



Assessment of Business Education Physical Learning Resources for The Implementation of Activity-Based Learning in Bauchi State Colleges of Education

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Abstract

The study assessed business education physical learning resources with a view to be upgraded to support the use of Activity-based learning strategy in Bauchi state colleges of education. Two objectives and two research questions were formulated. Survey design was adopted. The population of the study was 36 business educators from colleges of education Azare and Adamu Tafawa Balewa college of education Kangere. Total population sample was used in the study. The instrument used for data collection was Business Education Resource Upgrade Questionnaire. Data were analyzed using mean and standard deviation. The study revealed that physical facilities were moderately upgraded to support the use of the Activity-based learning strategy at COE, Azare and ATBCOE, Kangere. Also, equipment and supplies were less upgraded in COE Azare and ATBCOE, Kangere to support the use of Activity-based learning strategy. It was recommended that management of COE Azare should strive through public-private partnership with industries, philanthropist, international donor agencies and their internally generated revenue for sustainability to keep the program up-to-date to the tune of time. Bauchi state government should also partner for additional funding in addition to internally generated revenue from ATAP and ATBCOE in order to provide them with adequate physical facilities, equipment supplies and consumables for business education program effectiveness in order to successfully implement Activity-based learning strategy in the school.

Key words; Activity-based Learning, Learning Resources, Business Education

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Introduction

The importance of Colleges of Education (COEs) to national building cannot be overemphasized because this form of education is tasked with the responsibility of training needed teachers who are competent in practical skills and subject matter. The training accord teachers with knowledge and the right attitudes for service delivery appropriate for different level of pre-basic and basic education (Federal Government of Nigeria FGN, 2004). In an attempt to narrow the gap existing between theory and practice and to produce effective career-focused business teachers (and others in other discipline) in line with current best practice in the Nigerian COEs, the National Commission for Colleges of

Education (NCCE), which is the government regulatory agency for COEs, has introduced the use of Activity-Based Learning ABL approaches for the training of business education teachers in COEs. Activity-Based Learning approaches were introduced into the Nigerian business education teacher training curriculum in order to discourage rote learning and improve teacher effectiveness after graduation (NCCE, 2012).

The ultimate intention of the new curriculum was to prepare NCE graduates to be able to adapt and adjust to the rapidly changing world of competitive job market and match the expectation of society to student competency (Nwazor, 2013). It is expected that training business education teachers with the use of



ABL will provide them an ample opportunity to acquire more knowledge and skills on their course to teach their subject effectively after graduation and enhance their professional capability. ABL is an institutional arrangement which is designed to expose the learner concurrently to both work and learning environments in an attempt to expand the walls of classroom to include the community in which the learner will serve as additional resources (NCCE, 2012).

Graduates of such colleges are certified with the Nigerian Certificate in Education (NCE) which is the minimum qualification to teach in the Nigerian schools. Business Education is one of the courses offered in the Nigerian COEs aimed at training people for office occupation, business teaching, business administration and economic understanding which affords the recipient teaching mastery in business subjects, necessary competencies in professional education, functional skill in office work and general education for life (FGN, 2004). It also allows the recipient to acquire the skills of office management and business management as entrepreneurs, distributors of goods and services or users of information (Ntikudemen, 2015). Unlike the traditional method of teaching which are widely used in our schools, ABL actively engages the learner in the learning process rather than sit as passive listeners (Prince 2004). Prince (2004) further posited that it relates the learner to the happenings of a time. It is therefore hope that training business education students with the use of ABL will provide them an ample opportunity to acquire more knowledge and skills on their course to teach their subject effectively after graduation and enhance their professional capability. It guarantees the occurrence of appropriate learning to the extent of satisfying the qualification requirements of the world of work (Jarred 2006). This affords the learner an ample opportunity to learn a variety of skills that guarantee synergistic relationship between the school and the world of work (Schrenko, 2011).

Ugwuanya (2008) stated that learning resources are those basic requirements which include both human and material that aid and

facilitate effective school teaching and learning. Supporting this statement, NCCE (2012) itemized learning resources in business education into four namely; Physical facilities (classrooms, staff offices, libraries, typing laboratories, model offices, shorthand studios and staff offices). Equipment and supplies include computers, typewriters, photocopiers, tape recorders, headphones, perforators, punching machines, stopwatch, stapling machine and any other technology as time may dictate. NCCE (2012) further laments that these learning resources need to be adequately provided to support the teaching and learning of business education in the Nigerian COEs.

Statement of the Problem

For any nation to realize its educational goal, the policy makers are expected to provide adequate learning resources in their higher institutes of learning adaptable to the changing need of a time in which the recipient has to live and function. Yet researches have continuously shown that business education as part of vocational education are struggling with inadequate and/or obsolete learning resources, poor teaching and learning environment, poor library facilities (unable to maintain functional e-library due to power outage), ill equipped laboratories, often with obsolete equipment and tools, inadequate ICT facilities and inadequate teachers with inadequate professional development through poor attendance to conferences and workshops due to no sponsorship (Abdullahi, 2011; Lily & Efajemue, 2011). The researchers noted that if these myriads of problem persist, the objective of business education for training students to become self-reliant would not be achieved. It was based on these that the researchers were compelled to assessed the extent of Business education learning resources upgrade to find out whether it was geared toward supporting ABL strategy in Bauchi state colleges of education.

