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# AVAILABILITY AND UTILIZATION OF BUSINESS EDUCATION INSTRUCTIONAL FACILITIES FOR ENHANCING EFFECTIVE DELIVERY OF ENTREPRENEURIAL SKILLS DEVELOPMENT OF STUDENTS

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## ABSTRACT

*This study investigated the extent of availability and utilization of Business education instructional facilities for enhancing entrepreneurial skills of Business education students. The study adopted a descriptive survey research design with a sample of 50 Business education teachers in higher institutions in Ebonyi State. A structured questionnaire which contains eighteen (18) items were used to elicit responses from respondents. Weighted average was used to determine whether the items were accepted or rejected. The questionnaire was administered to the respondents by the researchers and were retrieved upon completion. The data was analyzed using descriptive statistics. Based on the findings of the study, the researchers make important recommendations for effective enhancing entrepreneurial skills through instructional facilities of Business education.*

**Keywords**: availability, utilization, facilities, entrepreneurial skills and Business education

## Introduction

The quality of education an individual received determines the extent to which he/she can contribute to the nation's building. Educational systems vary from one country to another, depending on the needs, goals, aspiration and philosophy of education of the country. Since education is seen as an instrument for scientific and technological development of any society, the federal government of Nigeria (2004) listed five main national goals of the educational system among which are: a united, strong, and self-reliance nation and a great dynamic economy (Ogumbe, 2016). Today, the poor development of Nigerian states could be traced to the concept of education. The citizens were given such education by the advent of the colonial rules just to enable them secure white collar jobs on graduation. As at now, a lot have gone to such schools, graduated and living without jobs. In Nigeria for example, graduate unemployment rate increased from 25.6% in 2003 to 42.7% in 2011 (Muhammad *et al*.2015). To corroborate with Muhammad et al, Olukayode (2017) reported that about 60% of Nigeria graduates are unemployed. The graduate unemployment constitutes alarming social and economic challenges for both National, State, and local governments in Nigeria and such graduates may be tempted to indulge in criminal activities such as arm robbery, stealing, kidnapping etcetera, to survive (Mbiewa, 2011).

In an attempt to find the lasting solution to this unemployment saga, there has been a series of review of educational policies aimed at job creation, self-employment after graduation, acquisition of appropriate skills that could be transformed to economic, social, physical and mental competencies and contribute to the development of the nation (FRN, 2012). From the fore-going, a course of study that may equip Business education students with entrepreneurial skills and knowledge to enable them create business venture upon graduation becomes necessary. Business education which is described as an educational for business and about business could make a person to acquire skills for social and economic transformation. With the introduction of the 6-3-3-4 system of education (now 9-3-4) (Emeasoba, 2018). Lending support to this position, Ezeabii (2008) defined Business education as a vocational education programme which equips learners with the necessary skills and theoretical knowledge needed for performance in the business world. Gidado and Akaeze (2014), discribed Business education as an education that provides the recipients with knowledge, skills, understanding and attitude needed to perform well in the business world upon graduation.

Igboke (2005) however, instituted that Business education at all levels of education enables the students to: Acquire skills and knowledge of business, develop basic skills for personal use in the future, relates the knowledge and the skills acquired to national development, develop skills for office occupation, prepare students for further training in business studies and provide orientation and basic skills which to start the business a life of work for those who may not undergo further training. In view of Iwu (2016), the primary goal of Business education is to produce competent, skillful and dynamic business educators, office administrators, secretarial and business experts who may be able to compete in the world of work or business. Supports this view, Aliyu (2013), noted that the objectives of Business education includes; preparing students for careers in business, developing students for assuming economic roles as managers, consumers, workers and citizens and equipping them with the right skills for entry into the world of business.

