

Availability of Teaching Facilities in Business Education Departments in Colleges of Education North-West Nigeria

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Abstract

This research sets out to find the availability of teaching facilities in departments of business education in Colleges of Education North-West Nigeria. Business Education aims at skills acquisition to make graduates employable, self-employed and self-reliant or employer of labour. One research question and one null hypotheses tested at 0.05 level of significance guided the study. The population for the study consisted of all business education lecturers and students in Colleges of Education North-West Nigeria. The proportionate stratified and purposive sampling techniques were employed to selected sample size of 432 respondents, made up of 345 students and 87 lecturers of business education in 13 Colleges of Education North-West Nigeria. A structured questionnaire was used as instrument for data collection, which was face validated by three experts. Cronbach Alpha Reliability Coefficient of 0.86 was obtained for the study. It was found that teaching facilities in departments of business education in Colleges of Education North-West Nigeria were available to an average level. It was therefore recommended that management of Colleges of Education in North-West Nigeria should ensure that teaching facilities are very much available in departments of business education.

Keywords: Availability, teaching facilities, Business Education, Colleges of Education.

1. Introduction

Business Education has a link with economic growth and development. The quality of the development of any country depends on the development of its human and material resources. Efficiency is therefore determined by the quality and integrity of the manpower, which means that money spent on business education is money well spent (Adedayo, 2003). Nwosu (2003) asserted that the primary purpose of business education is to prepare individuals for gainful employment in office occupations whether paid employment or self employment, the emphasis is on exposure to and acquisition of knowledge, skills and attitudes relevant and adequate for employment in specific office occupation. The mandate of Business Education at NCE and B.Ed level is to train teachers to teach Business Studies at the JSS level and to teach Accounting, Commerce, Business management, Marketing, Office practice, Computer Studies, Typewriting, Shorthand at the Senior Secondary level and to prepare students for self employment like: Computer operators, business centres, stock brokers, jobbers, internet workers, office workers, secretaries, account officers, audit assistants in accountancy firms, book-keepers in accounting departments, marketing agents, creating small and medium scale businesses etc. (Ngwoke, 2012).

A lot of business education students that graduated from Colleges of Education seem not to acquire adequate skills to operate in office occupation and create jobs for themselves, may be, because the teachers training the students do not have adequate teaching facilities in the departments for training of students. The availability of business education facilities for teaching business education programme in 13 colleges of Education in North West Nigeria have generated serious issues and concern because of rapid changes in technology which demands that there should be adequate provision for technologies/facilities for teaching Business Education in Nigerian Colleges of Education. The extent to the availability and utilization of these technology/facilities in Colleges of Education in the study area is questionable.

Teaching facilities have been found to possess the capacity to improve teaching and learning in the school classroom (Lefebvre, Deaudellin and Loiselle, 2006). Teaching facilities have the great potential to support education across curriculum, business education curriculum inclusive, and thus provide opportunities for an effective communication between teachers and students in ways that have not been possible before. Many researchers and theorists have asserted that the use of teaching facilities such as computers can help students to become more knowledgeable; reduce the amount of direct instruction given to the students and also give teachers the opportunity to provide personalized help to students with special needs (Shamatha, Peressini and Meymaris, 2004). Grabe and Grabe (2007) also expressed the view that teaching facilities are central in developing students' skills and competencies, motivation and knowledge.

According to Osuala (2009), technological devices available for teaching business education 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. It is evident as argued by Yelland (2001), that the traditional educational environment cannot be said to be suitable for developing students to function or be productive in the different, complex and dynamic workplace of today's society. Ezenwafor (2012), also stated that the earlier the

students are taught to move away from the traditional method of using manual typewriter, cutting stencils, adding with manual calculators, to embrace new technological devices, the better for them.

Teaching facilities are materials that assist teachers in delivering of their lectures to make their lesson explicit to the learners. They are also used to transmit information, ideas and notes to the learners (Odunaike and Amoda 2008). Teaching facilities enable the teachers to be properly organized in imparting the actual course content to the students. According to Isyaku (2006) teaching facilities develop students ideas through the creation of events and objectives which will improve the students continuity of thought. Equally, teaching facilities facilitates, stimulate and aids students to take active interest in the subject under study. It improve the emotional instruct of the students by providing them with the required knowledge. The author further stated that teaching facilities helps students attain to high level of effective teaching and learning through the use of appropriate instructional materials.

Teaching facilities comprise of both human and equipment resources used for effective teaching and learning of business education programme. Nwogwugwu (2002) stated that teaching facilities help to improve the intellectual power of the teacher as the teacher uses the instructional materials, it will help him to build his intellectual power which enable him to transmit the knowledge to the students effectively. The author further stated that, teaching facilities help the teacher in presenting the subject matter effectively before the students. The instructional materials help the teachers to make use of the working model. The teacher will be properly organized in parting the actual course content to the students. Teaching facilities help in improving students skills and widening of knowledge. They help students to have a better understanding of topic and observed the operation of the facilities which will improve the students creativity and they assimilate easily.

