



Techniques for Improving Instructional Facilities in Business Education Programme in Nigeria During Economic Recession

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Abstract:

When imparting skills to students in business schools, instructional facilities are a crucial component. Business education is important for the country and is a course that includes hands-on activities that can give students/learners the skills they need to find job, start their own business, or become self-reliant after graduation. The article examined how better teaching facilities in schools could enhance business education as a programme. In Nigeria, there are issues with the standard function of business education and the usage of educational facilities. The use of instructional space more effectively in business education is highlighted through several strategies. In conclusion, the paper proffers some recommendations towards sustainability of employment and productivity of individual through effective and appropriate provision of business education instructional facilities in economic recession.

Keywords: *instructional facilities, business education programme, techniques*

1. Introduction

A component of vocational education that prepares students for profitable work through the acquisition of skills and knowledge relevant to the business world is called business education. People are trained through business education by giving them the skills necessary to be employed or self-sufficient.

As a result, the knowledge, abilities, and attitudes necessary for effectively promoting and managing a business firm are together referred to as business education (Anao, 1986). Business education is a program that educates kids and adults for employment in a particular occupation or family occupations by giving them the experiences that allow them to build the competences necessary to qualify for employment, according to Osuala (1993). The skills and knowledge to be acquired in Business Education should be necessary for economic and social changes.

One of the key focuses of vocational technical education, according to Isaac (2009), is business education. It ought to be focused on the growth of particular talents needed for societal and economic progress. Based on this, Abegunde (1990) listed several important goals of business education, including the following:

1. To give students the knowledge and abilities needed to carry out specified office tasks.
2. To supply the necessary manpower with the knowledge, abilities, and attitudes to harness resources, bring them into cooperative relationships, and produce the goods and services required by society to meet its demands. This merely means that those who acquire skills and competencies will be able to produce commodities and services necessary for the existence of the country. The person develops independence, self-employment, and the capacity to rely on his competence.
3. To provide technical knowledge and expertise to students needed to use business services to handle their personal affairs.

2. Objectives of Business Education

Among other things, business education has the following goals:

1. Create people who are well-equipped with the information and skills needed for fruitful work lives.
2. Create people who can handle the obstacles posed by modern technologies.
3. Give people the necessary work-related attitudes and skills.
4. Give the kids the chance to connect their knowledge to the needs of their neighborhood.
5. Create a pool of qualified workers who may be called upon at times of societal and economic crisis.

The aforementioned goals are hampered by a number of problems. These include: 1. The absence of facilities for teaching

1. The inability of the academic and non-academic members of society to understand the purpose of the business education program.
2. There are not enough skilled and experienced business teachers working in schools.
3. Insufficient finance is yet another significant barrier to the success of business education goals.
4. Another issue is a lack of roomy classrooms.
5. Neither teachers nor students use the library, computers, or reading materials.

In Nigeria, instructional facilities are a crucial component in achieving this objective since business education programs aim to prepare students to acquire the required abilities and information for independent productivity and profitable work. The availability and sufficiency of instructional facilities for the necessary practical exercises in instructional classrooms are necessary for the achievement of these aims of business education.

According to Daniel (2002) and Isaac and James (2008), educational facilities are things that improve the efficiency of teaching and learning methods and procedures. The fact that educational facilities might be either material or equipment was also underlined by these authors. As a result, instructional materials could include tools like machines, books, audio, and visual aids, which can improve the effectiveness and concreteness of teaching and learning.

3. Strategies for Improving Business Education Programme during economic recession

Every occupation has a necessary minimum productive skill that a person must possess in order to obtain and maintain employment, whether it be self-employment or paid employment, such as in business education. Vocational business education is neither personally nor socially useful if it is not adequately delivered with adequate teaching facilities. Business education is taught through resources and tools.

- 1. Proper Selection and Effective Utilization of Instructional Facilities:** When educational facilities are properly chosen and utilized, teaching and learning can be improved. In Isaac and James (2008), Babangida (2000) made the case that some educational institutions lack or have insufficient instructional facilities, which makes it difficult to effectively teach pupils. Once more, Soleye (2000) noted that the country's business education is affected by the lack of instructional facilities for vocational technical topics. Therefore, the availability and use of materials and equipment govern efficient business education teaching and learning. Due to the fact that students must complete activities, problem solving techniques are emphasized in the effective learning of business education by students.
- 2. Effective Implementation of the curriculum:** Effective curriculum implementation is necessary to achieve the goal of business education. The goal of business education should be to develop in students the ability to think critically, apply intuition, and comprehend shifting relationships.
- 3. Absolute Identification of Business Education:** The absence of identity plays a significant role in business education. Business education is a practical topic, according to Isaac (2009), because it involves learning the skills, information, and attitude needed to find job or operate on your own. Due to a limited grasp of what business education is all about, the problem with business education

as a field of study is that it lacks identity. More awareness must be raised among those in the academic community and beyond in order to improve the position of vocational business education.

