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1 Strategies for Improving Educational Resources in Business 2 Education Programme in Colleges of Education in Delta State

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6 **Abstract**

7 This study assessed the Strategies for Improving Business Education Resources in Colleges of
8 Education in Delta State Nigeria. Four research questions and four hypotheses guided the
9 study. Survey research design was used in this study. The population of the study was 122
10 Business Education lecturers from the three Colleges of Education in Delta State. Stratified
11 sampling technique was used to select 61 Business Education lecturers, which represent 50

12

13 **Index terms**— educational resources, business education, colleges of education.

14 **1 Introduction**

15 Business Education is a part of Vocational Education in tertiary institutions, which is aimed at producing proficient
16 vocational education graduates. Business Education is an integral part of Technical Vocational Education
17 (TVE). Business Education is an aspect of Vocational Education, which is designed to equip students with
18 the skills, knowledge and attitude that are vital for gainful employment. According to Okoro (2013), Business
19 Education is that aspect of the total educational process that provides the knowledge, skills, understanding and
20 attitudes necessary to perform in the business world as a producer and/or consumer. Additionally, Business
21 Education includes education for office occupation, distribution and marketing occupation, business, teaching,
22 administration and economic understanding. Business Education as a course is offered in Secondary school as
23 Business Studies, Business Education in Colleges of Education and in the Universities. Subjects such as Book
24 keeping, Commerce, Office practice, Shorthand and Typewriting are taught as Business Studies in the Junior
25 Secondary schools. In Colleges of Education and Universities, Accounting, Management, Marketing and Office
26 Technology and Management are the major options of specialization.

27 The philosophy of Nigeria Certificate in Education (NCE), Business Education, is to make the Business
28 Educators understand the concept and philosophy of the National Policy on Education as regards Business
29 Education in national development (National Commission for Colleges of Education, ??CCE, 2012: 18). The
30 objectives of Business Education in Colleges of Education in Nigeria are to: ? Produce well competent NCE
31 graduates in business subjects who will be able to teach business subjects in our secondary schools and other
32 related educational institutions. ? Produce NCE business teachers who will be able to inculcate the vocational
33 aspects of Business Education into the society. ? Produce NCE Business Teachers who will be involved in the
34 much-desired revolution of vocational development right from the Primary and Secondary schools.

35 ? Equip students with necessary skills so as to qualify them for a post-NCE degree programme in Business
36 Education. ? Equip graduates with the right skills that will enable them to engage in a life of work in the
37 office as well as for self-employment ??NCCE, 2012: 18). In realizing the above objectives of Business Education
38 Programme in Colleges of Education in Nigeria, adequate human and material resources are needed for effective
39 implementation of Business Education curriculum. Human and material resources play significant roles in the
40 implementation of Business Education programme and when these resources are not adequately provided it may
41 lead to the production of unemployable Business Education graduates. As such it is vital that Business Education
42 resources should be adequately provided using various strategies/ approaches to compliment government effort
43 towards improving Educational Resources in Colleges of Education in Delta State.

44 However, it has been perceived that tertiary institutions such as the Universities and Colleges of Education,
45 which offer Business Education in Nigeria are challenged with shortage of instructional facilities, inadequate
46 skilled teachers, low incentives given to teachers to improve quality of teaching such as sponsoring of conferences,

5 CONCLUSION

47 seminars, workshops and field trips ??Odesanya, 2012). In support Igberadja (2014) posited that there are
48 numerous challenges facing Technical and Vocational Education and training in Nigeria such as poor provision
49 of human and material resources by government, as well as poor government policy on Technical and Vocational
50 Education. Additionally, Aigbepele (2011) reported that the challenges include inadequate basic infrastructural
51 facilities, inadequate and ill equipped vocational educators, as well as limited resources, inadequate training
52 of vocational teachers. These challenges, technical vocational education have affected negatively the quality of
53 teaching and learning which impedes the achievement of the laudable philosophy of Business Education.

54 The situation of Colleges of Education in Delta State regards poor and inadequate provision of Business
55 Education resources might not be different, therefore, it is against these backdrops that this study seeks to
56 identify various strategies that will help in improving Business Education Resources in Colleges of Education in
57 Delta State.

58 The implementation of formal education in Nigeria at all levels is faced with different challenges which have
59 led to the continued decay in the standard of education, this can be observed in the competencies of graduates
60 from Nigerian educational system. The case of Business Education at tertiary education level is not an exception,
61 there are cases where Business Education graduates from Colleges of Education and Universities do not possess
62 employable skills, which is a prerequisite for employment. Many scholars believe that the case of Business
63 Education graduates not having employable skills is as a result of the falling standard of Nigerian educational
64 system that is characterized with insufficient human and material resources for effective implementation of
65 Business Education curriculum. Subsequently, in the face of economic recession in Nigeria and Delta State
66 in particular, where it is very difficult to pay staff salaries in tertiary institutions, not to talk of training and
67 retraining programmes for staff. This situation of government not been able to pay salaries as at when due pose
68 more challenges to provision, maintenance, and upgrading of Business Education resources in tertiary institutions.
69 The question now is how can Business Education resource be improved in the face of economic recession in Nigeria
70 through alternative sources of funding?

