

ADEQUACY OF MATERIAL RESOURCES FOR TEACHING BUSINESS EDUCATION COURSES IN NIGERIA COLLEGES OF EDUCATION

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ABSTRACT: *This study determined the adequacy of material resources for teaching business education courses in colleges of education in North-west, Nigeria. The study was guided by Bertalanffy (1968) theory known as system theory. The study was also guided by two specific purposes, two research questions and two null hypotheses respectively. The study adopted a descriptive research design. The population of the study was 303 which comprised all business education lecturers from the nine colleges of education in North-west, Nigeria that offer business education. Purposive sampling technique was used to select four colleges of education from the nine colleges of education to participate in the study; 144 business education lecturers from the four colleges of education selected participated in the study. The instrument used for data collection was a questionnaire titled "AMBED" and was validated by three experts. A reliability coefficient of 0.82 was obtained using Cronbach Alpha method. The data collected for the research questions were analyzed using mean and standard deviation. The null hypotheses were tested using independent samples t-test at 0.05 significance level. The findings revealed that physical facilities, equipment and supplies were adequate for teaching business education courses in colleges of education (Mean = 2.04, SD = 0.77), (Mean = 2.20, SD = 0.84) respectively. It was therefore concluded that necessary material resources were not moderately adequate for colleges of education and this will however affect the effective teaching of business education courses. Based on the findings, the study recommended, amongst others, that moderately adequate physical facilities, equipment and supplies should be provided for business education by the authorities of colleges of education as stipulated by the NCCE (2020) minimum standards to enhance effective teaching.*

KEYWORDS: Adequacy, Material Resources, Business Education, Colleges of Education.

I. INTRODUCTION

The survival of education in any nation depends largely on the adequacy of material resources in teaching and learning. This is very important because education supplies the human resources needed for the achievement of national economic goals and objectives. It is on this basis that the Federal Republic of Nigeria [7] outlined in the National Policy on Education, the cardinal aims of education which include among others the development of the intellectual capacity of individuals to understand and appreciate their environment and the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community. These skills are acquired in formal education settings from primary, secondary and tertiary institutions such as universities, polytechnics and colleges of education. This study however focused essentially on colleges of education.

Business education is one of the programmes in colleges of education in Nigeria and the primary objective of the programme is to provide the learners with employability skills and prepare them to function intelligently as consumers and citizens in a business

economy. [13] explained that business education is one of the vital programmes in Nigeria tertiary institutions with capacity to bring about required liberation and stimulation of the citizens for national development. He further explained that business education is intended to inculcate into the students understanding, values, knowledge, business skills and technical skills required in the world of work and for teaching other students. To this end, if general education is seen as a means of adjustment of the individual to his environment, then business education should simply be seen as a means of adjustment of the individual to his business environment.

The fact remains that all the laudable objectives may not be accomplished if students in colleges of education are not properly trained. Creating a conducive environment for teaching and learning through the provision of the right quality and quantity of well-equipped workshops, studio, libraries, and laboratories with up-to-date materials, provision of adequate tools, machines and equipment will bring about quality skilled graduates that can help in development instead of waiting for the government to employ them. Material resources are inevitable in the teaching and learning of business education

program because they bring about quality skilled graduates [11].

The National Commission for Colleges of Education [9] classified resources in business education into three namely physical facilities, equipment and supplies and personnel. The physical facilities include classrooms, workshops, laboratories, libraries and staff offices, model offices, entrepreneurship garden, mentor's shops and/or work places, community business enterprises. Equipment and supplies on the other hand, include computers, stapling machines, perforators, punching machines, photocopiers, printers, scanners, projectors, books, stopwatches and so on. Personnel include lecturers, instructors, secretaries, typists, technicians, cleaners and messengers. This study however, focused essentially on physical facilities and equipment and supplies which are the material resources. These material resources need to be adequate and fully utilized to enhance effective teaching and learning of business education.

Adequacy according to [8] specifies the required number the material resources should be for teaching and learning to effectively take place. The importance of the provision of adequate material resources for teaching cannot be over-emphasized as they constitute a strategic factor in program functioning in every educational institute of learning. In view of this, [3] maintained that by inference, material resources have been positively linked with educational efficiency, students' academic performance and their capabilities when they leave school. Students are more active in learning with adequate provision of material resources.

