

**AVAILABILITY AND ADEQUACY OF INSTRUCTIONAL RESOURCES FOR
ENTREPRENEURIAL SKILLS IMPLEMENTATION IN BUSINESS EDUCATION
PROGRAMME IN SOUTHERN NIGERIA UNIVERSITIES**

By

FALOBI, OLUWOLE VICTOR

wolefalobi@gmail.com

08035818698

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ISHOLA, NOJEEM ADENIYI

*Department of Arts and Social Sciences Education
(Business Education Unit), Faculty of Education,*

University of Lagos

nishola@unilag.edu.ng

08023693270

Abstract

This study assessed the availability and adequacy of instructional resources for implementing entrepreneurial skills in Business Education in universities in the Southern Nigeria. The study adopted a system theory approach. The descriptive survey research design was adopted for the study. The population of the study comprised all 400 level Business Education students in all public universities in the Southern Nigeria. Simple random sampling was used to select 550 Business Education students. The research instruments used for data collection were structured questionnaire, structured interview schedule and observation schedule. Data were analyzed along the lines of stated research questions using descriptive statistics of frequency counts, percentages, mean and standard deviation. The findings of the study revealed, among others, that the instructional resources are mostly fairly adequate in Business Education programme in universities in the Southern Nigeria. This study recommends that, Infrastructure, instructional and material resources should be provided for effective implementation of entrepreneurial skills in Business Education programme in order to facilitate effective learning. Without these resources, any change in the programme will not yield the desired result.

Keywords: Entrepreneurial Skills, Instructional resources, Business Education Availability and Adequacy.

Introduction

It is believed that instructional resources are extremely essential in Business Education programme to attain success and achieve the set goals. The availability and adequacy of necessary equipment/materials will enhance productivities in educational settings. Implementation of entrepreneurial skills in Business Education programme entails adequate resources. The National Policy on Education (NPE, 2014) states that education is an instrument par excellence for effecting national development. Educational goals are constantly defined in terms of their relevance to the needs of the individual as well as the kind of society desired in relation to the environment, realities of the modern world and rapid social changes. Emphasis is placed on skills acquisition. Nigeria's Education Reform (2006) shifts focus to entrepreneurship, skills

acquisition and realignment of curricula to meet the rising need of a global economy. The National Policy on Education lays a strong emphasis on education for self-reliance because the growth and development of the economy depend on the kind of skills the students of educational institutions are equipped with. One of the general aims of education is to prepare the individuals for useful living in the society (NPE, 2014).

Nigeria, like any other developing country, is sensitive to the need of providing vocational and technical education to her teeming population in order to equip them with saleable skills. The complexities of modern societies demand a type of education that can equip individuals with knowledge that will make them highly functional. The National Policy on Education (NPE, 2014) highlights Nigeria's desire to achieve her national goals through education; thus, the need for acquisition of appropriate skills, abilities and competences, both mental and physical, which are necessary for self-reliance and for the individual to contribute to the development of the society. Entrepreneurship development is the rave of the moment. Any country left behind in this race will remain perpetually undeveloped (Oghojafor, Kuye, Sulaimon & Okonji, 2009). The question here remain: do the necessary instructional resources available and adequate to implement the entrepreneurial skills embedded in the Business Education curriculum?

Schools exist for the purpose of teaching and learning. Human and material resources are deployed for this purpose. School facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom, from the teacher to the students, but rather that learning takes place through discovery, exploration, and interaction with the internal and external environment, has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes. All the resources that are required for the improvement of teaching and learning could be termed as teaching and learning resources. In this study, the specific teaching and learning resources for teaching entrepreneurial skills include: Lecture rooms, Business laboratories, Modern Model office, personnel, relevant, ICT gargets, electricity, library, and instructional materials. Meaningful training and necessary skills acquisition cannot be possible without the availability of these basic teaching and learning resources. According to Owolabi (2005), facilities such as school building, workshops, libraries, classrooms and instructional materials were major determinants of academic achievement and skills acquisition in the school system. Educational resources are the sum total of the inputs that go into the educational system and are used directly or indirectly to facilitate, influence, or encourage the transmission or acquisition of knowledge, competence, skills and knowhow (Oni, 1995).

