

Influence of Evaluation on Availability of Facilities and Equipment Utilization for the Implementation of Business Education Programmes in Tertiary Institutions in Cross River State.

Atah, Cletus Akpo

Department of Vocational Education
University of Calabar, Calabar
cleatah4real@yahoo.com

Abstract

The purpose of this study was to evaluate the influence of the availability of facilities and equipment utilization for the implementation of business education programmes in tertiary institutions in Cross Rivers State. The evaluation research design was adopted with stratified and accidental sampling techniques to select a total of 800 final year Business Education students from a population of 1600 male and female business education students drawn from the University of Calabar, Cross River State University of Technology, College of Education Akampka and College of Education Obudu. Research instruments known as Influence of Evaluation on Availability of Facilities and Equipment Utilization in Business Education Rating Scale (IFEUBERS) and Influence of Evaluation in Level of Maintenance Culture of Facilities and Equipment in Business Education Rating Scale (IELMCFEBERS) were used for data collection. The trial test reliability of the instruments was carried out using the Cronbach Alpha method ranged from 0.79 and 0.86 reliability coefficient levels. Mean scores were used to answer the research questions, while t-test statistics were used to test the hypotheses. Among others, it was revealed that the school plants in business education departments fall below the required minimum academic standards level of the programme. Based on the results and findings of the study, it was recommended that maintenance should be scheduled for all the equipment and facilities, Monitoring team should be formed which should comprise management staff, academic staff, non-academic staff and students for maintenance of facilities in the institutions, government should form committees for the renovation of structures and facilities in Tertiary Institutions especially in Cross River State.

Keywords: *Corruption, evaluation, maintenance, equipment, facilities*

Introduction

These problems range and covered all ramifications. One might say that these problems are the causes of the inability of tertiary institutions to achieve their goals and also compete in the global scientific and technological advancements. A careful study or observation reveals to an observer, outdated equipment, and dilapidated structure over stretched materials and overuse of gadget and machines. All these factors could be related to issues such as underfunding, corruption, inadequate maintenance culture, the polarization of education, in-challenge attitude to work, favouritism, god-fatherism and many more reasons beyond explanation. Arizika, (2000).

The primary objective of tertiary institutions is to provide high-level manpower that will man sectors of development of this country. One wonders and asks no question the deplorable nature of all sectors in Nigeria. The answer is the powerhouse is sick (education) as such all other sectors most without arguments are affected in one way or the other. In the institution of higher

learning, today students are congested, some standing due to inadequate chairs and desks, others standing by the windows due to inadequate facilities and overpopulation in classes. This result in low or academic performance among students, thereby resulting in examination malpractices, teachers friend girl students and bribe collection from boys students for passing examination. At the end of it all, after graduation students cannot defend their acclaimed certificate Ozigi, (1977).

In addition, the areas of teaching facilities are also in acute shortage. Libraries are full of outdated books, ICT equipment in some schools are never available, PHCN power absent and no generating power plant for students to study at night. This trend pushed healthy parents to take their wards abroad for better schooling.

Ubulom and Enyekit (2017), observed that to ensure optimum teaching and learning under the best of conditions in the 21st century, vocational business education is expected to be adequately and sufficiently provided with requisite instructional facilities and equipment. Where the requisite teaching and learning tools are non-existent or inadequate, effective instruction may not take place. Recognizing the importance of the availability of standard education in business education programme, the Federal Ministry of Education, Science and Technology according to Amirize (2000) and the National Universities Commission (2005), are benchmark and controlling agencies that prescribed the minimum standard for the maintenance of school plants, equipment and facilities needed for the teaching and learning of business education in tertiary institutions. The prescriptions made by these controlling bodies hinge on the fact that mastery in business subjects would be difficult (if not impossible) in the absence of the requisite tools. A business educator cannot effectively teach students home keys of a computer or how to operate the adding machine without having the needed school plants and machines in the classroom (Enyekit, Ubulom & Egwe, 2010). Hence, it could be acknowledged that the functions and benefits derived from the use of these school plants and machines especially in business education programme cannot be ignored (FRN, 2004).

Business education like other manpower training programmes is designed with the primary purpose of upgrading skills or providing citizens with the necessary tools required to obtain gainful employment. Business education includes education for office occupations, distribution and marketing occupation, business teaching, business administration and economic undertakings. Nevertheless, Ubulom (1999), further defined business education as an aspect of educational or training process which an individual receives with the primary motive of enabling him to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for his personal or for vocational usage, for career as administrator or manager and for career as a business teacher wherever he may find himself in the world of work.