Johnson (2009) defined new technologies as modern equipment useful in solving problems. The author submitted further that business teachers would achieve the goals of teaching if such modern technological teaching aids like electronic typewriter, computer, television sets, radio and recorder, projectors, to mention a few, are adequately available and utilized. Mofgan, Kamariah, Wong, Bahama and Foo (2009) argued that every teacher is expected to use new technologies to enhance teaching and learning of all subjects because they keep learners engaged during the lesson and make them active participants in the instructional process.

1.1 Purpose of the study

The main purpose of this study is to assess the availability of teaching facilities in business education departments in Colleges of Education North-West Nigeria. Specifically, the study will find out the available of teaching facilities as provided in NCCE minimum Standard for Colleges of Education in Nigeria.

1.2 Research Question

The following research question was answered in line with the objective of the study:
to what extent are teaching facilities available in Departments of Business Education in Colleges of Education North-West Nigeria?

1.3 Hypothesis

To guide the research study, one null hypothesis was formulated and tested at 0.05 level of significance:

H₀₁: There is no significant difference in the mean responses of lecturers and students of Business Education Departments in Colleges of Education North-West Nigeria on the availability of teaching facilities in Business Education Departments.

1.4 Methodology

The descriptive survey research design was adopted for the study. The study was carried out in 13 Colleges of Education (5 Federal Colleges of Education and 8 State Colleges of Education), in North-West Nigeria. The North-West Nigeria comprises of seven states which are Kaduna, Kano, Jigawa, Katsina, Sokoto, Kebbi and Zamfara States. The population comprised of all Business Education students and lecturers in Colleges of Education North West Nigeria. The sample for the study comprised of 432 respondents, make up of 345 Business Education students and 87 lecturers in Colleges of Education North West Nigeria. The research instrument for data collections was structured questionnaire based on the research objectives. The instrument was designed to elicit the ratings mean of respondents on the 5-point Likert-type rating scale as follows: Very much Available (VMA) 5-pts; Much Available (MA) 4-pts; Available (A) 3-pts; Somewhat Available (SWA) 2-pts and Unavailable (UA) 1 pt. The questionnaire was administered to the respondents personally by the researcher with the help of research assistants. Out of the 456 copies of questionnaires administered, 432 were retrieved.

The mean was used for answering the research question, while t-test was use for testing the null hypothesis at 0.05 level of significance. The analysis was done using the statistical package for social science (SPSS) version 25. The null hypothesis was accepted if the probability value provide by computer is less than or equal to

the criterion probability value of 0.05, otherwise the null hypothesis was rejected.

2.Results

Research Question: to what extent are teaching facilities available in Departments of Business Education in Colleges of Education North-West Nigeria?

Table 1

Mean Rating of Respondents on the Extent of Availability of Teaching Facilities in Business Education Departments in Colleges of Education North-West Nigeria

(a) Typing Laboratories

S/No	Items	\bar{X}	SD	Decision
1.	Typing Laboratory accommodates 1 manual typewriter per student	2.99	.79	Available
2.	Electronic Typewriting Laboratory accommodates 1 electronic typewriter per student	3.03	.72	Available
3.	Swivel typing chairs	2.97	.73	Available
4.	Drop desk, Typist desk or Convertible desk	2.13	.65	Somewhat Available
5.	Instructor's Table or Desk	3.06	.83	Available
6.	Stapling remover	3.14	.86	Available
7.	Perforator	3.03	.82	Available
8.	Stop Watch	2.35	.77	Somewhat Available
9.	Wall clock	3.06	.87	Available
10.	Demonstration stand	3.10	.86	Available
11.	English/shorthand dictionaries	2.43	.88	Somewhat Available
12.	Filing cabinet	3.19	.81	Available

(b) Shorthand Laboratory

S/No	Items	\bar{X}	SD	Decision
13	Tape Recorders/Consoles	3.17	.74	Available
14	Headphones	2.39	.79	Somewhat Available
15	Manual typewriters	3.25	.70	Available
16	Electronic typewriters	3.10	.75	Available
17	Shorthand dictionary	2.32	.82	Somewhat Available
18	Dictating Machines	1.41	.75	Unavailable
19	Air-conditioning system	3.13	.77	Available
20	Lecturers' Demonstration stand	3.16	.76	Available
21	Punching machine	3.17	.76	Available
22	File cabinet	3.00	.82	Available