Objectives of the Study`

The purpose of the study was to assess business education learning resources relative to NCCE standard to support the use of ABL



strategy in Colleges of education in Bauchi state. Specifically, the study sought to;

- i. assess physical facilities upgrade to support the use of ABL strategy in Bauchi state colleges of education.
- ii. assess equipment and supplies upgrade to support the use of ABL strategy in Bauchi state colleges of education.

Research Questions

The following research questions were formulated and guided the study:

- i. what is the extent of physical facilities upgrade to support the use of ABL in Bauchi state colleges of education?
- ii. what is the extent of equipment and supplies upgrade to support the use ABL in Bauchi state colleges of education?

Methodology

The study adopted descriptive survey research design. The study was conducted at Bauchi state colleges of education. These include: College of Education (COE), Azare and Adamu Tafawa Balewa College of Education (ATBCOE), Kangere. The population of the study comprised of all the 36 business educators in the colleges of education. Total population sample was used. Two instruments were used for data collection; these are: NCCE accreditation Team Report Form (ATRF). ATRF is an NCCE approved instrument used to be completed by Accreditation panel members for the accreditation of NCE academic programs in Nigerian colleges of education. That is a standard checklist of resources required for business program in Nigerian COEs.

The ATRF was adapted and put together with the checklist and named Business Education Learning Resource Upgrade Questionnaire (BELERUQ). The instrument was validated by 2 specialists from Faculty of Technology

Education, Abubakar Tafawa Balewa University, Bauchi. The reliability of the instrument (BELERUQ) which is a replica of NCCE assessment documents is achieved through the team consensus of experts that constructed and drafted the documents (ATRF and the standard benchmark of resources) in which training and experience in appraisal of facilities has led to team consistencies within a 10% variance. The reliability coefficient stood at 0.77 obtained using Cronbach alpha. The questionnaires were administered by the researchers. The data collected were analyzed using mean and standard deviation.

Decision Rule

The response options were assigned real limit of numbers as follows:

Response Scale	Real Limit Numbers
Highly Upgraded	3.00 – 4.00
Moderately Upgraded	2.00 – 2.99
Less Upgraded	1.50 – 1.99
Not Upgraded	1.00 – 1.49

For each item of the instrument, the mean of the responses of the respondents that falls within the limit of the option category becomes the accepted option. Example, if the mean response of a factor is calculated between 3.00 to 4.00, was accepted as highly upgraded. When a mean response falls between 2.0 to 2.99 was interpreted as moderately upgraded. Any mean between 1.50 to 1.99 was interpreted as less upgraded and a mean of 1.00 to 1.49 will be considered as not upgraded.

Results

Research Question One

What is the extent of physical facilities upgrade to support the use of ABL strategy in Bauchi state colleges of education?



Table 1: Business educators’ responses on physical facilities upgrade to support the use of ABL in COE, Azare

S/N	Items	Mean	S.D	Remarks
1.	Upgrade of shorthand lab	2.85	2.34	Moderately Upgraded
2.	Typing workshop	2.85	2.34	Moderately Upgraded
3.	Model office	2.82	2.34	Moderately Upgraded
4.	Class rooms	3.25	2.69	Highly Upgraded
5.	Lecture theater	3.25	2.69	Highly Upgraded
6.	General virtual lib	1.85	2.15	Less Upgraded
7.	Departmental virtual lib	1.30	3.28	Not Upgraded
8.	ICT laboratory	1.88	2.55	Less Upgraded
	Grand Mean	2.51	2.54	Moderately Upgraded

Source: Field work (2021).

The results in Table 1 above showed the mean and standard deviation of responses of business educators ranging from 3.25 to 1.30 with standard deviation 3.28 to 2.15 and grand mean of 2.51 respectively. this clearly indicated that physical facilities were moderately upgraded to support the use of activity learning strategy in COE, Azare.

Table 2: Business educators’ responses on physical facilities upgrade to support the use of ABL in ATBCOE, Kangere

S/N	Items	Mean	SD	Remarks
1.	Shorthand laboratory	1.35	2.34	Not Upgraded
2.	Typing workshop	1.41	2.34	Not Upgraded
3.	Model office	1.30	2.34	Not Upgraded
4.	Class rooms	2.55	2.69	Moderately Upgraded
5.	Lecture theater	1.80	2.69	Less Upgraded
6.	General virtual library	2.35	2.15	Moderately Upgraded
7.	Departmental virtual library	1.30	3.28	Not Upgraded
8.	ICT laboratory	2.28	2.55	Moderately Upgraded
	Grand Mean	1.79	2.54	Less Upgraded

Source: Field work (2021).