The mission of business education according to Adesina & Ogunsaju (1984), in Enyekit, Silas-Dikibo and Vinazor (2012), include: To educate individuals for and about business, to provide a continuous programme of planned learning experiences designed to equip individuals to fulfill effectively three roles which includes; to provide and distribute goods and services as workers, to use the result of production as consumers, and to make judicious socioeconomic decisions as citizens. To provide career information that helps students relate to their interests, needs and abilities of occupational opportunities in business, and to provide educational opportunities for students preparing for careers in fields other than business to acquire business knowledge and skills needed to function effectively in these careers.

Ubulom (1999), equally look at the objectives of business education to include: Teacher Education; to develop in all students, knowledge and understanding that they may require effective trained business teachers or educators. Exploratory; to make available to all students

opportunities to explore and learn about the world of business and the possible interest and potentials careers it has to offer. To help develop in all students the ability to choose discriminately and use wisely the goods and services that business is to offer. To enable the students to acquire the business knowledge and skills that they may need for their personal use. To assist in developing intelligent, understanding on the part of all students of the various occupations to be found in the world of business. To develop in all students the practical way of understanding and appreciating the actual functioning of our economic system. To prepare students to enter and succeed in business occupations as beginners who expect to follow business as a career. To prepare students for more effective study in the field of business and education beyond the secondary school educational level. To prepare students to perform business activities common to many professional, industrial, agricultural awareness and home-making career. According to Emetarom (2004) school plant is the physical and spatial enablers of teaching and learning. Teaching facilities include all of the infrastructure and material resources that are used to support the delivery of quality education. Infrastructure refers to basic physical and organizational structures needed for the successful running of the institution (Bakare, 2009). Other relevant facilities in the school environment include textbooks, laboratory equipment, computer machines, seating facilities, the supply of electricity and other technical and vocational facilities which are all paramount to the provision of qualitative education (Onrotayo, Ihebereme & Maduwesi, 2008). Good quality and the standard institution of learning depend largely on the provision, adequacy, utilization, management and maintenance of educational facilities. Akinsolu (2004) asserted that the educational curriculum cannot be sound and well operated with poor and badly managed school facilities.

Ile, (2001) observed that it's an established truth that the availability of facilities and equipment contribute to the teaching and learning process in a tertiary institution, especially in Nigeria Education system. Such facilities refer to immovable property, physical structures, assets and facilities belonging to or allocated to an educational institution, used primarily for educational purposes and activities, these include classrooms, laboratories and equipment, libraries, hostel furniture, staff quarters, playground and so on. The concept of educational facilities is a recent phenomenon and does not have a definite meaning. Enyekit and Enyekit (2010), observed that very little attention or none was given to issues of education especially in the area of school plants and facilities. Federal Republic of Nigeria (FRN, 2004) indicated that the quality of education that our children receive bear direct relevance to the availability of or the lack of school plants and facilities in which learning takes place. Hence National Universities Commission (NUC, 2005), observed that prior to the advent of educational facilities, the best teacher in the world would find it difficult to instruct or teach in an environment that is not conducive to learning. The resultant effect is that distractions would be evident among the students. Similarly, Njoku (2006), noted that the gradual development and sophistication of school plants and facilities may be found in the theories of educational psychology, school needs, learning and retention, individual differences, activity and learning, transfer of learning and so on.

Teaching facilities and equipment help to stimulate interest, facilities comparison and ensures mobility and continuity to the teaching-learning process. Whenever these facilities and equipment are optimally utilized they generate greater students' interests in the learning system and also enhance retention of ideas. Hence, it is a fact that learning would be less meaningful without the use of teaching facilities and students would grope in darkness for long before they can get a grasp of what the teacher says. Enyekit, Amaewhule, Onyeche and Enyekit (2011) noted that teaching facilities apart from lending themselves to practical learning are equally essential for actual occupation jobs for self-reliance. These skills could only be gotten when

school plants and equipment are maintained based on the minimum standard and benchmark as stipulated by the monitoring and regulatory educational bodies.