Most Business Education departments/units in Nigeria universities do not have well-equipped laboratories and workshops, let alone usable equipment and facilities. Also, where they exist, they are grossly inadequate, as the laboratories only have the items or equipment that were provided when the departments/units were established. It is, however, most surprising to know that most Business Education departments still depend on cognate lecturers to teach entrepreneurial skills in this 21st century. Amaewhule (2004) submitted that there are inadequate teachers and other technical staff in Business Education programmes of Nigeria tertiary institutions. Similarly, Okwuanaso (2004), in another study, noted that there is dearth of Business Education teachers in our schools. Okwuanaso maintained that constraint of teachers in Business Education applies, not only to secondary schools, but also to the colleges of education and the universities. The importance of adequate teaching staff in any educational programme cannot be overemphasized. They are cardinal and indispensable to the achievement of educational goals. Hence, Arubayi (2003) opines that, quality education is impossible without teachers. Business Education programme needs adequate teachers to enable it maintain standard and ensure quality in its delivery.

The available programme facilities as at today are inadequate, quantitatively and qualitatively, and they are obsolete. Ajisafe and Bolarinwa (2015) indicated that only 40% of institutions of Higher Education in Nigeria have laboratory or workshop spaces for vocational education programmes. He further stated that 60% of other institutions do not have laboratory or workshop spaces and that this reflects the low quality of technology programmes in higher institutions. He concluded that this situation is partly the reason why it has been increasingly difficult to run practical effectively for students. It has also made the teaching and research in vocational studies difficult. Hence, the country has been producing insufficient, unqualified and ill-prepared vocational education graduates. This inadequacy in the field of teaching, laboratory and workshop facilities has contributed to poor performances on the part of students. Consequently, Reyes-Guerra (1989), in Edem (2007) categorized such students into three, namely: Verbalizers, Visualizers and Doers. The Verbalizers are those who learn easily if information is in written or spoken form. They benefit from lectures, tutorials and hand-outs. Visualizers learn easily when information is presented in pictorial or diagrammatic form while the Doers learn more easily when information is presented by practical demonstration by the lecturers.

The inadequacy of facilities, both qualitatively and quantitatively, has put the visualizers and the doers at a disadvantage (Reyes-Guerra 1989). The verbalizers may also have problem in a class with large students' population. The implication of this scenario is that only a small proportion of the students benefit from the current pedagogical system. It is believed that, there are few ICT facilities for the training of students, and access to affordable and reliable internet connectivity is only available in a few institutions, faculties and offices. Even then, power fluctuations have considerably reduced the reliability of the access and inadequate bandwidth also makes access difficult (Ishola, 2015). It is worthy of note that Adeogun (2004) found out that there is positive relationship between facilities and skills acquisition. Owolabi (2005) found out that availability of facilities contribute to effective teaching and learning activities and skills acquisition.

Statement of the Problem

Curriculum of Business Education is geared towards equipping students with broader knowledge to become self-reliant, as emphasized by the philosophy of Business Education Programme by the National Universities Commission (NUC, 2007). Unfortunately, many Business Education graduates lack the necessary skills required to become self-reliant to develop the economy of the nation. This situation is worrisome and calls for an in-depth assessment of availability and adequacy of instructional resources for the implementation of entrepreneurial skills in Business Education programme that will prepare the students to become self-reliant.

Purpose of the Study

The purpose of the study was to assess the availability and adequacy of instructional resources for inculcating entrepreneurial skills in Business Education programme in universities in the Southern Nigeria. Specifically, the study sought to:

1. assess the extent to which the objectives of Business Education programme are reinforcing the policy on functional education.
2. assess the availability and adequacy of instructional resources for inculcating entrepreneurial skills in Business Education programme.

Research Questions

The following research questions were raised and answered to guide the study:

- i. To what extent are the objectives of Business Education programme reinforcing the policy on functional education?

- ii. To what extent are instructional resources available and adequate for implementing Business Education programme?

Research Design

The descriptive survey research design was used for this study. Survey design was adopted to discover the prevailing state of the entrepreneurial skills acquisition in Business Education programme of the universities and to suggest necessary modification/improvement in the programme. Survey research is one in which a group of people or items are studied by collecting and analyzing data from a large sample of people or items considered to be representative of the entire group (Nworgu, 2006).

Research Population

The population of this study comprised all 400 level Business Education students in the public universities that offer Business Education in the Southern Nigeria.

Sample and Sampling Techniques

The sample for this study comprised 550 Business Education students in the randomly selected universities that offer Business Education in the Southern Nigeria. The universities were stratified into Federal and State. One State University and one Federal University were randomly selected in the South-West, South-East and South-South of Nigeria. The simple random sampling technique was used to select the universities. The researcher determined the sample size through the use of Raosoft sample size calculator at 5% margin error and 95% confidence level. Raosoft sample size calculator was developed by Shanti and Potluri (2009). The table 1 shows the breakdown of the sample.

Table 1: Sampled Universities by Federal or State, Location, Population and Sample size.