The importance of Business education to national development could not be overemphasis in the sense that it will help to discover talented, competitive, creative and very skillful individuals that are the nation innovative assets. Also, it prepares individuals to be responsible and business conscious to contribute significantly to economic growth and development. Finally, it helps to build a connect link that creates productive and very thoughtful citizens that can contribute to local, regional and national competitiveness. Nwosu (2006) supports the above view when he opined that Business education prepares an individual for self-reliance in order to create new businesses and employ others. Business education can promote and encourage entrepreneurship in Nigeria, given that it could equip the students with skills for identifying viable business opportunities, proper business management, financial management, marketing and avoidance of business failure. The graduates of Business education are not expected to be idle after graduation since Business education is a sine-quo-non to entrepreneurship education.

Entrepreneurship education is defined as a process of providing individuals with ability to recognize viable business opportunities and the insight, knowledge, self-confidence, and skills required to act on them (Ahmad, 2015; Lacobucci and Micozzi, 2012). Entrepreneurship education in Business education programmes is the type of education which inculcates the skills of a technological nature and the skills floating and succeeding in

business enterprise. According to Ughamadu in Dikeocha, Onwuagboke, Amaechi and Nwagu (2020), entrepreneurship education is the process that is new and dynamic to exposes the trainee into the challenging trends of the time in the global economy. Therefore, the major roles of entrepreneurship education is to fight poverty and unemployment, to train individuals that are self-reliant, self-employed and employers of labour. Entrepreneurship education teaches students how to identify a viable business opportunities and transform it into a successful business ventures. Entrepreneurship education helps in inculcating entrepreneurial spirit and culture into the students. It increases students' employability and marketability in the labour market (Aja *et al.*, 2018 and Fayolle *et al.*, 2006). Gidado and Akaeze (2014) explained that Nigeria can rely on entrepreneurship education to reduce unemployment, encourage business ventures creation and self-reliance. This implies the key to eliminate hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through effective engagement of youths is acquisition of entrepreneurial skill.

Therefore, entrepreneurship skill can be seen as knowledge motives, trades, self-image, social roles, and competencies required for successful entrepreneurship (Arthurs and Busentz, 2016, Michelmore and Ronly, 2010). Volley et al. (2015) observed that entrepreneurial skills can be learned and attained through the practice, learning and training. Olaniyi (2016) reported that anyone thinking of starting a business needs a broad array of entrepreneurial skills to succeed in the competitive market. Okoli (2013) explained that entrepreneurs require the business skills that are necessary to enable them start, finance, and market their products. There are a number of entrepreneurial skills needed by undergraduates of Business education to enable them run various businesses after graduation. The entrepreneurial skills include: technical skills, planning skills, organizing skills, management skills, marketing management skills, information and communication technology skills among others. Otache (2019) expressed the following as entrepreneurial skills to acquire in starting own business. They are as follows: creative skills, innovative skills, analytical skills, leadership skills and problem solving skills. Okolie et al. (2021) equally supported that without the following skills an entrepreneur may not flourish. The skills are opportunity recognition, opportunity assessment, risk management/ mitigation, conveying a compelling vision, tenacity/perseverance, creative problem solving, resources leverage/ boot-stepping, guerrilla skills, value creation through innovation, ability to manipulate and yet adapt resilience, self- efficacy and building and using network.

Ubulom and Enyekit (2017) explained that to ensure optimum teaching and learning under the best conditions, Business education departments should adequately and sufficiently provide requisite instructional materials and facilities. The authors noted further that where the requisite teaching and learning tools are either non-existent or inadequate, effective instruction may not take place. The importance of facilities to the overall success of an educational enterprise has never been in doubt. Instructional facilities are very importance for many reasons. One is for effective classroom instructions, which the facilities offer in Business education and the other is their use for practical orientation and training of the individuals for their adaptation in occupational job for self-reliance (Ubulom & Ogwunte, 2017).