A lot of business education students that graduated from colleges of education seem not to acquire adequate skills to operate in office occupations and create jobs for themselves, may be, because the lecturers training the students do not have adequate facilities in the department training the students. The adequacy of business education facilities for teaching business education program in colleges of education in north west Nigeria have generated a lot of issues and concern because of rapid changes in technology which demands that there should be adequate provision of technologies/facilities for teaching business education in Nigerian colleges of education. The extent of the adequacy of these technology/facilities in colleges of education in the North-west, Nigeria is questionable [12].

Provision of equipment and supplies in the right quantity for the teaching and learning of business education is a necessity. The classroom is expected to prepare students for the office through adequate, practically oriented training with the use of various equipment and supplies as

instructional resources [1]. The problem of physical facilities, equipment and supplies today is enormous to include poor funding and lack of maintenance culture. Every school has its taste of this problem, probably because of the poor financing of education sector.

[14] maintained that today, not much has changed in the challenges bedeviling business education because, issues as technologies, insecurity, governance, outdated skills, curriculum, methods of teaching, teacher's competence, funding, learning environment, globalization among others remain in the front burner. Lecturers now de-emphasize the use of material resources in most of their teaching exercises because some of these resources are not usually available for their use. Most lecturers cling to verbal instruction as the only way to impart knowledge. From the observations by researchers, many colleges of education cannot boast of having sufficient physical facilities, equipment and supplies when it comes to teaching of business education, this situation seems to have been responsible for poor students' achievements and their dedication, interest and active participation towards learning and lecturers' ineffectiveness towards sound instructional delivery in the colleges. Where physical facilities, equipment and supplies for teaching are found lacking, learners become passive and integrated learning will be difficult to achieve.

Going by these observations, one will deduce that business education programme can only be effectively implemented with adequate availability of material resources. However, it is observed that some colleges of education in Nigeria are struggling with limited resources and dilapidated/outdated physical facilities. [2] asserted that one of the major challenges facing colleges of education is in the area of material resources and the continuous breakdown and deterioration of the few existing facilities for teaching business education courses.

Notably, availability of physical facilities, equipment and supplies in colleges of education does not guarantee their adequacy, which may constitute hinderance to lecturers' effectiveness This study therefore will determine the availability, adequacy and utilization of material resources for teaching business education courses in colleges of education.

II. STATEMENT OF THE PROBLEM

Material resources make teaching and learning more interesting, meaningful and easy to assimilate. In spite of the benefits of these resources to teaching and learning, their scarcity has hindered to some extent, the efficiency of teaching and learning of business education courses.

The focus of this study is on the inadequacy

of material resources in colleges of education which has negatively impacted the quality of business education graduate, this problem of poor quality graduates has resulted in unemployed graduates who have become a nuisance to the society instead of contributing to the nation's development. If these graduates were properly trained in school, they would be skilled in their various fields of endeavour, becoming job creators instead of job seekers [4]. Undoubtedly, there are other factors that may contribute to this situation but this study is interested in looking at the material resources.

If the Nigerian society is not to be plagued by a breed of unemployable youths who cannot raise the economic productivity of the country, it is desirable that a lasting solution be provided for seeming lack of material resources in colleges of education; hence the need for this study. This is why this study will be conducted to empirically fill the identified gap.

III. PURPOSE OF THE STUDY

The main purpose of this study is to determine the adequacy of material resources for teaching business education courses in colleges of education in North-west, Nigeria. Specifically, the study determined the:

1. Adequacy of physical facilities for teaching business education courses in colleges of education.
2. Adequacy of equipment and supplies for teaching business education courses in colleges of education.

IV. RESEARCH QUESTIONS

The following research questions guided the study:

1. How adequate are physical facilities for teaching business education courses in colleges of education?
2. How adequate are equipment and supplies for teaching business education courses in colleges of education?