4. Integration of Societal Values into the Business Education Programme: It is crucial to take societal values into account; the essential values should be included in the business education program. This is so that the person can recognize and appreciate the performance levels that are meant for them. People will work hard to realize when the goals have been reached at the same time. Isaac and James (2008) argued that in order for vocational technical education planners to properly understand the prevalent occupational needs of both learners and society, they need adequate information, such as re-engineering of the instructional facilities information. Based on this supposition, it follows that program planners should take into account employment enrolment, personnel requirements, and other significant economic needs.

5. Financing: It is necessary for business education to improve that the government and well-off Nigerians provide appropriate financial support for its advancement. Many educational facilities that are not immediately available could be purchased using money granted by the government in the form of grants and subsidies.

4. Problems Facing the Utilization of Instructional Facilities in Business Education

1. Management of educational facilities is subpar, particularly in schools where they are made available.
2. A lack of money has resulted in a shortage of educational facilities. For use in teaching business education, schools do not provide necessary instructional facilities.
3. The maintenance of educational facilities is inadequate. The upkeep entails taking the necessary precautions to guarantee that the educational facilities, including as the books, libraries, buildings, machinery, studios, classrooms, chairs, and many others, perform properly for the allotted amount of time (Kalat, 2007). Routine inspections of the teaching facilities, prompt maintenance and repairs, cleaning and lubrication of machine parts, adherence to equipment operating instructions, etc.
4. Teachers' poor use of the classroom resources during the teaching and learning process is a significant issue. Where they are used, most facilities are underutilized. Either too little or too much is used.
5. The majority of business education instructors are not proficient in utilizing relevant instructional materials in the classroom. The learners cannot be instructed on how to use the tools, machinery, books, libraries, or other resources that are available. When students have finished their years of study, they lack the skills and are hesitant to look for ways to use particular tools at work or even in their personal lives.

5. Strategies for Improving Instructional Facilities Utilization in Business Education Programme

1. It's important to correctly identify the instructional facilities needed for business education program training. When educational facilities are located, the teacher can deliver excellent classroom instruction while the student continues to engage in productive learning activities. The determination and selection of the most suitable educational resources are crucial to completing the challenging business task of imparting psychomotor skills to the learners.
2. To effectively fulfill the goal of business education, instructional facilities such as studios, machines, libraries, visual and audiovisual aids, classrooms, and materials for practical learning should be made available. When students successfully learn business subjects, they can develop the necessary skills for work and self-productivity.
3. Kalat (2008) correctly argues that professional attitudes must be developed toward the selection process in order to make better decisions. Therefore, it suggests that appropriate materials must reflect some knowledge and ideas in order to choose educational facilities and materials that will be effective. Again, in order to encourage well-developed concepts and provide adequate

knowledge, the materials must cover the relevant themes from all viewpoints appropriate for the class.

4. Sufficient funding should be made available for the efficient purchase of teaching resources and implementation of business education programs.
5. In order for business education teachers to be proficient in utilizing instructional resources/facilities, they need additional opportunities for re-training and updating abilities.
6. Improving business education instructional facilities for employment and self-productivity requires improvisation of instructional materials. The acquisition of skills and information necessary for employment and productivity necessary for life sustenance would be made possible if provision for teacher-made materials was made possible in the absence of first-hand or premade materials during instructional/learning processes.

6. Conclusion

The foundation of business education in Nigerian classrooms is made up of instructional tools, equipment, and infrastructure. Business education is a skill-acquisition program that requires good and ongoing attention in order to help its graduates find jobs or become self-sufficient, support the expansion and development of the country's economy, and contribute to society. Recently, the bad condition of business school instructional facilities has been a concern that needs immediate action.

This urgent situation has tended to create a setback to effective business education as a means for national development. All the instructional facilities used in business education need to be changed and modified for the betterment of every individual and society.

7. Recommendations

The following suggestions are provided in order to enhance business school instructional facilities for job and personal productivity:

1. Schools should have sufficient libraries and storage spaces.
2. Enough and proper teaching facilities should be offered to schools.
3. Enough money needs to be allocated for the purchase of educational infrastructure.
4. Schools should handle their instructional facilities properly.

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