Facilities in teaching entrepreneurial skills is those basic requirements that aid and facilitate effective school teaching and learning (Ugwanyi & Eze, 2008). Esene and Ohieverei (2005) described facilities as business

appliances or office type machines that we use in teaching and learning of business subjects. The authors gave the examples of facilities in Business education as follows: typewriters, computers, dictating machines, stencil duplicators, telephone and filing cabinets. Aliyu (2006) listed the necessary facilities expected for use in Business education delivery as Business education laboratory and typewriters (manual, electric and electronic), word processors, computers, duplicating machines and calculator. Facilities such as computers with complete connectivity (that is, email, internet, etc), photocopying machines, fax machines, duplicating machine and suitable chairs are relevant in Business education programme (Frankie-Dohr, 2002). Yarder (2007) expressed further that the facilities used in Business education for acquiring entrepreneurial skills may embrace all the facilities that make easy the process of learning in school environment such as typing pool, typewriters, duplicating machines, office cabinets, perforating machine, stop watches, typing pool, typewriters, duplicating machines, scanning machines. Abayomi (2009) in his submission named the following as facilities and facilities used in Business education as follows: laboratories, motion pictures, slide projectors, opaque projected recorder, radio, television and videos as full facilities that can be used in the Business education programme.

On the availability of Business education instructional facilities for enhancing entrepreneurial skill development of students, Azih (2008) found out that students of Business education in tertiary institutions find it difficult to acquire the needed entrepreneurial skills and competencies in which the contributory reasons for this is yet to be known. Ukoha (2007) explained that the ultimate goal of utilizing instructional facilities is to facilitate teaching and learning and the proper utilization of these facilities promote meaningful communication, enhances effective teaching, encourages the interest of learners and motivates individualized instructions in which learning is assured. Also, adequate and proper utilization of instructional facilities improve the performance and output of the schools. However, the extent of availability and utilization of Business education instructional facilities for entrepreneurial skills of Business education students in Ebonyi State has not yet been assessed. This is the gap that the present study seeks to cover in the literature.

**Purpose of the study**

The main purpose of the study in to examine the extent of availability and utilization of Business education instructional facilities for enhancing effective teaching of entrepreneurial skills.

The specific objectives are to:

1. Ascertain the extent of availability of Business education instructional facilities for enhancing entrepreneurial skills development of students.
2. Determine the extent of utilizing the available Business education instructional facilities for enhancing entrepreneurial skills of students.

**Research Questions**

The following research questions guided the study.

1. To what extent are Business education instructional facilities available for enhancing effective entrepreneurial skills development of students?
2. To what extent are available Business education instructional facilities utilized for enhancing effective entrepreneurial skills development of students?

**Method**

Survey research design was adopted in the present study. The target population was 50 Business education lecturers in higher

institution in Ebonyi State. The entire population of 50 business educators were used for the study, hence, there was no sampling technique. The instrument for the data collection was a structured questionnaire containing eighteen (18) items. A four-point scale was used for responses which include: very high extent (VHE) = 4, High extent (HE)= 3, Low extent (LE)= 2 and Very low extent (VLE)= 1. The reliability indices for the two research questions were calculated using SPSS version 25.0 and the Cronbach Alpha values were 0.87 (research questions 1) and 0.78 (research question 2). Given that the instruments were reliable, the researchers therefore found the instrument for data collection adequate. The questionnaire was administered to the respondents face-to-face and the process led to achieving 100% return rate. The decision was made using the weighted average values of 3.22 for research question one and 3.05 for research question two, which means that any item below the weighted average was rejected and those above the weighted average were accepted.

**Presentation of Results**

**Table 1: Responses of Business Educators on the extent of availability of Business education instructional facilities for enhancing entrepreneurial skills development of students**