Maintenance costs are usually the second largest single expense component for equipment and facilities operation cost. Having a quantitative understanding of equipment and facilities operations lends itself to comparing the school to others. One common mistake people make when developing a benchmarking strategy is selecting only organizations within their own industry to benchmark against. Business education programme in tertiary institutions is expected to produce competent business education teachers for both tertiary and secondary schools on one hand and skilled and knowledgeable labour force for the commercial sector of the economy on the other hand. To ensure that the facilities and equipment input resources are adequately provided and maintained in business education departments, Federal Government agencies such as National Universities Commission (NUC), and National Commission for Colleges of Education (NCCE) made comprehensive recommendations on what should be provided and the quantities for a specific number of students. Enyakit and Enyakit (2011), observed that business education programmes in other countries are given adequate attention and priority in both input and output resources, but in Nigeria, the reverse appears to be the case. The complaints may be as a result of inadequate and lack of availability of school equipment and facilities needed for teaching in business education to impart the right skills and knowledge to the products of the programmes. In view of the above, since there is a need for an empirical study to be conducted on the evaluation of the level of availability of school equipment and facilities input resources as well as their level of maintenance culture as perceived by business education students in tertiary institutions in Rivers State, this, therefore, becomes imperative.

Objectives of the Study

The study intends to achieve the following objectives to:

1. Examine the availability of learning facilities and equipment in tertiary institutions in Cross River State.
2. Assess the availability and maintenance of learning facilities and equipment in tertiary institutions in Cross River State.

Research Questions

The following research questions were postulated for the study:

1. What are the available learning facilities and equipment in tertiary institutions in Cross River State?
2. What is the level of existence of maintenance culture of learning facilities and equipment status in tertiary institutions in Cross River State?

Research Hypotheses

The following null hypotheses were postulated for the study:

1. There is no significant difference in the opinions of male and female students on the availability and maintenance of learning facilities and equipment in tertiary institutions in Cross River state.
2. There is no significant difference in the means responses of male and female students on the availability and maintenance of learning facilities and equipment in tertiary institutions in Cross River State

Method

The survey research design was adopted in this study to describe the assessment of students' opinion on the extent of availability and maintenance culture of learning facilities and equipment for effective teaching of business education programme in tertiary institutions in Rivers State. The study was carried out in Cross Rivers State in Nigeria. The population of this study consists of 1600 final year male and female business education students drawn from the University of Calabar, Cross Rivers University of Technology, College of Education Akamkpa and Federal College of Education Obudu. A sample size of 800 respondents was used for the study. Stratified and accidental simple sampling technique was adopted to arrive at the sample size used in the study, which is 50% of the target population of male and female business education students drawn from the four tertiary institutions in Cross Rivers State. Structured research instruments are known Influence of Evaluation on Availability of Facilities and Equipment Utilization in Business Education Rating Scale (IFEUBERS) and Influence of Evaluation in Level of Maintenance Culture of Facilities and Equipment in Business Education Rating Scale (IELMCFEBERS) were used to gather data for the study. Responses with mean scores of 2.50 – 5.00 were considered as available and those below 2.50 – 0.0 were considered as not available. The instruments were face-validated by four experts; three in Business Education from the Department of Vocational Education, the University of Calabar and one expert in test and Measurement from the Department of Guidance and Counseling, University of Calabar. Their inputs were used to modify the research instruments used in this study. The trial test reliability of the IFEUBERS and IELMCFEBERS using Cronbach Alpha method yielded 0.79 and 0.86 coefficient levels. Mean scores were computed and used to answer the research questions, while t-test statistics were used to test the hypotheses in this study.

Results

Research Question 1

What is the level of the availability of learning facilities and equipment input resources as sense by business education students in tertiary institutions in Cross Rivers State?

Table 1: Mean and Standard Deviation Computation of the availability of school facilities and equipment in the Business Education Programme in tertiary institutions in Cross River State, Nigeria.

S/N0.	Facilities/Equipment	X	SD	Decision
1.	Computer laboratory	4.26	1.812	Accept
2.	Scanning Machine	3.62	1.710	Accept
3.	Photocopiers	3.80	1.700	Accept
4.	Projectors	3.50	1.605	Accept
5.	School building	4.01	1.789	Accept
6.	Plants	2.70	1.576	Accept
7.	Building	3.60	1.701	Accept
8.	Filling equipment	2.56	1.624	Accept
9.	Manual typewriter	2.69	1.691	Accept
10.	Duplicators	1.30	1.120	Reject
11.	Electric typewriter	1.20	1.182	Reject
12.	Tape recorders	1.10	1.238	Reject

From the table one above, show that items 1 – 9 have mean scores above 2.5 cut –off point. While items 10 – 12 means scores are below the cut-off point of 2.5 respectively. This show that high level of the availability of school facilities and equipment input resources as sense by business education students in tertiary institutions in Cross River State exist.

Research Question 2

What is the level of existence of maintenance culture of the facilities and equipment input resources as sense by business education students in tertiary institutions in Cross River State?

