



EVALUATING INSTRUCTIONAL FACILITIES IN THE TEACHING AND LEARNING OF BUSINESS EDUCATION COURSES

¹F.U. Amahi (Ph.D)

amahifidelisu@gmail.com

Business Education Dept.
University Of Delta, Agbor

²Odigili Bishop C.

bishopchuxy.bc@gmail.com

Department Of Vocational And Technical Education
Delta State University, Abraka

Abstract

This study evaluated instructional facilities in the teaching and learning of business education in colleges of education in Delta State. The researchers adopted the survey design method. Two research questions guided the study and one hypothesis formulated and tested at 0.05 level of significance was used. Population and sample consisted of 65 business education lecturers. A validated questionnaire by some expert in Business education with coefficient of 0.72 was used for data collection. Mean and standard deviation were used to answer the research questions while the z-test was used for data analysis. Findings showed that instructional facilities needed for effective teaching and learning of business education courses are mostly not available; the few available ones are grossly inadequate in most colleges. Also gender has no significant effect in the respondents mean ratings on the adequacy of instructional facilities in teaching and learning of business education courses. The study concluded that business education students will acquire more theoretical knowledge than the practical skills required of them since the instructional facilities that will be used for hands-on experience are not available. Based on the findings and conclusion, it was recommended, among others, that the government and management of the institutions should provide instructional facilities to colleges of education and avoid window dressing of instructional facilities only during accreditation.

KEYWORDS: *Infrastructural facilities, window dressing, practical skills, adequacy and utilisation*

Introduction

The main purpose of education is to bring about desirable goals and profitable sound education at all level. The quality of education an individual receives determines the extent of his usefulness to himself and the nation at large. Nigeria today is experiencing mass unemployment rate unlike in the past when people were employed on graduation. In an attempt to find a lasting solution to this unemployment quagmire, there has been series of review of educational policies aimed at job creation, self-employment after graduation, acquisition of appropriate skills that could be transformed to economic, social, physical and mental competencies and contribute to the development of the nation (Federal Republic of Nigeria, 2012). In line with the above, business education trains recipients to acquire skills for business and about business for social and economic transformation (Okoro, 2015; Ijarshar and Ayidiowu, 2015 Enwemasor, 2016). With the introduction of the information and communication technology (modern instructional facilities) business education as a course has gained more prominence which is aimed at making education more functional and for self-actualization. These business education courses consist of skill and non-skill business education courses. The Comparative Education Study and Adaptation Centre (CESAC) revised in 2007 listed the general objectives of business courses to include among others: to provide the orientation and basic skills with which to start an occupation; provide basic business skills for personal use now and in the future; prepare students for further training in business education; relate the knowledge and skills to the national development; develop basic skills in office occupation. Topics under each theme were analyzed to enable the students start from simple to complex and so encompassing and robust in preparing the students better for a reform-driven environment and economic development. Educational assessment is a method to prove or to evaluate whether the expectations and aims and objectives of educational process reflect reality. Evaluation is designed to equip students with the necessary skills and competencies required to learn in the learning environment. Evaluation is a



systematic and continuous process of assessing the contents, learning experiences and instructional objectives (Dabbari and Ibe, 2012).

Instructional facility of any course of study constitutes one of the principal determinants of the competence of the graduates. Provision of instructional facilities and other teaching and learning materials is of paramount importance in teaching/learning of business education. It is only when these needed instructional facilities are provided that the products will become proficient in the world of work, through the acquired skills, without being re-trained by the employers of labour. When the necessary instructional facilities for teaching and learning of business education are not provided, teaching and learning of business education become theoretical and ineffective. Ugbe (2018), opined that Instructional facilities available for teaching and learning business education courses include media typewriter or automated typewriter, close circuit TV, word processor, video tape recorder, sound on paper system, e-commerce, advanced calculators, dial access system, digital library modern, individual audio application and audio-visual retrieval system. Provision of instructional facilities for the teaching and learning of Business education is a necessity. The knowledge and skills acquired are expected to prepare the learners to acquire basic practical knowledge required to function well in the society or progress successfully in their education. The classroom is expected to prepare students for the office through adequate, practically oriented training with the use of various equipment as instructional materials.

