

Assessment of adequacy Instructional Facilities on the Effectiveness Teaching of Business Studies Students in Oyo State, Nigeria

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Abstract

The study was designed to assess the adequacy of instructional facilities on the effectiveness teaching of Business studies students in public junior secondary schools, Oyo State, Nigeria. Two research questions were raised to guide the study while four null hypotheses tested at 0.05 level of significance. Descriptive survey research design was used for the study, using the purposive sampling technique. The population adopted for the study comprised 100 Business studies (JSS II) students to elicit the information using five sample schools offering Business studies within the study area. Thirty questionnaire items relating to Business studies instructional facilities were raised from two research questions to enhance effective teaching in students and the instrument used validated by business studies experts using Cronbach alpha Coefficient of 0.82. Means and Z-test were used to test the hypotheses at 0.05 level of significance. The result of the analyses revealed that students at public junior secondary schools did not adequately acquire the expected effective teaching as a result of inadequacy and poor usage of instructional facilities. Based on the findings of the study, it was recommended that Business studies instructional facilities should be made available by educational authority and Oyo State Government for effective teaching by the teachers in line with the recommendations of National Policy on Education (NPE) to teach the students effectively and acquired the stated objectives in the subjects.

Keyword: Assessment, Effective, Facilities, Instructional, Business studies, Development

1. Introduction

Education is an instrument of change and development. National development entails a total economic, technical, social and cultural advancement. It is all about people, how they attain self-realization and how to improve on their living standard. That is the reasons why Federal Government of Nigeria incorporated Business studies subject in the junior secondary school curriculum. Abdul Kareem, (2011) noted that Business studies is one of the prevocational subjects introduced in the junior secondary school system in 1982 as part of the subjects offered at basic 7-9 of the universal basic education under the 9-3-4 educational structure. In secondary schools, it is called Business studies at junior secondary schools (JSS) and in senior secondary schools (SSS), the courses are separated and chosen as trade subjects called commercial subjects. The courses are book-keeping, commerce, office practice and keyboarding.

Business studies therefore emphasize the practical acquisition of skills for trade and office occupations. It is a subject that teaches students to acquire effective teaching that will make them fit in the world of work and create awareness to tentatively choose career wisely in business or to progress for further education. Business studies is an integral part of Vocational and Technical Education which grouped as pre-vocational elective and the emphasis shall be in practice states (Federal Republic of Nigeria (FRN), 2013). Business studies are skill-based programme designed for sub-professional level education and based on a specific vocation. The subject encompasses business principles, theories and practices that underpin the employable skills, initiatives, sustainable enterprises and economic growth of the school leavers.

According to Federal Government of Nigeria (2009) in Sakina (2016), Business studies will encourage students' interest in a positive attitude towards the business world and enable them acquire a knowledge and an understanding of commercial activities, provide an introduction to the structures, functions of business institutions and their inter-relationships, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals and also able to secure formal employment, and are in a position to pursue sustainable self-employment career pathways. Thus, the main objective of Business studies and other related subjects according to Egba (2010) are to instill in the students a pattern of thinking, develop attitudes and values before such habits become unchangeable. Today, there are many graduates without job, while there are many jobs without

people, while secondary school leavers acquire employable skills, they become useful to the society in the following ways (Nwanaka & Amaehule, 2011):

1. Work as trained craft men with financial and psychological security;
2. Their employer receives productive work from them;
3. Society at large receives continuous supply of skilled labour and quality of goods.

Evidently, possession of skills is important in preventing youth, from becoming social misfits, because these skilled persons become gainfully employed through vocational training and acquisition of skills (Nwanaka & Amaehule, 2011).

The acquisition of a life-long or employable skills calls for effective and efficient teaching methods and the utilization of improved and standard instructional facilities, equipment, machines, tools and infrastructure, to ensure the production of desired quality of vocational technical graduates with employable skills. Udoutin (2001) in Udofia, Ekpo, Nsa and Akpan (2012) claimed that tools, equipment and instructional facilities utilized in laboratories and vocational workshops constitute the learning environment for skill acquisition. The utilization of instructional materials and other facilities as well as the teacher quality play significant role in the acquisition of employable skills by students. The imparting of skills to students or learners requires tools, equipment, machines, workshops and effective utilization of these facilities.

In learning employable skills, equipment and workshops are required and competent or experienced teachers to train the students to acquire skills. The Federal Government of Nigeria observed that one of the serious factors which can inhibit the success of the 6-3-3-4 programme is shortage of the well qualified teachers in various specialist areas of Business studies. No matter the importance of any educational programme, its ultimate success largely depends on those who operate it.