| S/N | Items | VHE% | HE% | LE% | VLE% | Mean | SD | RMK |
|---|---|---|---|---|---|---|---|---|
| 1. | My school makes typewriters available for teaching of entrepreneurial skills in Business education delivery | 21(42.0) | 22(44.0) | 3(6.0) | 4(8.0) | 3.20 | 0.88 | Reject |
| 2. | My school has adequate computers to teach words processing skills in Business education | 30(42.0) | 12(24.0) | 6(12.0) | 2(4.0) | 3.40 | 0.86 | Accept |
| 3. | We have tape recorders for teaching shorthand speed Skills in my school. | 25(50.0) | 14(28.0) | 7(14.0) | 4(8.0) | 3.2 | 0.97 | Reject |
| 4. | Quality slide projectors are available in my school for the delivery of Business education instructions. | 27(54.0) | 15(30.0) | 5(10.0) | 3(6.0) | 3.32 | 0.81 | Accept |
| 5. | Special audio/visual materials such as television and video cassette specifically the available in my school for teaching entrepreneurial skills in Business education | 24(48.0) | 13(26.0) | 7(14.0) | 6(12.0) | 3.10 | 1.06 | Reject |
| 6. | My school provides photocopying machines, duplicating machines, scanning machines etc. for teaching of office practice and entrepreneurship skills in Business education. | 25(50.0) | 14(28.0) | 8(16.0) | 3(6.0) | 3.22 | 0.93 | Accept |
| 7. | My school has recording machines, adding machines, cash registers and calculators for teaching and delivering accounting skills in Business education programme. | 26(52.0) | 12(24.0) | 7(14.0) | 5(10.0) | 3.18 | 1.02 | Reject |
| 8. | Charts, pictures and images for illustrating entrepreneurship skills in Business education delivery is available in me school | 22(44.0) | 15(30.0) | 7(14.0) | 6(12.0) | 3.06 | 1.04 | Reject |
| 9. | My school provides interactive media for quality delivery of entrepreneurial skills in Business education programme. | 28(56.0) | 12(24.0) | 8(16.0) | 2(4.0) | 3.32 | 0.89 | Accept |
| | **Weighted Average** | | | | | **3.22** | | |

Data in table 1 shows that respondents accepted the availability of computers for teaching entrepreneurial skills in Business education in their schools, Also, adequate slides projectors are equally available for delivering of instruction, photocopy machines, duplicating

machines, scanning machines were available for teaching entrepreneurial skills in Business education, interactive media for quality delivery of entrepreneurial skills in Business education programmes was available. This is so because the means score of the said items are greater or equal to the weighted average of 3.22. The standard deviation score are not far from one and other. This implies that the respondents do not vary significantly in their opinion on the availability of facilities for teaching entrepreneurial skills in the Business education programme.

**Table 2: Responses of Business Educators on the extent of utilizing the available Business education instructional facilities for enhancing the delivery of entrepreneurial skills of students**

| S/N | Items | VHE | HE | LE | VLE | MEAN | SD | RMK |
|---|---|---|---|---|---|---|---|---|
| 1 | I always use typewriters in teaching keyboard skills in Business education. | 23(46.0) | 12(24.0) | 9(18.0) | 6(12.0) | 3.05 | 1.07 | Accept |
| 2 | I constantly use computers in teaching word processing skills in Business education. | 28(56.0) | 10(20.0) | 7(14.0) | 5(10.0) | 3.22 | 1.04 | Accept |
| 3 | I make use of tape recorders for teaching shorthand speed in my school. | 12(42.0) | 11(22.0) | 10(20.0) | 8(16.0) | 2.90 | 1.13 | Reject |
| 4 | I use slide projectors in my school for delivery of Business education instruction. | 23(46.0) | 15(30.0) | 6(12.0) | 6(12.0) | 3.10 | 1.04 | Accept |
| 5 | I regularly use audio /visual materials such as television and video cassette available in my school for teaching skills in entrepreneurship in Business education | 22(44.0) | 13(26.0) | 8(16.0) | 7(14.0) | 3.00 | 1.09 | Reject |
| 6. | I always make use of photocopy machines, duplicating machines, scanning machines etc. for teaching office technology skills in Business education. | 27(54.0) | 13(26.0) | 6(12.0) | 4(8.0) | 3.26 | 0.97 | Accept |
| 7. | I use recording machines, adding machines, calculator and cheque writing machines for teaching cash register and accounting skills in Business education. | 22(44.0) | 14(28.0) | 8(16.0) | 6(12.0) | 3.04 | 1.05 | Reject |
| 8. | I consistently use charts, pictures and images for illustrating entrepreneurial skills in Business education teaching. | 26(52.0) | 6(12.0) | 11(22.0) | 7(14.0) | 3.02 | 1.15 | Reject |
| 9. | I always make use of interactive media to help students interact with the entrepreneurial skills concepts in Business education programme. | 19(38.0) | 14(28.0) | 9(18.0) | 8(16.0) | 2.88 | 1.10 | Reject |
| | **Weighted average** | | | | **3.05** | | | |

