



Planning of Facilities for Instructional Delivery of Undergraduate Business Education Programmes in Rivers State Universities

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ABSTRACT

The study investigated the planning of facilities for instructional delivery of undergraduate business education programmes in Rivers State universities. The research adopted a descriptive survey design. Two research questions and two hypotheses were posed to guide the study. The population for the study was all 74 Business Education lecturers in two universities in Rivers State, namely; Rivers State University, Port Harcourt (RSU) and Ignatius Ajuru University of Education (IAUOE). No sampling technique was used since the population was small. The Instrument used for data collection was a structured questionnaire titled “Planning Facilities for Instructional Delivery Questionnaire” (PFIDQ). The reliability of the research instrument was obtained using test-retest method; the Pearson Product Moment Correlation coefficient of .82 was obtained. The instrument was validated by one expert each from the Department of Business Education, Educational Management and Measurement and Evaluation, all of Faculty of Technical and Science Education, Rivers State University. 51 copies of the questionnaire only, were retrieved and analyzed using mean for the research questions and z-test for the hypotheses at .05 level of significance. The results obtained indicated that facilities are highly planned for instructional delivery of undergraduate business education programme. It also revealed that there are several benefits associated with planning of facilities for instructional delivery of undergraduate business education programme. Thus, the study recommended that government and relevant stakeholders should supervise/monitor the planning of facilities for instructional delivery of undergraduate business education which in turn will enable the programme achieve its set objectives.

Keywords: Planning, Facilities, Instructional Delivery, Business Education

INTRODUCTION

The quality of instructional delivery in the educational sector depends hugely on the availability and effective utilization of facilities. Nwagwu (1978) and Ogunsaju (1980) as cited in Asiabaka (2008) asserted that the quality of education that children receive bears direct relevance to the availability or lack thereof of physical facilities and overall atmosphere in which learning takes place. Accordingly, Ukeje (2000, as cited in Uko, 2015, p. 64) argued that the unsatisfactory performance often experienced in schools by students in educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work.

School facilities, also known as school plants are essential physical resources required for instructional delivery/educational administration. Asiabaka (2008) asserted that school facilities consist of all types of buildings and equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. She stressed further that it includes furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. Adeboyeje (2000, as

cited in Asiyai, 2012, p. 194) reported that schools with well-coordinated plant planning and maintenance practices recorded better students' performance.

Planning is the determination of anything in advance of action; failure to plan is planning to fail (Okoroma, 2000). According to Dror (1967, as cited in Asiabaka, 2008, p. 15) planning involves a process of preparing sets of decisions for action in the future which is directed at achieving goals by optimal means. Thus, planning can be viewed as a systematic process of outlining set objectives for accomplishment in the near future. Planning in the educational sector cannot be over emphasized; it is a very pertinent activity required to achieving educational objectives. School plants planning refers to a process in which a suitable site is selected and instructional space, administrative space, circulation space, and spaces of convenience are designed to facilitate the teaching and learning process in the school system (Ajayi & Yusuf, 2010). Odufowokan (2011) revealed that a well-planned school plant will promote expected outcomes in education that will facilitate social, political and economic emancipation, and also bring about effective teaching and learning and improve academic performance of students. Accordingly, Oyesola (2000, as cited in Ali, Aliyu & Sunday, 2013, p. 103) stated that a well-planned and maintained school plant or educational buildings and facilities will not only enhance good teaching process but also facilitate learning. Thus, it is required that available school facilities are well planned and the Business Education as a skill driven programme requires effective planning for the provision and utilization of facilities.

Business education is a programme of instruction which consists of two parts: office education, a vocational education programme for office careers that lead to employability and advancement in office occupation, and general business education which provides students with information and competencies needed by all in managing personal and business affairs (America Vocational Association, as cited in Osuala, 2009). Accordingly, Ubulom and Dambo (2016) opined that Business Education as an aspect of the educational programme is designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills.

Statement of Problem

The organization of available human and material resources in our educational institutions leaves so much to be desired in view of the fact that there has been rapid population growth on one hand and technological advancement on the other hand, most schools saddling with insufficient and inadequate school plants (Ali *et al.*, 2013). Ubulom (2006, p. 26) painted a picture of it thus;

more students than those that facilities can cope with are admitted (Erinosho, 2005), funds, human as well as material resources (qualified teachers, facilities and equipment) needed for effective implementation of the programme are not adequately provided (Azuka, 2003) and the procedures of instructional delivery system seem to be poor and uninspiring to many students (Okoro and Ihimekpen, 2003).

Mark (2002) and Ajayi (2007, as cited in Odufowokan, 2011, p. 41) maintained that high levels of students' academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective. They also emphasized that structural effectiveness, proper ventilation and well sited instructional space lead to successful teaching and learning process. However, there seems to be no current empirical evidence to show that facilities in the undergraduate business education are planned amidst poor availability. Hence, the researchers investigated the planning of facilities for instructional delivery of undergraduate business education programmes.