The teacher stands as the center of the school system. He/she has a great role to play in ensuring that the educational system is updated (Nwanaka & Amaehule, 2011). These qualities can only be obtained from the teacher training colleges. In essence, the lack of competence is likely to arise from inadequate training, which may in turn affect the learning behaviours of students in the school system.

Since Business studies is a practical and skill oriented subjects, it is particularly important for teachers to understand its objectives, as well as its methodology for a success oriented classroom as this is a step towards improving the status of the subjects. It is essential to

emphasize that the objectives of Business studies is simply the objectives of “Teaching Business studies”.

The implication of the above objectives is that the skill acquisition by students can only be achieved where the training institutions are adequately funded, equipped with instructional facilities, competent and experienced teachers that adopt effective and efficient instructional methods. A close look at the objectives of the business programme shows that students are exposed to the business of blooms taxonomy of learning which are: Cognitive (brain), affective (mind) and psychomotor (hands). To attain the laudable objectives of Business studies, a list of 40 facilities were recommended on pages 50 and 51 of the National Educational Research and Development Council (NERDC) Universal Basic Education Commission (UBEC) Business studies curriculum for junior secondary 1-3 designed to empower the recipients with knowledge and skills to be self – reliant through effective and meaningful business in the Nigerian Society (Jumbo & Nwokocha, 2015).

Abdul Kareem (2011) also discovers that most of the facilities needed to equip the students with basic skills for business occupation through Business studies are lacking at junior secondary school level. Therefore, the concern of the researcher in this study is to establish the assessment of instructional facilities on the employable skill development of Business studies Students in Junior Secondary Schools in Oyo State, Nigeria.

Statement of the Problem

It is worth noting that the future and hopes of any nation are in the hands of her youths. This study emphasizes employable skill development for self-sustainability. In learning employability skills, equipped workshops, competent and experienced Business studies teachers are needed to train the students to enable them acquire employable skills in the world of work.

It was hoped that Business studies would equip students with vocational skills which in turn will enable them to be self-reliant. Oladeji & Adeleye (2010); However, despite the governments’ efforts towards educational sector, large number of junior secondary schools offering Business studies have witnessed increase in enrolment rate, shortage of business studies teachers, unequipped laboratories and workshops, fall in the value of naira, inability to recruit experience teachers from abroad, and fall in the currency in circulation. The nation is faced with issues of unemployment and self-reliance with their attendant consequences such as increased crime rate, unfulfilled dreams, suicide, impaired financial position among others are posing challenges to many Nigeria (Sakina, 2016).

Also, lack of using project method alongside other strategies as teaching methods does not encourage or help students to develop originality of work. The lack of imparting practical skills to students emanates from the fact that

1. The teacher are not mastery of their trade areas and are unable to improve/adapt new knowledge and technologies
2. Lack of equipment/workshops
3. The students are ill prepared to meet future employment challenges. It is against this background that this study aimed to assess the adequacy of instructional facilities on the teaching of Business studies among junior secondary school students in Oyo State, Nigeria.

Purpose of the Study

The main purpose of the study is to assess adequacy of the instructional facilities for employable skills development in Business studies among junior secondary school students in Oyo State, Nigeria. Specifically, the study sought to:

1. Assess the adequacy of instructional facilities on the teaching shorthand and typewriting in Business studies in junior secondary schools.
2. Assess the adequacy of instructional facilities on the teaching of accounting in Business studies in junior secondary schools.

Research Questions

The following research questions guided the study:

1. What is the level of instructional facilities in the teaching of shorthand and typewriting in Business studies in junior secondary schools?
2. What is the level of instructional facilities in the teaching of accounting in Business studies in junior secondary schools?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of male and female students on the level of instructional facilities in teaching of shorthand and typewriting in Business studies in junior secondary schools.
2. There is no significant difference in the mean ratings of male and female students on the level of instructional facilities in the teaching of accounting in Business studies in junior secondary schools.

2. Research Method

The study was a descriptive survey. This enabled the study to sample opinions from a significant number of respondents in the area of the study. The area of the study was Oyo West Local Government area of Oyo State. The population consisted of all 100 Business studies students in public junior secondary schools in Oyo West Local Government Area. The instrument for data collection was 30 item questionnaire titled “Instructional facilities” for Business studies students in junior secondary schools in Oyo State.

The instrument was developed by the researcher and validated by the two experts in business studies. It was then tested for reliability using the Cronbach Alpha which produced a coefficient of 0.82 indicating that the instrument was reliable. Mean was the main statistical tool used to analyze the data questions while z-test was used to test the null hypotheses at 0.05 level of significance. Any item that has a mean score from 1.50 and above was considered being adequate and item with mean scored below 1.50 was regarded as not adequate.