Table 2: Means and standard Deviation computation of the level of maintenance culture of school facilities and equipment in business education programmes as sense by Business Education students in tertiary institutions in Cross River State, Nigeria.

S/N0.	Facilities/Equipment	X	SD	Decision
1.	Computer laboratory	3.62	1.704	Accept
2.	Scanning Machine	2.62	1.578	Accept
3.	Photocopiers	4.02	1.780	Accept
4.	Projectors	2.63	1.579	Accept
5.	School building	3.65	1.706	Accept
6.	Plants	2.70	1.576	Accept
7.	Building	3.68	1.710	Accept
8.	Tape recorders	2.60	1.524	Accept
9.	Manual typewriter	2.59	1.522	Accept
10.	Duplicators	2.74	1.580	Accept
11.	Electric typewriter	3.60	1.700	Accept
12.	Filling equipment	2.54	1.501	Accept

In the table two above, items 1 – 12 have means scores above cut of point of 2.5. This is an indication that there is a high level of maintenance culture of school facilities and equipment input resources in the teaching of business education programme in tertiary institutions in Cross River State.

Hypothesis 1

There is no significance difference in the mean response score of male and female business education students on their perception on the availability of facilities and equipment input resources in the teaching of business education programme in tertiary institution in Cross River State.

Table 3: Independent t-test comparison of Male and female Business Education Students opinion on availability of facilities and equipment used for the teaching of business education programme in tertiary institutions in Cross River State.

Respondents		X	SD	Df	t-cal	t-crit
Male	389	16.78	4.32	798	2.06	1.162
Female	411	16.61	4.11			

Table 3 showed that t-cal value at 2.06 while t-crit value for 798 degree of freedom at 0.05 level of significant was 1.162. Since the t-cal value is greater than the t-crit value, the null hypothesis of no significant different was rejected. This implies that there is a significant different in the means response score of male and female business education students concerning the availability of facilities and equipment input resources in tertiary institution in Cross River State.

Hypothesis 2

There is no significant difference in the response scores of male and female business education students in their opinion on the level of maintenance culture of facilities and equipment input resources in the teaching of business education programme in tertiary institutions in Cross River State.

Table 4: Independent T-test comparison of male and female business education students opinion on maintenance culture of facilities used for the teaching of business education programme in tertiary institutions in Cross River State.

Respondents		X	SD	Df	t-cal	t-crit
Male	389	17.63	4.09	798	2.05	1.162
Female	411	17.24	4.29			

Table 4 revealed that t-cal value stood at 2.05 while t-crit value for 798 degrees of freedom at 0.05 level of significant is 1.162. Since the t-cal value is greater than the t-crit value, the null hypothesis of no significant different was rejected. This implies that there is a significant different in the mean response scores of male and female business education students concerning the level of maintenance culture of facilities and equipment input resources in tertiary institutions in Cross River State.

Discussion of Finding

The calculations of the results of the statistical analysis for the two hypotheses were stated as follows:

The result of hypothesis one was rejected which implies that there is a significant difference in the means response score of male and female business education students concerning the availability of facilities and equipment input resources in a tertiary institution in Cross River State. The result is in agreement with the finding of Enyekit and Enyekit (2010), observed that very little attention or none was given to issues of education especially in the area of school plants and facilities. Federal Republic Nigeria (FRN, 2004) indicated that the quality of education that our children receive bear direct relevance to the availability of or the lack of school plants and facilities in which learning takes place.

The result of hypothesis two showed that there is a significant difference in the mean response scores of male and female business education students concerning the level of maintenance culture of facilities and equipment input resources in tertiary institutions in Cross River State. The result agrees with the finding of Enyekit, Amaewhule, Onyeché and Enyekit (2011) noted that teaching facilities apart from lending themselves to practical learning are equally essential for actual occupation jobs for self-reliance. These skills could only be gotten when school plants and equipment are maintained based on the minimum standard and benchmark as stipulated by the monitoring and regulatory educational bodies. Thus, the result implies that Maintenance costs are usually the second largest single expense component for equipment and facilities operation cost. Having a quantitative understanding of equipment and facilities operations lends itself to comparing the school to others.

The calculations of the results of the statistical analysis for the two hypotheses were made as follows:

The result of hypothesis one was rejected which implies that there is a significant difference in the means response score of male and female business education students concerning the

availability of facilities and equipment input resources in a tertiary institution in Cross River State. The result is in agreement with the finding of Enyekit and Enyekit (2010), observed that very little attention or none was given to issues of education especially in the area of school plants and facilities. Federal Republic Nigeria (FRN, 2004) indicated that the quality of education that our children receive bear direct relevance to the availability of or the lack of school plants and facilities in which learning takes place.