<i>Universities</i>	<i>Federal/State</i>	<i>Location</i>	<i>Population</i>	<i>Sample Size</i>
University of Lagos	Federal	South-West	66	57
University of Benin	Federal	South-South	120	92
Nnamdi Azikiwe University	Federal	South-East	138	102
Olabisi Onabanjo University	State	South-West	239	148
Delta State University	State	South-South	160	114
Chukwuemeka Odumegwu Ojukwu University	State	South-East	41	37
Total			764	550

Source: Research Survey, 2016

Research Instruments for Data Collection

The research instruments for data collection in this study include:

- a. Structured Questionnaire
- b. Interview Schedule
- c. Checklist

Method of Data Analyses

Data were analysed along the lines of the stated research questions using descriptive statistics of frequency counts, percentages, mean and standard deviation. The hypotheses were tested using Pearson Product Moment Correlation Coefficient, all, at 0.05 level of significance.

Results

Research Question 1: To what extent are the objectives of Business Education programme reinforcing the policy on functional education?

Table 2: The Extent the Objectives of Business Education Reinforce Policy on Functional Education

<i>S/N</i>	<i>Statements</i>	<i>VGE (%)</i>	<i>GE (%)</i>	<i>ME (%)</i>	<i>LE (%)</i>	<i>Mean</i>	<i>SD</i>	<i>Remark</i>
1	Business Education programme promotes the acquisition of entrepreneurial skills for self-reliance.	44 (8.0)	110 (20.0)	285 (51.8)	111 (20.2)	2.2 0	.62	ME
2	It influences creative thinking and business skills	15 (2.7)	192 (34.9)	266 (48.4)	76 (13.8)	2.3 0	.76	ME
3	Business Education objectives improve the development of practical skills.	13 (2.4)	161 (29.3)	332 (60.4)	44 (8.0)	2.2 6	.67	ME
4	Objectives of Business Education enhance opportunity for job creation.	73 (13.3)	150 (27.3)	297 (54.0)	30 (5.5)	2.4 8	.75	ME
5	It encourages the acquisition of vocational skills for self-reliance.	36 (6.5)	139 (65.3)	320 (58.2)	55 (10.0)	2.2 8	.75	ME
6	It develops sound moral character for effective interpersonal relationship in business.	8 (1.5)	193 (35.1)	258 (46.9)	91 (16.5)	2.2 1	.73	ME
	Average (%)	32 (5.8)	158 (28.7)	293 (53.3)	67 (12.2)	2.2 8	.41	ME

Very Great Extent (VGE) = 3.5 & above; Great Extent (GE) = 2.50-3.49; Moderate Extent (ME) = 1.50-2.49; Little Extent (LE) = less than 1.50

Result of Research Question One Analysis

Table 2 indicates that Business Education programme, to a moderate extent, promotes the acquisition of entrepreneurial skills for self-reliance in Item1 to a moderate extent (\bar{x} =2.20; SD=.62). Also, it improves the development of practical skills, as shown in Item 3, to a moderate extent (\bar{x} =2.26; SD=.67). From the same Table 2, it can be shown that Business Education programme enhances opportunity for job creation as well as encourages the acquisition of vocational skills for self-reliance, to a moderate extent, respectively (Item 4: \bar{x} =2.48; SD=.75; Item5: \bar{x} =2.28; SD=.75). Item 2, which states that Business Education Programme influences creative thinking and business skills, was to a moderate extent (\bar{x} =2.30; SD=.76). Also, item 6, which states that Business Education programme develops sound moral character for effective interpersonal relationship in business, was to a great extent (\bar{x} =2.21; SD=.73). Overall, the extent to which the objectives of Business Education programme are reinforcing the policy on functional education, in this study, was to a moderate extent (\bar{x} =2.28; SD=.41). Using qualitative study by way of interview with students, majority of the respondents agreed that Business Education programme reinforce the policy on functional education to moderate extent.

Research Question Two: To what extent are instructional resources available and adequate for implementing Business Education programme?

Table 3a: Descriptive Statistics of Mean and Standard Deviation of Instructional Resources Adequate for Implementing Business Education Programme

<i>S/N</i>	<i>Statements</i>	<i>Adequate</i>	<i>Fairly Adequate</i>	<i>Inadequate</i>	<i>Mean</i>	<i>SD</i>	<i>Remark</i>
1	Business laboratory	457 (83.7)	78 (14.3)	11 (2.0)	2.80	.44	Adequate
2	Model office	33 (6.1)	151 (27.8)	358 (65.9)	1.38	.61	Inadequate
3	Furniture (tables, chairs etc.)	172 (31.4)	172 (31.4)	203 (37.1)	1.93	.83	Fairly adequate
4	Internet facilities	105 (19.2)	82 (15.0)	360 (65.8)	1.53	.80	Fairly adequate
5	Interactive board	94	118	328	1.54	.77	Fairly