A four point response scale was used in determining the level of instructional facilities in teaching business studies in the items in the questionnaire. The instrument used for the study was subjected to both face and a content validity. Questionnaire items relating to the research questions were assigned two response categories. A mean value of 1.5 and above was considered being adequate and item with mean scored below 1.50 was regarded as not adequate. Students who fell between 1.50 to 1.95 indicated that the respondents were effective in an item while a mean value of 0.69 to 1.50 indicated that the respondents were not effective in an item. A null hypothesis was rejected if the calculated z value is equal to or greater than the critical z-value; then the null hypothesis was accepted. The questionnaire was categorized into three sections A, B and C.

Section A was based on a 4 point scale of adequate, very-adequate, not adequate and poorly adequate, section B of the questionnaire was based on the adequacy of instructional facilities in the teaching of business studies while section C was bothered on bio data of respondents. Five sample schools adopted for study where 20 students offering business studies subject randomly selected from each school to make a total of 100 students used for the study.

3. Results and Discussions

Research Question 1:

Table 1

Assessment of adequacy of instructional facilities on the effectiveness teaching of shorthand and typewriting in Business studies in junior secondary schools.

N=100

S/N	Questionnaire items	Mean (\bar{X})	Decision
1.	There are typewriters for teaching in your school	1.60	Adequate
2.	There is standard model office with well-furnished equipment	1.20	Not Adequate
3.	There is standard/well equipped typing pool in your school	1.66	Adequate
4.	There are Dom-well desk	1.15	Not Adequate
5.	There are photocopies, flimsies of carbon copies for learning office practice in your school.	1.32	Not Adequate
6.	Computer laboratory is available for teaching ICT in your school.	1.78	Adequate
7.	There are swizzles chairs for correct position in your typing pool	1.14	Not Adequate
8.	Adequate of ink duplicating machines, A ₄ and stencil for teaching office-practice in your school.	1.80	Adequate
9.	You have enough shorthand production machines to teach shorthand in your school.	1.18	Not Adequate
10.	Your school has well stocked Business studies library	1.08	Not Adequate
11.	Adequate Nigerian authorized text books on Business studies for both teachers and students.	1.10	Not Adequate
12.	Ability to index list of names	0.90	Not Adequate
13.	Identifying sources of information for solving a given problem	1.28	Not Adequate
14.	Skills to design learning experience that interest students	1.44	Not Adequate
15.	Acquisition of keyboard dexterity	1.95	Adequate
	Grand Mean	1.29	Not Adequate

Table 1 above shows that out of the 100 Business studies students who were asked to answer the questionnaire on the assessment of 20 effective instructional facilities needed for teaching of Business studies in junior secondary schools level, only items 1, 3, 6, 8, and 15

were rated adequate by the respondents while the rest 10 items of the respondents were rated not adequate. It therefore means that most of the government owned junior secondary schools students assessed did not having adequate instructional facilities for teaching and learning of Business studies in Oyo State, Nigeria.

Research Question 2

Table 2

The assessment of adequacy of instructional facilities on the effectiveness teaching of accounting in Business studies in junior secondary schools.

N=100

S/N	Questionnaire item	Mean (\bar{X})	Decision
1.	Adequate sheet for trial balance is available for teaching and learning book-keeping in your school.	0.87	Not Adequate
2.	You have specimen of request form booklets and store record book in teaching commerce in your school.	0.70	Not adequate
3.	Business document specimens are available for teaching book keeping.	1.28	Not Adequate
4.	Adequate of Booklet of ruled ledger sheet	1.30	Not Adequate
5.	Marker / Chalkboard (rule or un-ruled) is adequate for teaching Business studies	1.48	Not Adequate
6.	There are enough of Accounting text to teach Business studies in your school	0.99	Not Adequate
7.	Availability of ICT to teach financial accounting in Business studies	1.46	Not Adequate
8.	Takes students aptitude into consideration in instructional delivery.	1.77	Adequate
9.	Instructional facilities showing various specimen of accounting topics in teaching Business studies.	1.82	Adequate
10.	Acquiring skills through problem solving in accounting	0.69	Not Adequate
11.	Ability to interpret concepts terms and abbreviations effectively	1.28	Adequate
12.	Ability to keep proper records, interpret ledgers and transfer daily transactions into general ledger	1.12	Not Adequate
13.	There are various software used in teaching accounting.	1.20	Not Adequate
14.	Preparation of Payroll	1.37	Adequate
15.	Used for consultation of internal financial transactions	0.80	Not Adequate
Grand Mean		1.21	Not Adequate

Table 2 above shows that out of the 100 Business studies students who were requested to respond to the questionnaire on the assessment of 20 effective instructional facilities needed for teaching Business studies in junior secondary schools level, only items 8, 9, 11 and 14, were rated to be adequate while the rest 11 items were rated not adequate by the respondents. It therefore means that most of the government owned junior secondary schools assessed do not have adequate instructional facilities in teaching and learning of Business studies in Oyo State, Nigeria.

