Find out the adequacy of computer/ICT facilities for effective delivery of Business Education instruction in North East universities

Methodology

The study adopted descriptive survey research design to assess the adequacy of facilities provided for effective delivery of Business Education instruction in North East Universities. The population of the study consisted of 42 Business Education lecturers from two purposely selected North East Universities. The entire population was used so there was no sampling because the size of the population is small. The instrument used for the study contained 48 items and was based on National Universities Commission (NUC) guidelines. Four point rating scale of levels of adequacy was used as follows: Very Adequate (VA) = 4 points, meaning that the facilities are complete and meet NUC guidelines; Adequate (A) = 3 points, meaning the facilities just meet NUC guidelines by 75 percent; In-adequate (IA) = 2 points, suggesting that the facilities are less than average and requires urgent improvement; Very In-adequate (VIA) = 1 point, implying that the facilities are not available and requires very urgent improvement.

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The instrument was validated by two experts, one in research, and the other in measurement and evaluation, at Abubakar Tafawa Balewa University, Bauchi. Before the actual process of gathering data, a pilot study was undertaken to assess the reliability of the questionnaire. A total of 10 lecturers were involved in the pilot study, chosen through a random process from institution not involved in the main study. The lecturers were not involved in the main study. During the actual study, the questionnaire was distributed to the respondents by two research assistants. The research assistants were briefed on the procedure for administering the instrument.

A total of 42 copies of questionnaires were administered to the respondents and 35 were returned, representing (83.33 percent). The mean was used to answer the research questionnaire and standard deviation to determine the variability of the respondent's responses. Data collected were analyzed using the statistical Package for Social Science (SPSS) version 23.

Results

Research Question One: What is the adequacy of classroom, short hand and typing facilities for effective delivery of Business Education Instruction in North East Universities?

Table 1: Mean and Standard Deviation on the Adequacy of Classroom Facilities for Effective Delivery of Business Education Instruction

S/N	Items	Mean	Std	Remark
1.	Shorthand Laboratory	3.11	0.85	Adequate
2.	Shorthand Dictionaries	2.54	0.84	Adequate
3.	Tape Recorder	3.03	1.00	Adequate
4.	Dictating Machine	2.14	0.99	In-Adequate
5.	Public Address Equipment	3.31	0.71	Adequate
6.	Head Phones	2.49	0.81	In-Adequate
7.	E-Notice Boards	2.86	0.99	Adequate
8.	Stop Watch	2.29	0.70	In-Adequate
9.	File Cabinets	3.23	0.76	Adequate
10.	Demonstration Stand For Lecturers	2.57	0.90	Adequate
11.	Instructor's Table	2.71	0.91	Adequate
12.	Swivel Typing Chairs	3.31	0.71	Adequate
13	Electric Typewriter Studio to Accommodate Students	3.37	0.72	Adequate
14.	Typewriter Studio to Accommodate Students	3.06	1.07	Adequate
15.	Seminar Hall	3.49	0.65	Adequate
16.	Sporting Facilities	2.43	0.90	In-Adequate
17.	Classrooms with Proper Seating Arrangements	3.00	0.86	Adequate
18.	Library with full Internet Facilities	3.03	0.84	Adequate
19.	Condition of Training Facilities	2.86	0.99	Adequate
20.	Wall Clock	3.17	0.74	Adequate
21.	Manual Typewriter	3.29	0.70	Adequate
22.	Perforator	2.51	0.94	Adequate
23.	Stapling Remover	3.26	0.73	Adequate
	Grand Mean	**2.92**	**0.84**	**Adequate**

Data on Table 1 showed that the respondents considered shorthand and typing facilities as adequate, with grand mean score of 2.92 and standard deviation of 0.84. The results indicated that 19 or 82.61 percent of the 23 facilities were rated as adequate with mean values ranging between 2.51 - 3.49, and standard deviation between 0.70 and 1.00. This showed that the responses were close, and were not far from the mean values. Only four out of the 23 facilities – dictating machine, head phone, stop watch and sporting facilities with mean values between 2.14 and 2.49 were rated as in-adequate.

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Research Question Two: What is the adequacy of model office facilities for effective support of the delivery of Business Education Instruction in North East Universities?

Table 2: Mean and Standard Deviation on the Adequacy of Model Office Facilities for Effective Delivery of Business Education Instruction

S/N	Items	Mean	Std	Remark
24.	Model Office	3.20	0.71	Adequate
25.	Photo Copier	3.37	0.72	Adequate
26.	Type Writer	3.29	0.74	Adequate
27.	Computer	3.31	0.78	Adequate
28.	Scanning Machine	3.14	0.87	Adequate
29.	File Trays	3.26	0.69	Adequate
30.	Executive Table with Chair	3.14	0.96	Adequate
31.	Secretary Table with Swivel Chair	3.26	0.73	Adequate
32.	Waste Paper Basket	3.31	0.71	Adequate
33.	Television	2.77	1.02	Adequate
34.	Refrigerator	2.71	1.03	Adequate
35.	Air Conditioner	3.06	0.89	Adequate
36.	Punching Machine	2.54	1.00	Adequate
	Grand Mean	**3.11**	**0.83**	**Adequate**

Data on Table 2 indicated that the respondents rated all the 13 model office facilities as adequate, with mean values ranging from 2.54 and 3.37, and standard deviation ranging from 0.69 to 1.03. This showed that the responses were close, and were not far from the mean scores.