Purpose of the Study

The purpose of this study was to investigate the planning of facilities for instructional delivery of undergraduate business education programmes in Rivers State universities.

Specifically the study sought to:

1. Determine whether facilities are planned for instructional delivery of undergraduate business education programmes in Rivers State universities.

2. Determine the benefits of planning facilities for instructional delivery of undergraduate business education programmes in Rivers State universities.

Research Questions

The following research questions were answered:

1. To what extent are facilities planned for instructional delivery of undergraduate business education programmes in Rivers State universities?
2. What are the benefits of planning facilities for instructional delivery of undergraduate business education programmes in Rivers State universities?

Hypotheses

The following null hypotheses were tested:

1. There is no significant difference in the mean ratings of lecturers from the respondent institutions on extent to which facilities are planned for instructional delivery of undergraduate business education programmes in Rivers State universities.
2. There is no significant difference in the mean ratings of lecturers from the respondent institutions on the benefits of planning facilities for instructional delivery of undergraduate business education programmes in Rivers State universities.

METHODOLOGY

The research design used in conducting the study was descriptive survey. The population for the study was all 74 business education lecturers drawn from the Rivers State University and Ignatius Ajuru University of Education all located in Rivers State, Nigeria. No sampling technique was used for the study, since the population was small.

Table 1: Population Distribution

S/N	INSTITUTIONS	TOTAL NO. OF BUS. EDU. LECTURERS
1.	RSU	11
2.	IAUOE	60
GRAND TOTAL		71

Source: Departmental offices, 2017.

The instrument used for data collection was a structured questionnaire titled “Planning Facilities for Instructional Delivery Questionnaire” (PFIDQ). The instrument provided response to the two research questions with 10 items; Item 1-5 answering research question one and item 6-10 answering research question two in a 4-point rating scale weighted as “Very High Extent” (VHE) – 4 points, “High Extent” (HE) – 3 points, “Low Extent” (LE) – 2 points and “Very Low Extent” (VLE) – 1 point for item 1 – 5 and “Strongly Agree” (SA) – 4 points, “Agree” (A) – 3 points, “Disagree” (D) – 2 points and “Strongly Disagree” (SD) – 1 point for item 6 - 10. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by one expert each from the Department of Business Education, Educational Management and Measurement and Evaluation, all of Faculty of Technical and Science Education in Rivers State University. To ensure the consistency of the instrument, the test-retest method of reliability at an interval of 14days was adopted. The Pearson product moment correlation was used to process the result. A reliability coefficient of .82 was obtained. Only 51 copies of the questionnaire were retrieved and used for the study. The data analysis was done using the mean to analyze the research questions while z-test was used to test the hypotheses. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses: $4+3+2+1/4 = 2.50$. The mean score of 2.50 and above was accepted, while those below 2.50 were rejected.

RESULTS

Research Question 1: *To what extent are facilities planned for instructional delivery of undergraduate business education programme in Rivers State universities?*

Table 2: Mean rating of respondents on extent to which facilities are planned for instructional delivery of undergraduate business education programme in Rivers State universities.

S/N	STATEMENTS	(N=11) RSU			(N=40) IAUOE		
		\bar{X}	SD	DEC	\bar{X}	SD	DEC
1	Lectures halls are planned to accommodate a certain number.	2.67	0.94	HE	2.69	1.02	HE
2	Allocation of staff offices is planned.	2.78	0.99	HE	2.55	0.98	HE
3	The use of lecture halls is planned to avoid clash of interest.	2.69	1.02	HE	2.67	0.94	HE
4	Maintenance of facilities is planned in order not to clash with lecture periods.	3.40	0.86	HE	3.16	1.06	HE
5	Siting of departmental studio and other instructional buildings is well considered.	2.78	0.90	HE	2.90	1.26	HE
	TOTAL	14.32	4.71		13.10	5.26	
	GRAND	2.86	0.94		2.62	1.05	HE

Source: Research Data, 2017.

The data in table 2 shows the grand mean of 2.86 for Rivers State University (RIVSU) and 2.62 for Ignatius Ajuru University of Education (IAUOE); this indicates that facilities such as lecture halls, lecturer’s offices, and departmental studio are planned to a high extent in both institutions. It also shows that the use and maintenance of these facilities are planned to avert any clash. Thus, facilities are planned for smooth instructional delivery of undergraduate business education programmes in the both institutions studied.

Research Question 2: *What are the benefits of planning facilities for instructional delivery of undergraduate business education programme in Rivers State universities?*

Table 3: Mean rating of respondents on benefits of facilities planning for instructional delivery of undergraduate business education programme in Rivers State universities.