Table 3:

The z-test result of the difference between Male and Female students on the assessment of adequacy of instructional facilities in teaching of shorthand and typewriting in junior secondary schools

Variables	N	Mean	S.D	df	z-cal	z-tab	Remark
Male	32	1.82	0.61	98	0.33	1.96	NA
Female	68	1.77	0.64				

Table 3 showed that male students recorded mean score of 1.82 and standard deviation of 0.61 while female students recorded mean of 1.77 and standard deviation of 0.64, the t-calculated value of 0.33 is less than the t-tabulated value of 1.96 at 98 degree of freedom and 0.05 level of significance. This means that there is no significant difference between male and female students on the assessment of instructional facilities in the teaching of shorthand and typewriting in business studies. Hence, the null hypothesis is, hereby, retained.

Hypothesis 2

Table 4:

The z-test result of the difference between Male and Female students on the assessment of adequacy of effectiveness of teaching accounting in Business studies in junior secondary schools.

Variables	N	Mean	S.D	df	z-cal	z-tab	Remark
Male	32	1.33	0.81	98	0.67	1.96	NA
Female	68	1.28	0.78				

Table 4 showed that male students recorded mean score of 1.33 and standard deviation of 0.81 while female students recorded mean of 1.28 and standard deviation of 0.78. The t-calculated value of 0.67 is less than the t-tabulated value of 1.96 at 98 degree of freedom and 0.05 level of significance. This means that there is no significant difference between male and female students on the teaching of Business studies in junior secondary schools. Hence, the null hypothesis is, hereby, retained.

4. Discussion of Findings

The results of this study shows that Business studies students in junior secondary schools agreed that most of the instructional facilities are not available for teaching Business studies and adversely affecting the effectiveness teaching of students in the subjects, Egba (2010).

Nnaji and Bagudu (2012) opined that most of the facilities required for the teaching of office managers are lacking and sometimes not adequate in most of our junior secondary schools in Oyo State specifically and Nigeria in general. This is in lines with the present study. Enyekit and Enyekit (2015) opined that the utilization of tools and equipment in teaching and learning of Business studies enhances students' skill development and enable them to become business conscious and tentatively choosing career wisely in the world of work.

In line with the above view, adequate utilization of instructional materials enhances students' understanding, learning effectiveness, influences learning attitude, stimulate learning and increases students' horizon. Enyekit and Enyekit (2015) agreed that teaching resources that will help students' to achieve learning objectives whether for cognitive, affective or psychomotor domain should be adopted. The author believes that trade subjects such as Business studies require laboratories and workshops where teaching and learning can

take place and more classroom or laboratories in junior secondary schools still need to be erected in order to restrict over population and shortage of qualified teacher/facilities for effective teaching and learning.

5. Conclusion

The availability of instructional facilities tools and teaching equipment as well as effective utilization of these facilities in teaching or training of students in secondary schools equip them with knowledge. The qualities of education our learners receive nowadays have great impact to the adequate of or lack of physical school plants, facilities and over all atmosphere in which learning takes place.

The findings of the study shows that there were positive impact of teacher quality, teaching methods workshop equipment instructional materials and the skills obtained by the students in Business studies. In conclusion, it has been observed from the study that parents, teachers and education stakeholders have serious roles to play in the used of instructional facilities to achieve the stated aims and objectives of Business studies to enable students become business conscious and tentatively choose their career wisely in Business studies in Oyo State and Nigeria generally.

Recommendations

Based on the findings of the study the following recommendations were made:

1. Government and Stakeholders should make it compulsory the utilization of instructional facilities in teaching Business studies towards enhancement of skills in the subject.
2. All stakeholders in education and Government organization should put hands on deck in funding and training the students for the effective learning and teaching of Business studies to enable them fit in the world of work and industries.
3. Well-equipped and experienced teachers should be employed for the effective teaching of students in Business studies to ensure that students acquire the expected skills for furthering their education and self-reliance.
4. Government and Stakeholders should ensure that the students are adequately trained and motivated in the provision of equipment and facilities towards the acquisition of skills in secondary schools.

5. Qualified teacher should be employed to teach Business studies and allowed for on-job training for more effectiveness.

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