Statement of the Problem

The introduction of business education at the colleges of education levels in Nigeria is principally aimed at equipping the students with skills that will make them employable in the world of work (Esene, 2011). In order to achieve the objectives of Business education at this level, the colleges of education curriculum listed some facilities that will aid in the impartation of these skills to the students. However, some scholars have noted that the objectives of business education cannot be achieved without the adequacy of these facilities. Due to poor performance of students, some scholars have argued that improper use of facilities in colleges of education brings about poor performance of students.

Akume and Miller (2009) noted that inadequate provision of modern facilities in our institutions have negative effect on the academic performance of the students. Oladeji and Ojewale (2011) noted that some of our institutions are not provided with adequate facilities and this resulted to poor preparation and delivery of teaching and learning of business education. The worry of the study is the poor performance of business education students in examinations. There is need to evaluate the instructional facilities for the teaching and learning of these courses in line with the curriculum. These and other issues form the basis for this study.

Purpose of Study

The main purpose of this study was to evaluate the modern instructional facilities for the teaching and learning of business education in the colleges of education in Delta State

Research Questions

1. To what extent are these modern instructional facilities available for the teaching and learning of Business education in the colleges of education?
2. To what extent are the instructional facilities utilised for the teaching and learning of business education in colleges of education as required by the curriculum?

Hypothesis

1. There is no significant difference in the responses of the male and female lecturers on the adequacy of instructional facilities for the teaching and learning of business education courses in colleges of education in Delta State.

Methodology

Descriptive survey design was used for the study, as recommended by Nworgu (2006) for studies that seek opinion of a population or its representative sample on an existing phenomenon using questionnaire or interview. The study was conducted in four (4) colleges of education of Delta State, which are located at: Asaba, Agbor, Warri, and Mosogar. The population of the study was 109 lecturers from which 65 were randomly sampled for the study. A validated 5-point rating scale questionnaire with 36 items was used for the study. The reliability of the instrument was determined with the split half method. The instrument was administered to 10 business educators in Delta State University and the data collected were analysed with the Spearman Rank Order Correlation



Coefficient formula to determine the relationship between the two scores and the reliability coefficients of 0.72 was obtained for the two sections of the instrument which indicated that the instrument was reliable. 65 questionnaires were administered but only 63 were retrieved. The arithmetic mean and standard deviation were used to answer the research questions and establish the homogeneity or otherwise of the respondents' means while z-test was used to test the hypotheses at 0.05 level of significance. A mean rating that is 2.50 would be regarded as available and adequate while any item with a mean rating that is less than 2.50 would be regarded as not available and not adequate. A hypothesis will be accepted if the calculated value is less than the critical value at significant level of 0.05 and rejected if the calculated value is equal or greater than the critical value significant level of 0.05.

RESULTS

Research Question 1

To what extent are the instructional facilities available for the teaching and learning of Business education in colleges of education in Delta State.

Table 1. Mean and standard deviation of respondents on the extent of availability of infrastructural facilities for the teaching and learning of business studies in the Junior Secondary Schools.

S/N	Item	Mean	SD	Remark
1	Typing laboratories	3.0	1.2	Available
2	Standard computer laboratories	2.3	1.5	Not Available
3	Domwell desks	3.2	1.4	Available
4	Swivel typing chairs	2.8	0.8	Available
5	Electronic Typewriters	2.2	0.8	Not Available
6	Multimedia projector	2.2	1.5	Not Available
7	Computer	2.7	1.4	Available
8	Ink duplicating machine	2.4	0.8	Not Available
9	Photocopier	1.9	0.4	Not Available
10	Stapling machine	2.0	0.6	Not available
11	Interactive white boards	2.8	0.8	Available
12	Electronic notice board	1.8	0.3	Not available
13	Word processors	1.8	0.3	Not available
14	Tape recorder	2.0	0.8	Not available
15	Spreadsheets	2.0	0.8	Not available
16	Digital libraries	2.0	0.8	Not available
17	Adding/Listing machine	2.2	0.9	Not available
18	video conferencing	2.2	0.8	Not available
19	Telephone message pad	2.2	0.6	Not available
20	Request form booklet	2.4	0.8	Not available
21	Shorthand pens	2.0	0.8	Not available
22	Sound tapes/cassettes	2.0	0.8	Not available
23	Computer mediated conferencing	3.0	1.0	Available
24	Reams of plain typing sheets	3.2	1.4	Available
25	Booklets of ruled Ledger sheets	2.0	0.6	Not available
26	Analysis sheets for trial balancing	1.8	0.4	Not available
27	Duplication paper	2.8	0.8	Not available
28	Business document specimen	2.2	0.8	Not available
29	Stencil	2.2	0.8	Not available
30	Journals	3.0	1.0	Available
31	Films/ VCD	2.1	0.6	Not available
32	Business Magazines	2.0	0.4	Not available
33	Television	2.0	0.6	Not available
34	Printers	3.2	1.3	Available
35	Fax machine	1.8	0.4	Not available
36	Account Ledgers	2.0	0.8	Not available
	Grand Mean	2.3	0.8	Not available