V. RESEARCH HYPOTHESES

The following hypotheses were formulated and were tested in this study at 5% alpha level:

Ho₁: There is no significant difference between the mean ratings of business education lecturers in federal and state colleges of education on the adequacy of physical facilities for teaching business education courses.

Ho₂: There is no significant difference between the mean ratings of business education lecturers in federal and state colleges of education on the adequacy of equipment and supplies for teaching business education courses.

VI. METHODOLOGY

This study adopted a descriptive research design. This research design was considered appropriate because allows for the research to be conducted in the respondents' natural environment, which ensures that high-quality and honest data is collected. The data collection is quick to conduct and is inexpensive. The population of the study comprised 303 business education lecturers from the nine colleges of education that offer business education programme out of the total of 13 colleges of education in North-west, Nigeria. The total number of business education lecturers obtained from the selected four colleges of education were used as sample for the study, hence, the sample size for the study is 144 respondents. Purposive sampling technique was used to select four colleges of education from the nine colleges of education in the North-west, Nigeria offering business education programme, to participate in the conduct of the study. An instrument titled 'Adequacy of Material Resources for Teaching Business Education (AMBED)' was developed by the researcher and was used for data collection in this study. AMBED is a questionnaire structured in closed ended format and divided into two parts: Part A consisted of demographic data of the respondents such as gender and name of institution. Part B consisted of section A and B and a total of 20 items. The twenty-item questionnaire was placed on four points modified Likert-rating scale with weights of Highly Adequate (4) Moderately Adequate (3) Adequate (2) and Not Adequate (1). The instrument was validated based on the judgement of three experts, two from the department of Business and Entrepreneurship Education and one from Special Education Department, Kwara State University, Malete. The internal consistency was determined using the Cronbach alpha method and reliability coefficient of 0.82 was obtained. Thus, the instrument was considered reliable. Data were collected by the researcher with the aid of four research assistants covering the four colleges of education selected, from the nine colleges of education that offer business education in North-west geo-political zone. Face to face delivery method was employed, the procedure was necessary so as to ensure high return. A total of 144 copies of questionnaires were distributed but only 125 copies were completed and retrieved representing 87% return rate. The demographic data were analyzed using frequency while the research questions were analyzed using mean and standard deviation. To test the two null hypotheses postulated for this study. Independent sample t-test was used at 0.05 level of significance because the hypotheses have two groups.

VII. RESULTS

Analysis of data to answer the research questions are presented in Table 1 and 2 as follows:

Research Question 1: How adequate are physical facilities for teaching business education courses in colleges of education?

Table 1: Mean and standard deviation of responses on adequacy of physical facilities for teaching business education courses in colleges of education

S/N	Item Statements	\bar{X}	SD	Remark
1.	Classrooms in your department.	2.38	0.69	Adequate
2.	Staff offices in your department.	2.33	0.78	Adequate
3.	ICT laboratory for practical in your department.	2.41	0.70	Adequate
4.	Model office for teaching and learning in your department.	1.85	1.08	Adequate
5.	Departmental library for students and lecturers' use.	1.66	0.76	Adequate
6.	Entrepreneurship garden for practical in your department.	1.58	0.75	Adequate
7.	Keyboarding laboratory for teaching keyboarding in your department.	2.55	0.64	Moderately adequate
8.	Examination hall for conducting exams in your department.	2.40	0.61	Adequate
9.	Projection room for teaching and learning in your department.	1.58	0.85	Adequate
10.	Accounting education laboratory for teaching and learning accounting courses.	1.64	0.82	Adequate
Weighted average		2.04	0.77	Adequate

Source: field survey, 2022

The data in Table 1 showed the mean and standard deviation of responses on the adequacy of physical facilities for teaching business education courses in colleges of education. The table reveals that the respondents indicated that classrooms, staff offices, ICT laboratory for practical, and model office for teaching and learning are adequate in colleges of education (Mean = 2.38, 2.33, 2.41 and 1.85). Same way, the respondents indicated that departmental library for students and lecturers' use, entrepreneurship garden for practical, examination hall for conducting exams and projection room for teaching and learning, and accounting education laboratory for teaching and learning are adequate for teaching and learning business education courses in colleges of education (Mean = 1.66, 1.58, 2.40, 1.58 and 1.64 respectively). In addition, the respondents indicated that keyboarding laboratory for teaching

keyboarding in their department are moderately adequate (Mean = 2.55).