71 2 a) Statement of the Problem

72 The efficiency of an organization is seen as the correlation between units of labour input and units of output. Okoro
73 and Dajur (2011) asserted that the success or failure of an organization depends on management and management
74 entails the coordination of both man and material resources. Modern Business Education curriculum is designed
75 to make its graduates to be efficient workers and job creators, as such; Educational Resources are needed for the
76 thorough training. In a bid to ensure adequate material, human and financial resources, government established
77 Tertiary Education Trust Fund (TETFUND) for the provision of educational facilities, yet the funds are not
78 always adequate to install all those equipment and facilities required in most institutions of learning.

79 3 Method and Procedure

80 Survey research design was adopted in this study; the researcher considers this design appropriate since no variable
81 was manipulated in the study. ??laitan, Ali, Eyol and Sowande (2000) observed that a survey design is preferable
82 when developing information on opinion, attitudes and behaviours of individuals in population. The population
83 of the study will comprise of 122 Business Education lecturers from the three Colleges of Education in Delta State.
84 Stratified sampling technique was adopted to select 61 Business Education lecturers, which represent 50% of the
85 entire population based on strata (i.e. 50% of Business Education lecturers from State (31) and Federal Colleges
86 of Education (30). The instrument for data collection will be a 4-point scale questionnaire titled 'Strategies for
87 Improving Business Education Resources Questionnaire SIBERQ' The questionnaire had 18 Items Statement
88 and it's on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)
89 which has 4 Sections A, B, C, and D based on the research questions which have 3,5,5, and 5 Items respectively.
90 The questionnaire was validated by 3 lecturers from Dennis Osadebe University, Asaba (2 Business Education
91 lecturers and 1 Measurement and Evaluation lecturer) their suggestions were effected in the final draft of the
92 questionnaire. To ascertain the reliability of the SIBERQ, 20 copies were administered to Business Education
93 Lecturers from Dennis Osadebe University, Ambrose Ali University, and University of Benin, data collection were
94 analysed using Cronbach Alpha technique. The researchers and 2 research assistants collected data from Business
95 Education lecturers from the three Colleges of Education through the administration of questionnaire through
96 the help of HOD's. Data collected were analysed using mean for research questions and t-test for testing the
97 hypotheses. The decision rule in concluding will be that any mean rating of 2.50 and above will be judged to
98 be 'Agree' and below 2.50 will be judged to be 'Disagree'. As well when t-calculated is less than t-critical, the
99 hypothesis will be accepted and if t-calculate is greater than tcritical the hypothesis will be rejected III.

100 4 Results and Discussion

101 The results will be presented sequentially based on research questions and hypotheses that guided the study.

102 5 Conclusion

103 Based on the findings from the study, it was concluded that, in the face of economic recession, other alternatives
104 such as IGR, partnerships, and loans from banking institutions should be used to fund Business Education

105 programmes which will help improve human and material resources for the implementation of Business Education
106 Programme in tertiary institutions in Nigeria.
107 V.

108 **6 Recommendations**

109 The following recommendations were made based on the findings; 1. Government should create the synergy for
110 collaboration between tertiary institutions and stakeholders such as banks, industries, international organizations,
111 and community leaders. 2. School administrators should establish relationship with all stakeholders for the
112 purpose of improving educational resources.

113 3. School administrators should always communicate to stakeholders on the state of resources in their
114 institutions. 4. School administrators should always make use of opportunities whenever they come in contact
115 with stakeholders to press their demand for state of the heart facilities. 5. School administrators should develop
116 innovative approaches to generate funds internally. 6. School administrators should partner with development
agencies to build facilities such as workshops/laboratories, operate and handover after some years.

c) Research Questions

The following research questions were
formulated to guide the study:

i.

b) Purpose of the Study

The purpose of this study is to determine the
strategies for improving Educational Resources in
Business Education Programme in Colleges of
Education in Delta State, Nigeria. Specifically, the study
seeks to find out:

i. The strategies for improving Educational Resources
in Business Education Programme in Colleges of
Education in Delta State.

ii. How Internally Generated Revenue (IGR) can be used to improve Educational
Resources in Business Education Programme in Colleges of Education in Delta
State. iiiimprove Educational Resources in Business Education Programme in
Colleges of Education in Delta State as perceived by Business Education lecturers?

d) Hypotheses The following hypotheses were formulated and they were tested
at 0.05 level of significance: i. There is no significant difference in the mean
response of Business Education lecturers from Federal and State Own Colleges
of Education on the strategies for improving Educational Resources in Business
Education Programme in Colleges of Education in Delta State. ii. response of
Business Education lecturers from Federal and State Own Colleges of Education on
how loans from banking institutions can be used to improve Educational Resources
in Business Education Programme in Colleges of Education in Delta State. II.