6	Projector	(17.4) 184	(21.9) 220	(60.7) 143	2.06	.77	adequate Fairly
7	Conducive lecture rooms	(33.6) 165 (30.1)	(40.2) 188	(26.1) 194	1.94	.81	adequate Fairly
8	Electricity supply	(3.5) 19	(13.2) 72	(83.3) 456	1.19	.48	adequate Inadequate
9	Instructional materials	(0.9) 5	(34.6) 189	(64.5) 353	1.35	.50	Inadequate
10	Consumables	(0.5) 39	(44.1) 241	(55.4) 303	1.44	.51	Inadequate
11	Relevant books on entrepreneurial studies	(1.1) 6	(28.2) 154	(70.7) 387	1.30	.48	Inadequate
	Average (%)	116 (21.1)	151	282	1.69	.34	Fairly
			(27.5)	(51.3)			adequate

Inadequate= 1.49 and below; Fairly adequate = 1.50-2.49; Adequate = 2.50 & above

Result of Research Question Six Analysis

It can be observed from Table 3a that the business laboratory was the only adequate instructional resource available and adequate for implementing Business Education programme in universities in the Southern Nigeria (\bar{x} =2.80; SD=.44). Furniture, internet facilities, as well as interactive boards, were fairly adequate as instructional resources, as indicated in items 3, 4 and 5 (Item 3: Furniture=1.93; SD=.83; Item 4: Internet facilities=1.53; SD=.80; Item 5: Interactive board =1.54; SD=.77). Also, projectors and conducive lecture rooms were found to be fairly adequate as instructional resources as indicated in items 6 and 7 (Item 6: Projector =2.06; SD=.77; Item 7: Conducive lecture rooms =1.94; SD=.81). Electricity supply, instructional materials, consumables and relevant books on entrepreneurial studies were found to be inadequate instructional resources, as indicated in Table 3a for items 7 to 11. In conclusion, the research question can be answered that the extent to which instructional resources are adequate for implementing Business Education programme in universities in the Southern Nigeria is considered as fairly adequate (\bar{x} =1.69; SD=.34).

Observation was carried out qualitatively using checklist, as a guide, to confirm resources availability and adequacy. This is shown in Table 3b.

Table 3b: Checklist of Resources Availability and Adequacy in Business Education Laboratory

S/N	Resources	Resource Availability	Resource adequacy/ utilization general comment
1	Business laboratory	Present	Not spacious enough to contain the students.
2	Model office	Present	Not effectively utilized by the students
3	Equipment (chairs, tables, etc)	Present	Obsolete, the equipment is very bad in some institutions.
4	Internet facilities	Barely Present	Internet facilities is barely found in business laboratory to facilitate learning in majority of the universities
5	Interactive board	Barely Present	Interactive board are found in few of the universities but they are not effectively utilized
6	Projector	Present	Not effectively utilized
7	Lecture rooms	Present	Not enough
8	Electricity	Present	Hardly available
9	Instructional materials (computers, printers etc.)	Present	Not quite effective, obsolete, unsatisfactory.
10	Consumables (papers, pins etc.)	Present	Available but inadequate
11	Relevant entrepreneurial textbooks	Present	Very few relevant entrepreneurial textbooks with case studies

Table 3b shows that Business Education laboratory are not spacious enough to contain the students in most of the universities and model office and projectors are not effectively utilized by the students. Necessary equipment are in obsolete state, internet facilities and interactive board are barely present in some of the universities. Lecture rooms are not enough to facilitate learning, electricity are barely available. Relevant entrepreneurial textbooks are very few.

Discussion of the Findings

The study revealed that, to a moderate extent, Business Education programme reinforce the policy of functional education This is supported by Ishola (2015) that Business Education programme objectives are capable of solving issues of functionalism, moderately. The rationale for this result is because; Business Education programme emphasizes more on theory than practice ($\bar{x} = 2.28$; $SD = .41$). It was also revealed that the instructional resources are mostly fairly adequate in Business Education programme in universities in the Southern Nigeria ($\bar{x} = 1.69$; $SD = .34$)

Recommendations

This study recommends among others that,

- i. Infrastructure, instructional and material resources should be provided for effective implementation of entrepreneurial skills in Business Education programme in order to facilitate effective learning. Without these resources, any change in the programme will not yield the desired result.
- ii. Business Education programme should focus more on practical than theory in order to achieve set objective of training the recipient to become business establishment as stated by the National Universities Commission (NUC, 2007)

Conclusion

It was concluded that Business Education programme is still poorly addressed in provision of facilities, instructional materials and resources in universities in the Southern Nigeria.

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