S/N	STATEMENTS	(N=11) RSU			(N=40) IAUOE		
		\bar{X}	SD	DEC	\bar{X}	SD	DEC
6.	Conducive learning environment is achieved and improved student performance.	3.68	0.67	SA	3.50	0.86	SA
7.	Convenience and motivation of lecturers sets in with improved teaching.	3.87	0.37	SA	3.36	0.94	SA
8.	Encourages maintenance culture.	3.74	0.49	SA	3.28	1.00	SA
9.	Reduces mismanagement of available funds.	3.54	0.88	SA	3.16	1.06	SA
10.	Gives room for adequate management of enrolled students.	3.51	0.95	SA	3.18	1.05	SA
TOTAL		18.84	3.36		16.48	4.91	
GRAND		3.66	0.67		3.29	0.98	

Source: Research Data, 2017.

The data in table 3 shows that the respondents rated all the 5 items in the table high in terms of benefits of planning facilities. Thus, it indicates that the issue of conducive learning environment and improved student performance, convenience and motivation amongst lecturers with improved teaching, good maintenance culture, adequate management of available funds and adequate management of students enrolled for the programme are all major benefits of facilities planning as indicated in the grand mean of 3.66 for RIVSU and 3.29 for IAUOE respectively.

Hypothesis 1

There is no significant difference in the mean ratings of lecturers from the respondent institutions on extent to which facilities are planned for instructional delivery of undergraduate business education programme in Rivers State universities.

Table 4: z-test result of the difference in mean rating of respondents on extent to which facilities are planned for instructional delivery.

Group	N	Mean	SD	Df	L/significance	z-cal	t-tab	Remark
RSU	11	2.86	0.94	49	.05	1.67	2.06	Accepted
IAUOE	40	2.62	1.05					

Source: Research Data, 2017.

The data in table 4 shows that at 5% level of significance with 49 degree of freedom, the calculated t value of 1.67 is less than the table value of 2.06. Hence, the null hypothesis is accepted, meaning that there is no significant difference in the mean ratings of lecturers from the respondent institutions on extent to which facilities are planned for instructional delivery of undergraduate business education programme in Rivers State universities.

Hypothesis 2

There is no significant difference in the mean ratings of lecturers from the respondent institutions on the benefits of planning facilities for instructional delivery of undergraduate business education programme in Rivers State universities.

Table 5: z-test result of the difference in mean rating of respondents on benefits facilities planning for instructional delivery.

Group	N	Mean	SD	Df	L/Significance	z-cal	t-tab	Remark
RSU	11	3.66	0.67	49	.05	-7.10	2.06	Accepted
IAUOE	40	3.29	0.98					

Source: Research Data, 2017.

The data in table 5 shows that at 5% level of significance with 49 degree of freedom, the calculated t value of -7.10 is less than the table value of 2.06. Hence, the null hypothesis is accepted, meaning that there is no significant difference in the mean ratings of lecturers from the respondent institutions on the benefits of planning facilities for instructional delivery of undergraduate business education programme in Rivers State universities.

DISCUSSION OF FINDINGS

One of the findings of this study was that facilities are highly planned for instructional delivery of undergraduate business education in both institutions studied. Facilities such as lecture hall, offices, studios and other instructional buildings are all planned, as responded by the respondents in table 2. This finding supports the findings of Ubulom (2006) who at the time of his research revealed that more students than those that the facilities could cope with were admitted Erinosh (2005) also observed that funds, human as well as material resources (qualified teachers, facilities and equipment) needed for effective implementation of the programme were not adequately provided (Azuka, 2003) and the procedures of instructional delivery system seemed to be poor and uninspiring to many students (Okoro and Ihimeken, 2003). This is not surprising because a lot of changes seem to have taken place in the undergraduate business education programme with the support of relevant stakeholders. The study also revealed that there are benefits associated with effective planning of facilities for instructional delivery. Benefits such as, conducive learning and improved performance, improved teaching, and adequate management of available funds, improved maintenance culture and proper management of students' enrolment are all achievable when facilities are properly managed. This result is in agreement with Odufowokan (2011) who found that a well-planned school plant would bring about expected education outcomes of education that would facilitate good social, political and economic emancipation, effective teaching and learning and improved academic performance of students. Also, the findings agreed with Oyesola (2000, as cited in Ali *et al.* (2013), who asserted that a well-planned and maintained school plant or educational buildings and facilities will not only enhance good teaching process but also facilitate learning.

CONCLUSION

The study revealed that facilities are very important to the teaching and learning process and that, there are benefits associated with effective planning of school facilities if well executed for instructional delivery of undergraduate business education. The study concluded that facilities are planned for instructional delivery of undergraduate Business Education programmes in Rivers State Universities.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made;

1. Government and other stakeholders should endeavour to supervise/monitor the planning of facilities used for instructional delivery of undergraduate business education and other educational programmes.
2. Business education administrators should continually ensure proper planning of instructional facilities amidst poor availability; this is the only way available facilities will be fully utilized to meet the programme objectives.

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