Figure 1: There is therefore need to come up with strategies to augment and improve on what
the institutions and education authorities can afford. It is on this premise that the study sought
to determine the strategies for improving

117

6 RECOMMENDATIONS

1

S/N	Questionnaire Items	Federal (N=30)		State (N=31)	
		Mean	Remark	Mean	Remark
1	Internally Generated Revenue	3.11	Agreed	3.31	Agreed
2	Partnerships	3.23	Agreed	3.43	Agreed
3	Loans from Banking Institutions	3.41	Agreed	3.26	Agreed
	Grand Mean	3.28		3.35	

Figure 2: Table 1 :

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GlobalS/N 1 2 3 4 5 Table 2 revealed that IGR should be use to Questionnaire Items IGR should be use to p

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acquire material resources, build lecture theatres, train

and retrain Business Education lecturers and

instructors; sponsor Business Education research; and

give research grants to Business Education lecturers

and instructors. These findings are in agreement with

previous studies. Okwori (2012) conducted a study on

Mechanisms for Improving the Provision of Facilities for

Wood Workshops in Colleges of Education in North

Central Zone of Nigeria; the findings revealed that

through Internally Generate Revenue (IGR). In support, Amiaya (2014) conducted a study on Strategies for Improving the Provision of ICT Resources in Office Technology and Management Programme in the Polytechnics in Delta State, Nigeria. The findings revealed the following as improvement strategies; Internally Generated Revenue from levies and consultancy services. According to Adegbenjo (2007) and Amesi (2011), the following are areas in which funds

6 RECOMMENDATIONS

3

S/N	Questionnaire Items	Federal (N=30) Mean	Remark	Mean R
1	Through partnership Business Education lecturers and instructors can be retrained by industries on the current development in the field of Business Education.	3.55	Agreed	3.44 Agreed
2	Through partnerships, scholarships and research grants can be given to Business Education lecturers and instructors.	3.35	Agreed	3.43 Agreed
3	Through partnerships, business Education laboratories can be build and equip by stakeholders.	3.59	Agreed	3.67 Agreed
4	Through partnership, stakeholders can donate material resources such as textbooks, laptops, and printers.	3.32	Agreed	3.38 Agreed
5	Through partnerships, training and retraining of Business Education lecturers and instructors can be sponsored by stakeholders	3.07	Agreed	3.16 Agreed
Grand Mean		3.88		3.55

Figure 4: Table 3 :

3

Figure 5: Table 3

4**S/N****1****Questionnaire Items**

Loans from World Bank can be used to improve Business Education facilities such as library, laboratories, and lecture halls

2

Loans from African Development Bank can be used to improve resources in Business Education departments through scholarships, retraining programmes

3

Loans from Bank of Industries can be used to upgrade facilities in Business Education departments.

4

Loans from local banks can be used to improve Business Education resources

5

Loans from cooperative society can be used to improve Business Education resources

Grand Mean

Table 4 revealed that Business Education

study on

resources can be improved through loans from World Bank can be used to improve Business Education facilities such as library, laboratories, and lecture halls; African Development Bank can be used to improve human resources in Business Education department through scholarships, and retraining programmes; Bank of Industries can be used to upgrade facilities in Business Education department; local banks can be used to improve Business Education resources; and cooperative society can be used to improve Business Education resources. This is in agreement with the findings of the Federal Ministry of Education (FME, 2010) noted that the funding of TVE must be a shared responsibility to the maximum extent possible among government, industries, community, and businessmen. Buttressing this assertion, Danjuma (2015) opined that stakeholders, particularly industries and community must be involved in funding TVE. As well, Ayonmike, Igberadja, Igberaharha, and Okeke (2015) in their

Figure 6: Table 4 :

6 RECOMMENDATIONS

5

Year 2023

56

Group Federal State Df=4,t-cri=2.132 Table 5 revealed that t-cal (0.378) is less than t-N Mean 3 3.36 3 3.33 cri (2.132) at df(4), this implies that there is no significant difference in the mean response of Business Education lecturers from Federal and State own Colleges of Education on the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria. Hence, hypothesis 1 was accepted. Hypothesis 2: Volume XXIII Issue IV Version I) Global Journal of Human Social Science -(G
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Figure 7: Table 5 :

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Group	N	Mean	S.D	t-cal	Decision
Federal	5	2.88	0.33	0.365	Accept
State	5	3.28	0.14		

Df=8,t-cri=1.860

Figure 8: Table 6 :

Hypothesis 3:

Figure 9:

7

Group	N	Mean	S.D	t-cal	Decision
Federal	5	3.48	0.23	0.172	Accept
State	5	3.35	0.21		

Df=8,t-cri=1.860

Figure 10: Table 7 :

8

Hypothesis 4:

Figure 11: Table 8 :

IV.

Figure 12:

118 This study assessed the Strategies for Improving Business Education Resources in Colleges of Education in
119 Delta State Nigeria. Four research questions and four hypotheses guided the study. Survey research design was
120 used in this study. The population of the study was 122 Business Education lecturers from the three Colleges
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124 titled 'Strategies for Improving Business Education Resources Questionnaire SIBERQ'. 3 lecturers from
125 1. ??degbenjo, A. (2007)

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