Data in Table 1 show that nine instructional facilities have mean scores ranging from 2.5 to 3.5 meaning that the respondents noted that instructional facilities are available in the colleges of education for teaching and learning of Business education. The rest with mean scores between 1.00 and 2.5 indicate that the respondents noted that modern instructional facilities were not available in the colleges of education. The grand mean score of 2.3 indicate that the respondents noted that instructional facilities for the teaching and learning of Business education are not available in their respective colleges of education in Delta state

Research Question 2

To what extent are the instructional facilities adequate for the teaching and learning of business education in colleges of education in Delta State.

Table 2. Mean and standard deviation of respondents on the adequate use of the instructional facilities for the teaching and learning of business education in colleges of education (N = 65).

S/N	Item	Mean	SD	Remark
1	Typing laboratories	3.0	1.2	In Use
2	Standard computer laboratories	2.0	0.5	Not In Use
3	Donwell desks	2.2	0.9	Not In Use
4	Swivel typing chairs	2.8	0.8	In Use
5	Electronic Typewriters	2.2	0.8	Not In Use
6	Multimedia projector	2.2	1.5	Not In Use
7	Computer	2.7	0.8	In Use
8	Ink duplicating machine	2.4	0.8	Not in use
9	Photocopier	2.9	1.0	In Use
10	Stapling machine	2.0	0.6	Not in use
11	Interactive white boards	2.8	1.2	In Use
12	Electronic notice board	1.8	0.4	Not in use
13	Word processors	1.8	0.3	Not in use
14	Tape recorder	1.8	0.5	Not in use
15	Spreadsheets	2.0	0.8	Not in use
16	Digital libraries	1.8	0.6	Not in use
17	Adding/Listing machine	2.2	0.8	Not in use
18	Video Conferencing	2.2	0.8	Not in use
19	Telephone message pad	2.2	0.6	Not in use
20	Request form booklet	2.4	0.8	Not in use
21	Shorthand pens	2.0	0.8	Not in use
22	Sound tapes/cassettes	2.0	0.8	Not in use
23	Computer mediated conferencing	2.0	1.0	Not in use
24	Reams of plain typing sheets	3.2	1.4	In use
25	Booklets of ruled Ledger sheets	2.2	0.8	Not in use
26	Analysis sheets for trial balancing	1.8	0.2	Not in use
27	Duplication paper	2.8	1.0	In use
28	Business Document Specimen	2.2	0.8	Not in use
29	Stencil	2.2	0.8	Not in Use
30	Journals	3.0	1.3	In use
31	Films/ VCD	2.1	0.6	Not in use
32	Business Magazines	2.0	0.4	Not in use
33	Television	2.0	0.6	Not in use
34	Printers	3.2	1.4	In use
35	Fax machine	2.0	0.4	Not in use
36	Account Ledgers	2.2	0.6	Not in use
	Grand Mean	2.3	0.8	Not in use

Data in Table 2 showed that seven equipment have mean scores ranging from 2.50 and above which means that the respondents noted that only seven out of 36 instructional facilities were in use for teaching and learning of Business education in the colleges of education in Delta State. The



rest with mean scores of less than 2.50 indicated that the respondents noted that twenty nine instructional facilities were not in use for teaching and learning of Business education in the colleges of education in Delta State. The grand mean score of 2.00 indicates that, the respondents noted that the instructional facilities for the teaching and learning of business education were not in use in their respective colleges of education. The standard deviation scores indicate that the respondents were homogenous in their assessment.

Table 3. z-test analysis of the difference between respondents' mean ratings on the adequate usage of modern instructional facilities in colleges of education in Delta state based on gender. (male and female).