All the ten-item constructs have standard deviation ranging from 0.61 to 0.85. This means that the responses of the respondents were not widely spread as they are close to their respective mean scores. The table has a calculated weighted average mean and standard deviation score of 2.04 and 0.77 respectively. This implies that physical facilities are adequate for teaching business education courses in colleges of education (Mean = 2.04, SD = 0.77). None of the physical facilities is highly adequate in number for teaching business education courses, except keyboarding laboratory which is moderately adequate.

Research Question 2: How adequate are equipment and supplies for teaching business education courses in colleges of education?

Table 2: Mean and standard deviation of responses on adequacy of equipment and supplies for teaching business education courses in colleges of education

S/N	Item Statements	\bar{X}	SD	Remark
1.	Computers for teaching and learning in your department.	2.39	0.84	Adequate
2.	Generators for teaching and learning in your department.	2.10	0.91	Adequate
3.	Projectors for teaching and learning in your department.	1.71	0.96	Adequate
4.	Typewriters for teaching keyboarding in your department.	2.61	0.86	Moderately adequate
5.	Demonstration stands for teaching in your classrooms.	2.52	0.86	Moderately adequate
6.	Internet facilities for teaching and learning in your department.	2.48	0.79	Adequate
7.	ICT soft wares for teaching ICT courses in your department.	1.69	0.82	Adequate
8.	Reprographic machine for teaching and learning in your department.	2.51	0.80	Moderately adequate
9.	Office furniture in your department.	2.31	0.79	Adequate
10.	Relevant books in your departmental library.	1.66	0.76	Adequate

Weighted average	2.20	0.84	Adequate
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Source: field survey, 2022

The data in Table 2 showed the mean and standard deviation of responses on the adequacy of equipment and supplies for teaching business education courses in colleges of education. The table reveals that the respondents indicated that computers, generators and projectors for teaching and learning are adequate in colleges of education (Mean = 2.39, 2.10, and 1.71). Same way, the respondents indicated that internet facilities for teaching and learning, ICT soft wares for teaching ICT courses, office furniture and relevant books are adequate for teaching and learning business education courses in colleges of education (Mean = 2.49, 1.69, 2.31, and 1.66 respectively). In addition, the respondents indicated that typewriters for teaching keyboarding, demonstration stands and reprographic machine for teaching and learning are moderately adequate (Mean = 2.61, 2.52 and 2.51).

All the ten-item constructs have standard deviation ranging from 0.76 to 0.96. This means that the responses of the respondents were not widely spread as they are close to their respective mean scores. The table has a calculated weighted average

mean and standard deviation score of 2.20 and 0.84 respectively. This implies that equipment and supplies are adequate for teaching business education courses in colleges of education (Mean = 2.20, SD = 0.84). None of the equipment and supplies is highly adequate in number for teaching business education courses in colleges of education in North-west, Nigeria.

VIII. TEST OF RESEARCH HYPOTHESES

The two null hypotheses of the study were tested using Independent Samples T-test. The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Table 3 and 4 as follows:

Ho₁: There is no significant difference between the mean ratings of business education lecturers in federal and state colleges of education on the adequacy of physical facilities for teaching business education courses.

Table 3: Summary of t-test of the difference in the mean ratings of business education lecturers in federal and state colleges of education on the adequacy of physical facilities for teaching business education courses

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Federal Colleges of Education	65	2.14	0.72	1.587	123	0.115	H ₀₃ Not Rejected
State Colleges of Education	60	1.93	0.70				

Source: field survey, 2022

The data in Table 3 revealed that there are 65 business education lecturers in federal and 60 business education lecturers in state colleges of education. The lecturers in federal and state colleges of education indicated that physical facilities are adequate for teaching business education courses ($\bar{X} = 2.14$; SD = 0.72) and ($\bar{X} = 1.93$; SD = 0.70). Their responses were close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean ratings of business education lecturers in federal and state colleges of education on the adequacy of physical facilities for teaching business education courses ($t_{123} = 1.587, P > 0.05$). This implies that lecturers in federal and state colleges of education did not differ

$P > 0.05$

significantly in their responses regarding the adequacy of physical facilities for teaching business education courses. This means the level of adequacy of physical facilities in both federal and state colleges of education are analogous. Therefore, the null hypothesis that states that there is no significant difference between the mean ratings of business education lecturers in federal and state colleges of education on the adequacy of physical facilities for teaching business education courses was not rejected.