Data in table 2 shows that the respondents accepted the use of typewriters in teaching keyboarding entrepreneurial skills in Business education, consistently accepted the use of computers in teaching word processing skills in Business education, use of slide projectors for teaching in their schools, always made use of photocopy machines etc. for teaching entrepreneurial skills in the Business education programme. This is the evidence by the said items having mean scores that are greater or equal to the weighted average of 3.05. The standard deviation scores did not vary significantly from one another. This indicates that the respondents did not vary so much in their opinion on the extent of utilization of the available facilities for teaching of entrepreneurial skills in the Business education programme.

## Discussion

The Findings from the study showed that computers; quality slide; projectors; scanning

machines; duplicating machines, photocopy machines; and interactive media are available to a reasonable extent. Others facilities for teaching entrepreneurial skills such as typewriter, tape recorder, special audio/visual materials such as television and video cassettes, recording machines, cash register, calculators, adding machine, charts, pictures and images for illustration are not considered available at high extent but could also be adopted by higher institutions in order to complement the efficacy of the other facilities available at reasonable extent as mentioned above. This finding corroborates Esene and Ohiewerei (2005) that instructional materials and teaching facilities were available for use in the teaching and learning of business subjects in public secondary schools in Delta South Senatorial District. Also, this finding is consistent with Okoli and Wagbara (2016) that most of the new technology accessories were available in Business education Departments for instructional delivery in tertiary institutions in Rivers state. The result of their studies showed that photocopiers, desktop computers and printers among others were available. Also, Ubulom and Enyekit (2017) found availability of requisite items of school facilities makes for better teaching and learning under the best conditions, and concluded that availability of facilities makes teaching more permanent in the mind of the learners. In the same vein Enang (2022) states that current time demands for entrepreneurial skills and business require the use of new facilities such as computers, Television, video, adding maching, etc.

Lastly, the study found that typewriters; computers; slide projectors; use of photocopy machines; duplicating machine; and scanning machine are moderately utilized in teaching entrepreneurial skills in Business education programme. While other facilities such as tape recorder, Television and video, adding maching, calculators, cheque writing machines and cash register are not utilized to a reasonable extent, though it could be accepted by higher institutions in order to support the facilities utilized at a reasonable extent as highlighted above. The findings agreed with Okoli and Wabara (2016) said that business educators utilized new technologies in instructional delivery of Business education contents. Akinfolarin et al. (2012) revealed that most of the required resources in Business education were available, adequate and moderately utilized.

## Conclusion and Recommendations

Based on the findings of this study, the following conditions were drawn: the rate of unemployment may be curtailed if Business education lecturers were made to utilize appropriate and relevant facilities while teaching entrepreneurial skills in Business education. Business education graduates will perform better in the world of work when the instructional facilities possess the characteristics of appropriateness, relevance, visibility, sufficiency, simplicity and attraction, hence, improve students' academic performance in Business education programme. Instructional facilities are very important in influencing students' entrepreneurial skills in Business education programme as they can simplify and clarify what is complex and difficult to express in words. The researchers strongly recommended that: All stakeholders; parents, industries, government and donors should contribute in providing adequate modern training facilities in order to effectively equip the computer laboratory, shorthand laboratory, model office and typing pool, Business

education lecturers should use practically-oriented teaching methods like field trip, project work, simulation and work based teaching often in order to achieve the desired result of imparting the entrepreneurial skills necessary for the world of work, there is urgent need to modernize facilities and facilities to ensure that graduates coming out of the Business education programme acquire skills relevant to the employment market and needed in industries and business organizations, Government should make provision for the supply of Business education facilities to higher institutions where the Business education programme is taught for effective teaching and learning and that Government should make available funds and sponsor Business education lecturers' attendance at conferences, seminars and workshops on utilization of Business education instructional facilities.

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