Gender	N	X	SD	z-cal	Df	Sig.	z-crit	Remark
Male	22	2.3	1.82	0.36	63	0.05	2.00	Accepted
Female	43	2.8	1.82					

Hypothesis

There is no significant difference between the male and female teachers on the adequate use of instructional facilities in colleges of education in Delta state. To test the hypothesis, the z-values of the two groups of respondents were computed at 0.05 level of significance. The result of the computation is shown in Table 3. Result in Table 3 showed that with 63 degrees of freedom and testing at 0.05 level, the critical z-value of 2.0 is more than the z calculated value of 0.36. This means that no significant difference existed between male and female respondents on the adequate usage of instructional facilities in colleges of education in Delta state. The hypothesis was, therefore, accepted.

Most of the available instructional facilities are grossly inadequate in most colleges of education as required in the business education curriculum. This shows that the teaching of business education courses are more of theoretical than practical since the instructional facilities that will be used for hands-on experience are not there for the business education students to use. Not even a single college of education out of the 4 colleges of education in Delta state had Digital libraries, Computer mediated conferencing, Electronic notice board, etc. The findings agreed with that of Amesi and Giami (2018) which revealed that the primary purpose of teaching and learning is to bring about permanent change in behaviour through active participation and critical thinking and this cannot take place without the availability and proper use of instructional facilities. And this revealed that the needed facilities in teaching and learning of business education courses in Delta state are grossly inadequate. However, the status of equipment in most of the colleges of education visited is appalling. Most of the colleges of education had no electric typewriters, functional computers, television, photocopier, even manual typewriters. In some cases, where the equipment's are available they are accumulating dust because of disuse.

Conclusion

Based on the findings of the study and the discussion, it was reviewed that instructional facilities for the teaching and learning of business education in Delta state as stipulated in the business education curriculum are inadequate and unavailable in most of the colleges of education in Delta state.

Recommendations

The following recommendations are made based on the findings and conclusion of the study,

- (1) The Delta State Government should provide instructional facilities to the colleges of education for effective teaching and learning of Business education.
- (3) The obsolete instructional facilities should be replaced by the management of business education in Delta state with modern ones or maintained to make teaching and learning of business education more interesting and effective.
- (4) Management of Colleges of Education in Delta State should stop window dressing facilities in business education by moving facilities from computer centres of their institution for accreditation only to return them after the exercise



References

- Amesi, J., & Giami K. (2016). Challenges Hindering Availability of Instructional Resources for Entrepreneurial Skills Acquisition among Business Education students in Tertiary institution.
- Dabbari JC, Ibe EO. (2012). Challenges facing Evaluation in Business Education. *ABEN Book of Readings* 2(1):105-109.
- Enwemasor BC (2016). Role of Business Education towards economic development of Asaba Urban Area as perceived by Civil Servants in Asaba. *Delta Business Education Journal* 6(1):56-61.s
- Esene, R.A (2011). An Evaluation of the Business Subjects Curriculum for Nigerian Secondary Schools, Unpublished Ph.D. Thesis submitted to the School of Postgraduate Studies, University of Nigeria, Nsukka.
- Federal Republic of Nigeria (2012). National Policy on education. Lagos: NERDC Press.
- Ijarshar VU, Ayidiowu SI. (2015). The impact of business education on growth of SMEs: A basic tool to national development. Paper presented at 6th National Conference and workshop. Benue State University Makurdi, 27-31 July.
- Miller O, Akume BC (2009). The State of equipment provision and maintenance for the teaching of business studies at the Junior secondary school level in Delta State. *Business Education Journal* 7(1):175-182.
- Nworgu BG (2006). Educational research: basic issues and methodology. Ibadan: Wisdom publishers.
- Okoro J (2015). Strategies for Enhancing Quality Assurance in Business Teacher Education Programme in Nigerian Universities. *Journal of Education and Practice* 6(12):56.67.
- Oladeji AD, Ojewale JA (2011). Role of Business subjects on entrepreneurial competency of students in secondary schools in Oyo State. A paper presented at Association of business Educators of Nigeria Conference, Lagos.
- Oluwodun YL (2010). Strategies for effective evaluation of Accounting in Senior Secondary Schools in Kaduna State. *Journal of Business Educational Research and Development* 1(1):23-29.
- Ugbe A S (2018). Availability of teaching facility in Business Education Department in Colleges of Education, North-West Nigeria. *Online journal of Education and Practice*. 9 (36)