Ho₂: There is no significant difference between the mean ratings of business education lecturers in federal and state colleges of education on the adequacy of equipment and supplies for teaching business education courses.

Table 4: Summary of t-test of the difference in the mean ratings of business education lecturers in federal and state colleges of education on the adequacy of equipment and supplies for teaching business education courses

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Federal Colleges of Education	65	2.32	0.82	1.766	123	0.080	H ₀ Not Rejected
State Colleges of Education	60	2.07	0.73				

Source: field survey, 2022

$P > 0.05$

The data in Table 4 revealed that there are 65 business education lecturers in federal and 60 business education lecturers in state colleges of education. The lecturers in federal and state colleges of education indicated that physical facilities are adequate for teaching business education courses ($\bar{X} = 2.32$; $SD = 0.82$) and ($\bar{X} = 2.07$; $SD = 0.73$). Their responses were close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean ratings of business education lecturers in federal and state colleges of education on the adequacy of equipment and supplies for teaching business education courses

($t_{123} = 1.766$, $P > 0.05$). This implies that lecturers in federal and state colleges of education did not differ significantly in their responses regarding the adequacy of equipment and supplies for teaching business education courses. This means the level of adequacy of equipment and supplies in both federal and state colleges of education are the analogous. Therefore, the null hypothesis that states that there is no significant difference between the mean ratings of business education lecturers in federal and state colleges of education on the adequacy of equipment and supplies for teaching business education courses was not rejected.

IX. DISCUSSION OF FINDINGS

With reference to the findings of the study in research question one which sought to find out how adequate are physical facilities for teaching business education courses in colleges of education revealed that available physical facilities are adequate for teaching business education in colleges of education in North-west, Nigeria. The physical facilities are neither highly nor moderately adequate and some may not be adequate in terms of size and quantity for teaching business education. Supporting the above finding, [10] reported that learning facilities for implementing the business education programme in the state were inadequate.

The finding also revealed that only keyboarding laboratory is moderately available for teaching business education courses, this support [5] that the provision of learning resources is not enough, the students and teachers should be adequately equipped with the basic learning resources. The study further revealed that there was no significant difference between the mean rating of business education lecturers in federal and state college of education on the adequacy of physical facilities for teaching business education courses.

The findings of the study in research question two which aim to determine how adequate are equipment and supplies for teaching business education courses in colleges of education revealed

that available equipment and supplies are adequate but not moderately or highly adequate for teaching business education courses in colleges of education in North-west, Nigeria. Maybe because some of the equipment and supplies are not adequate in number for teaching business education. The findings agreed with [6] whose study revealed that ICT devices were not adequately utilized, personnel to operate ICT devices were not adequately trained and most of the ICT devices were not in good working condition in schools studied. The study further revealed that there was no significant difference between the mean rating of business education lecturers of federal and state colleges of education on the adequacy of equipment and supplies for teaching business education courses.

X. CONCLUSION

Based on the findings, this study concludes that teaching and learning of business education in colleges of education in North-west zone, Nigeria require not only available resources (physical facilities and equipment) for the teaching and learning processes, but also needed to meet up with the standard requirements as stipulated by the NCCE (2020) minimum standard. Also, proper and effective utilization of physical facilities and equipment will enhance skills acquisition business education.

It can also be seen clearly that the necessary material resources were not well provided for colleges of education, meaning that the physical facilities, equipment and supplies are not moderately or highly available, adequate or utilized. This will inevitably affect the effective delivery of business education courses and have a negative effect on the entire teaching and learning situation. Students are not likely to have clear and optimal understanding of the concept or topics being taught since the needed resources to facilitate better understanding are not moderately adequate for the usage of the entire classroom.

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