Research Question Three: What is the adequacy of computer/ ICT facilities for effective delivery of Business Education instruction in North East Universities?

Table 3: Mean and Standard Deviation on the Adequacy of Computer/ ICT Facilities for Effective Delivery of Business Education Instruction

S/N	Items	Mean	Std	Remark
37.	Computer Laboratory	3.37	0.72	Adequate
38.	Internet Facilities	2.40	1.07	In-Adequate
39.	Multimedia Projectors	2.97	0.94	Adequate
40.	White Board or Multimedia Projection	2.91	1.02	Adequate
41.	Desktop Computer	3.29	0.70	Adequate
42.	Printers	3.06	0.92	Adequate
43.	Standby Generator	3.37	0.72	Adequate
44.	Digital Camera	2.06	0.86	In-Adequate
45.	Video/Audio Visual Equipment	2.23	0.90	In-Adequate
46.	Licensed Computer Software	2.20	0.86	In-Adequate
47.	Electronic Scanners	2.43	1.10	In-Adequate
48.	Multi-Media Television or Flat Screen	2.80	0.79	Adequate
	Grand Mean	**2.76**	**0.88**	**Adequate**

Data on Table 3 revealed that the respondents considered computer data/ ICT facilities as adequate with the grand mean scores of 2.76 and grand standard deviation as 0.88. The results showed that seven or 58.3 percent of the 12 computer/ICT facilities as adequate with mean values ranging between 2.80 and 3.37 and standard deviation between 0.70 and 1.02. This indicated that the responses were close, and were not far from the mean scores. Five out of the 11 computer/ ICT facilities – internet facilities, digital camera, audio – visual conference equipment, and electronic scanners were rated as in-adequate.

Discussion of the Findings

The first objective of the study was to find out the adequacy of classroom, facilities for effective delivery of Business Education instruction in North East Universities. The results in Table 1 indicated that the respondents

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rated 19 out of 23 facilities as adequate and four as in-adequate. None of the facilities was rated as very adequate. This emphasizes the need for provision of complete classroom facilities for effective instruction to take place. The results of this study seemed to confirm the findings of Ugbe (2018), Okwelle et al (2018), and Shoukat (2024) who established in their studies that training facilities for vocational education programmes in the institutions studied were available in adequate quantities.

The second objective of the study was to ascertain the adequacy of model office facilities that will support effective delivery of Business Education Instruction in North East Universities. The results of the study in Table 2 showed that the respondents rated all the 13 model office facilities as adequate. None of the facilities was considered as very adequate. This means that the facilities were available to a manageable level. The findings of this research are consistent with Ugbe (2018) who found that all the eight model office facilities in departments of Business Education in Colleges of Education in North West States were available at an average level.

The third objective was to determine the adequacy of the computer data/ ICT facilities for effective delivery of Business Education Instruction in North East Universities. The findings of this study, Table 3, showed that the respondents rated 7 or 58.3 percent of the 12 computer/ICT facilities as adequate and 5 or 41.7 percent as in-adequate. That these facilities were rated as just adequate indicate that more efforts need to be made to provide more funds to support the operation of these facilities. The necessity of additional fund for technological facilities in this digital age cannot be overemphasized. In addition, the low level of adequacy, i.e. nearly half in the present study, seemed to agree with Olojuolawe et al (2022), Bature et al. (2023) and Dokubu et al. (2024) who in their various studies established that key technological facilities and workshop equipment for training in their institutions were in-adequate. The findings support the need to upgrade the facilities for students to acquire updated knowledge and skills before graduation.

Implications of the Study

The research revealed that 39 of the 48 facilities (19 in classroom, short hand and typing 13 in model office and seven in computer/ICT) were rated as just adequate, and nine were considered in-adequate: the items rated as in-adequate were dictating machine, head phones, stop watch, sporting facilities, internet facilities, digital camera, audio-visual conference equipment, licensed computer software and electric scanners. The inadequacy of this facilities suggests that the objectives of Business Education instruction may never be achieved. This result implies that Business Education students may not have the opportunity to apply their knowledge to solve real life practical problems using this equipment. Acquisition of practical skills is possible only with the provision of up-to-date facilities adequate to meet up with the growing population of students. The inability to provide complete training facilities has been a persistent challenge in Nigeria. The level of automation in modern offices, with sophisticated equipment dictates that there is the urgent need to give proper attention and give support for the provision of effective delivery of Business Education instruction to prepare the students to combat the challenges of unemployment in Nigeria. The findings of this study suggest the need for North East Universities to have all the needed short hand and typing facilities, digital technologies and stable internet facilities in order to effectively harness and integrate the powers of ICT to improve student's skill acquisition.

Conclusion

It was found in this study that 39 of the 48 facilities required for effective delivery of Business Education in North East Universities were adjudged as just adequate. Nine of the facilities (four in classroom, short hand and typing, and five in computer/ICT) were rated as in-adequate. None of the facilities in this study was considered as very adequate. This means, the delivery of Business Education instruction are adequate to an average extent.

Recommendations

1. The management of North East Federal Universities should ensure that facilities such as digital camera, audio visual conference, equipment and others for effective delivery of Business Education Instruction are provided.
2. The management of North East Universities should provide adequate funds to power generators for Business Education technologies.
3. Relevant new technologies should be integrated into the delivery of Business Education instruction to prepare the students to face the challenges of unemployment in Nigeria.

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