The result of hypothesis two showed that there is a significant difference in the mean response scores of male and female business education students concerning the level of maintenance culture of facilities and equipment input resources in tertiary institutions in Cross River State. The result agrees with the finding of Enyekit, Amaewhule, Onyeche and Enyekit (2011) noted that teaching facilities apart from lending themselves to practical learning are equally essential for actual occupation jobs for self-reliance. These skills could only be gotten when school plants and equipment are maintained based on the minimum standard and benchmark as stipulated by the monitoring and regulatory educational bodies. Thus, the result implies that Maintenance costs are usually the second largest single expense component for equipment and facilities operation cost. Having a quantitative understanding of equipment and facilities operations lends itself to comparing the school to others.

Conclusion

Based on the findings of the data collected and analysed, the following conclusion was made: That there is a significant difference in the means response score of male and female business education students concerning the availability of facilities, the level of maintenance culture of facilities and equipment input resources in a tertiary institution in Cross River State.

Recommendations:

1. The school should make provision for available facilities that will enhance effective teaching and learning.
2. The school should encourage maintenance culture of available facilities.
3. Maintenance should be scheduled for all the equipment and facilities.
4. Monitoring team should be formed which should comprise management staff, academic staff, non-academic staff and students for maintenance of facilities in the institutions.
5. The government should form committees for the renovation of structures and facilities in Tertiary Institutions.

References

- Adeboyeje, A. O. (2000). An Investigation into the Maintenance of School Facilities in Ekiti State Nigeria. *Nigerian Journal of Educational Administration and Planning* 8,1..
- Adesina, S. & Ogunsaju, S. (1984). Secondary education in Nigeria. Ile-Ife; University Press Ltd.
- Amirize, B. (2000). *Contemporary issues in school operations*. Owerri; Spring Field Publishers.
- Bakare, T. V. (2009). A consideration of the adequacy of teaching facilities in the Universities in the South –West zone of Nigeria. Available at aheru.uwc.ac.za/index-php
- Enyekit, E.O., Onuekwa, F.A. & Silas-Dikibo, I.D. (2011). Extent of instructional materials usage and academic performance in shorthand of Office Technology and Management (OTM) students in tertiary institutions in Rivers State. *Journal of pristine*. 2(1), 143-14.
- Enyekit, E.O., Silas-Dikibo, I.D. & Vinazor, J.E. (2012). Quality assurance in the teaching and examination of vocational and technical education in Nigeria. *African journal of*

- educational research and development (AJERD)*, 4(2B), 336-344.
- Federal Republic of Nigeria (2004). *National policy on education* (4th edition). Lagos: NERDC.
- Federal Republic of Nigeria (2004). *Nigeria minimum standards and establishment of institutes* (Decree Number 16). Lagos: Federal ministry of information.
- Hanushek, E. A. and D. D. Kimko (2000). "Schooling, Labor Force Quality, and the Growth of Nations." *American Economic Review* 90, no. 5: 1184–1208.
- Hanushek, E. A., Steven G. Rivkin, and Lori L. Taylor (1996). "Aggregation and the estimated effects of school resources." *Review of Economics and Statistics* 78, no. 4 (November): 611-627.
- Heynemann, S. P (2004). "Education and Corruption." *International Journal of Educational Development* 24(6), 637-648.
- Ile, C.M. (2001). Adequacy of instructional facilities and equipment for business education programme in colleges of education: Evidence from the eastern states of Nigeria. *Business Education Journal*, 3(4), 168-176.
- National Universities Commission (2005). Report on the carrying capacity standards (CCS) assessment exercise of Nigerian universities. *Rivers State University of Science and Technology, Port Harcourt*. Lagos: NUC Publications.
- Njoku, C.U. (2006). An Appraisal of Business Education programmes of selected tertiary institutions in Nigeria. *Unpublished Doctorate Dissertation, University of Nigeria, Nsukka*.
- Omotayo, D. M. Ihebereme, C. & Maduwesi, B. (2008). Management of Universal Basic Education Scheme (UBE) for qualitative Education in Nigeria. *129 (2)* 308-314.
- Ozigi, A. O. (1977). *A Handbook on School Administration and Management* London. Macmillan Ltd.
- Ubulom W.J. & Enyekit E.O. (2017). Evaluation of facilities utilized for the implementation of business education programmes: *International Journal of Innovative Education Research*, 5(3)68-76