(c) Model Office

S/No	Items	\bar{X}	SD	Decision
23	Executive Table with drawers and chair	2.96	.84	Available
24	Secretary's table with drawers and swivel chair	3.17	.86	Available
25	Photocopier	2.12	.87	Somewhat Available
26	File trays - in and out	3.10	.84	Available
27	Typewriter	2.95	.73	Available
28	Computer	2.95	.76	Available
29	Television	3.06	.79	Available
30	Waste paper basket	3.09	.63	Available

(d) **ICT/Computer Laboratory**

S/No	Items	\bar{X}	SD	Decision
31	Enough Computers to accommodate 1 per student	2.95	.74	Available
32	On line/internet Computers	1.40	.84	Unavailable
33	Off-line/Ordinary Computers	2.45	.79	Somewhat Available
34	Overhead projector	3.09	.80	Available
35	Workable Generator	3.01	.69	Available
36	Light pen	2.39	.77	Somewhat Available
37	Electronic Scanners	2.43	.79	Somewhat Available
38	Video and Audio Conference Equipment	1.19	.68	Unavailable
39	Printers	2.14	.74	Somewhat Available
40	Ready-made courseware	1.42	.71	Unavailable
41	E-mail Facilities	1.11	.75	Unavailable
42	Multimedia Television	2.23	.89	Somewhat Available

(e) **Support Needed for Application of Lectures in the Department of Business Education**

S/No	Items	\bar{X}	SD	Decision
43	Lecturers attend to their lectures according to the timetable	3.15	.77	Available
44	Instructors attend to their lectures according to the timetable	3.10	.81	Available
45	Classroom for level 100 is always available for use	3.11	.67	Available
46	Classroom for 200 level is always available for use	3.02	.89	Available
47	Classroom for level 300 level is always available for use	3.03	.74	Available
48	Lecturers demonstration stand is adequately use during lectures	3.06	.84	Available
49	Overhead projector is utilize by lecturers	2.40	.90	Somewhat Available
50	White pen board is utilized by lecturers	3.09	.77	Available
51	There is provision of sufficient time for students practice	3.04	.75	Available
52	Adequate time to check student work/assignments	3.05	.75	Available
53	Typing laboratory is always open for students practice	3.04	.81	Available
54	Electronic typewriting laboratory is always open for students practice	2.96	.81	Available
55	Computer laboratory is open for use	2.95	.85	Available
56	PowerPoint is utilize by lecturers in teaching business education courses	1.42	.76	Unavailable
	Cluster Mean	2.72	.88	Available

The data presented in Table 1 indicates response of the respondents on the extent of availability of teaching facilities in the Departments of Business Education in Colleges of Education, North-West Nigeria. The table revealed that 40 of the items had mean scores ranging from 2.99 to 3.25 which were within the boundary limit for availability. This implies that these items were considered to be available in the Department of Business Education in Colleges of Education, North-West Nigeria. However 12 items had their mean scores from 2.13 to 2.45 which were within the boundary limit for Somewhat Available. This implies that the availability of 12 items in the Departments were to the extent of Somewhat available and 4 items had a mean scores of respondents ranging from 1.11 to 1.42 which were within the boundary limit for Unavailable. The 4 items were considered not to be available in the Department of Business Education. The cluster mean of 2.72 is within the boundary limit for availability, therefore, lecturers and students agreed that the majority of the items in Departments of Business Education, Colleges of Education, North West Nigeria were available. The low standard deviations on each of the items agreed to the overall standard deviation which ranges from 0.63 to .90 indicated that all the respondents have similar opinions on the level of availability of teaching facilities in the department of business Education, Colleges of Education, North-West Nigeria.

Table 2:
t-test Analysis of Mean Responses of lecturers and Students of Business Education Departments in Colleges of Education North-West Nigeria on the availability of teaching facilities.

Availability of Teaching facilities	N	\bar{X}	SD	t-value	df	sig.(2-tailed)	Decision
Business Education Lecturers	87	2.98	.214	-2.757	430	.06	NS
Business Education Students	345	3.07	.278				

The data in Table 2 showed the analysis of t-test used to test the significant difference of the mean responses of lecturers and students of Business Education Departments, Colleges of Education North-West Nigeria on the availability of teaching facilities. The statistical result shows that all the items tested are not significant. The overall sig. value (2-tailed) of 0.06 is greater than the acceptable threshold of 0.05 significant level at $P > 0.05$. Corroboratively, the overall sig. value thus revealed that there is no significant different between the mean responses of lecturers and students on the availability of teaching facilities in Colleges of Education, North-West Nigeria is therefore accepted. This means that lecturers and students responses on the availability of teaching facilities in the Department of Business Education, Colleges of Education, North-West Nigeria are the same.

3. Discussion

It was found that teaching facilities in Departments of Business Education in Colleges of Education North West Nigeria are available as there are available typing laboratories, Electronic typewriting laboratories to accommodate 1 electronic typewriter per student, tape recorders/ consoles and model office with the facilities. The research also found that there is need for the facilities to be in the status of “very much available or much available” to consolidate for breakdown without necessary interrupting lecture/learning or practice. It was found that there was no significant difference in the mean responses of lecturers and students on the availability of teaching facilities in departments of Business Education, Colleges of Education, North-West Nigeria.

The research revealed that 40 of the items listed on the minimum standard for Colleges of Education were available, 12 items were somewhat available while 4 items were not available in the departments of Business Education Colleges of Education North-West Nigeria. None of the facilities were rated as “Very Much Available” and “Much Available”. This means the facilities were available to manageable level.

The result of the data analysis revealed that teaching facilities in the typing laboratories like manual typewriters, electronic typewriters, swivel typing chairs among other facilities are available to accommodate students while only few were somewhat available. In the Shorthand Laboratories, there are available type recorders/ consoles, typewriters to accommodate students and also in ICT/Computer Laboratories, there are available computers to accommodate students, though some items like on line/internet computer, ready-made courseware and multimedia television/video and audio conference equipment were found not to be available. The model office facilities were found to be available and the study found that there were available supports needed for application of lectures in the departments. The finding is in line with the study by Amiaya (2016) which found out that only few facilities were availability in Delta State Polytechnic, Ozoro, Delta State. Azih (2011) in her study also found out that higher institutions in Nigeria do not have sufficient facilities for teaching the practical based courses which constitute almost 70% of the core courses. The study of Adegbenjo (2014) also revealed that Vocational education in the South-West of Nigeria have not met the requirement of NBTE curriculum specified technology facilities and equipment for stream of National Diploma (ND) and Higher National Diploma (HND). The author submitted further that for effective teaching and learning to take place in OTM programme and for the students to be able to acquire relevant skills there should be provision of all relevant new technologies that will enhance the teaching process.

Empirically, Fuller (1986) in Likoko, Mutsotso and Nasongo (2013) stated that the quality and availability of facilities experienced by a learner determines the quality of education. The authors further emphasized that, the quality and quantity of College resources can affect the quality of education and students performance. Ogunsaju (2008) stated that the primary purpose of teaching and learning process is to bring a significant change in behavior through active participation and critical thinking of the learner. This cannot take place without the availability and proper use of adequate facilities and other needed resources. The author further emphasized that, quality of education that students receive depends on the availability of an overall school facilities in which teaching and learning takes place. Quality, relevance and access to education can be attained if and only if educational materials are properly available and utilized in an educational institution. According to Durbin, et al. (1989), resources are the only means through which organizational activities, service and satisfactory ends are attainable. For the achievement of organizational objectives, resources play the crucial roles. Additionally, the authors emphasized that the availability and proper use of College facilities can affect the interest of the teacher to teach effectively in turn that positively affects student’s academic achievement. Therefore, the facilities in Colleges departments needs proper attention as they have a great value in the support

of teachers and students morale, motivation and plays a significant role to improve the quality of education. As Khan and Iqbal (2012) stated adequate and quality school facilities are basic ingredients for quality education and to achieve the intended goal of the school programme. The authors also strengthen the idea by emphasizing that learning is a complex activity that requires students and teachers' motivation, adequate school facilities such as standardized laboratories and classrooms with their facilities, instructional materials and equipment for proper training.

The result on Table 1 has also lead to the implication that lack of adequate materials and equipment had been significant problems in the Nigerian education system. The school system is also characterized by the rigidities of centralized curriculum and a lack of human resources both of which restrict institutions from attempting more innovations and flexible approaches so as to equip students with skills to succeed at a time of rapid curriculum change in science and technology. The practice of starving schools of equipment and funds need to cease. The findings of this study have positive implications for Business Education lecturers, students and Colleges of Education in North-West Nigeria which include: The findings of this study have established the extent of availability of teaching facilities in departments of business education in Colleges of Education North-West Nigeria. The facilities required for teaching business education are either grossly inadequate or overstretched for effective teaching and learning.

4. Conclusion

It was found that there are teaching facilities in departments of Business Education in Colleges of Education North-West Nigeria to a available extent. Teaching facilities in Typing laboratories, Shorthand Laboratories, Model office, ICT/Computer laboratories and support needed for application of lectures were just adequate for the teaching/learning. This means facilities are available to an average extent. When there is breakdown or increase in students admission, the facilities cannot go adequate.

5. Recommendations

1. Management of Colleges of Education in North-West Nigeria should ensure that teaching facilities are very much available in the departments of Business Education.
2. There should be adequate provision of infrastructures like electricity and buildings that supports business education technologies.
3. Business educators should recognized the relevance of new technology in business education and integrate them into instructional delivery in business education programme.

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