The results in Table 2 above showed mean and standard deviation of responses of business educators ranging from 2.55 to 1.30 with standard deviation 2.69 to 2.15 and grand mean of 2.50 respectively. The result indicated that physical facilities were also moderately

upgraded to support the use of activity learning strategy in ATBCOE Kangere.

Research Question 2

What it the extent of Equipment and supplies upgrade to support the use of ABL strategy in Bauchi state colleges of education?



Table 3: Business educators’ responses on equipment and supplies upgrade to support ABL strategy in COE, Azare

S/N	Items	Mean	SD	Remarks
1.	Equipment upgrade in typing workshop	1.15	2.34	Not Upgraded
2.	Equipment upgrade in shorthand laboratory	1.35	2.34	Not Upgraded
3.	Equipment upgrade in model office	1.30	2.34	Not Upgraded
4.	Upgrade of suppliers in typing workshop	1.40	2.34	Not Upgraded
5.	Supply upgrade in shorthand laboratory	1.32	2.31	Not Upgraded
6.	Supply upgrade in model office	1.22	2.65	Not Upgraded
7.	Supply upgrade in classrooms	2.56	2.69	Mode Upgraded
8.	Supply upgrade in lecture theater	3.25	2.69	High Upgraded
9.	Upgrade of general virtual library equipment	1.85	2.58	Less Upgraded
10.	Supply of e-books in virtual library	1.50	2.03	Less Upgraded
11.	Supply of e-journal in virtual library	1.45	1.92	Not Upgraded
12.	Equipment upgrade in departmental virtual library	1.30	3.34	Not Upgraded
13.	Supply of e-books in departmental virtual library	1.00	3.74	Not Upgraded
14.	Supply of e-journals in departmental library	1.00	3.74	Not Upgraded
15.	Upgrade of user services in the virtual library	1.60	3.03	Less Upgraded
Grand Total		1.55	2.67	Less Upgraded

Source: field work (2021).

Results documented in Table 3 above showed mean and standard deviation of responses of business educators ranging from 3.25 to 1.00 with standard deviation 3.74 to 1.92 and grand mean of 1.55 respectively. The result indicated that the equipment and supplies were less upgraded to support the use of ABL in COE, Azare.

Table 4: Business educators’ responses with regard to equipment and supplies upgrade to support ABL strategy in ATBCOE, Kangere

S/N	Items	Mean	SD	Remarks
1.	Equipment upgrade in typing workshop	1.22	2.14	Not upgraded
2.	Equipment upgrade in shorthand Laboratory	1.38	2.38	Not upgraded
3.	Equipment upgrade in model office	1.18	2.24	Not upgraded
4.	Upgrade of suppliers in typing workshop	2.80	2.54	Not upgraded
5.	Supply upgrade in shorthand laboratory	1.21	2.40	Not upgraded
6.	Supply upgrade in model office	1.88	2.69	Less upgraded
7.	Supply upgrade in classrooms	2.37	2.65	Mode upgraded
8.	Supply upgrade in lecture theater	3.22	2.62	High upgraded
9.	Upgrade of general virtual library equipment	1.85	2.51	Less upgraded
10.	Supply of e-books in virtual library	1.47	2.03	Less upgraded
11.	Supply of e-journal in virtual library	1.41	1.95	Not upgraded
12.	Equipment upgrade in departmental virtual library	1.36	2.54	Not upgraded
13.	Supply of e-books in departmental virtual library	1.04	2.64	Not upgraded
14.	Supply of e-journals in departmental library	1.07	2.74	Not upgraded
15.	Upgrade of user services in the virtual library	1.63	2.97	Less upgraded
Grand Mean		1.66	2.46	Less Upgraded

Source: field work (2021).

The results documented in Table 4 above showed that mean and standard deviation of

responses of business educators ranging from 3.22 to 1.04 with standard deviation 2.97 to



1.95 and grand mean of 1.66 respectively. The result indicated that the equipment and supplies were also less upgraded to support the use of ABL in ATBCOE, Kangere.

Findings of the Study

The following findings were made;

- i. The finding of research question one revealed that physical facilities in COE, Azare were moderately upgraded to support the use of ABL strategy. The result further showed that physical facilities were also less upgraded to support the use of ABL in ATBCOE, Kangere.
- ii. The finding of research question two revealed that equipment and supplies were less upgraded to support the use of ABL in COE, Azare. The results further showed that equipment and supplies were also less upgraded in ATBCOE, Kangere to support the use of ABL strategy.

Discussion of the Findings

The finding of research question one was to find out the upgrade of physical facilities in business education program to support the use of ABL strategy in Bauchi state COEs. The result revealed that physical facilities were moderately upgraded based on NCCE standard to support the use of ABL in COE, Azare whereas in ATBCOE, Kangere were found less upgraded to support ABL. This is in line with the findings made by Onyekason (2013) that most of the business departments in COEs in Southern Nigeria have moderate typing workshops/labs and moderate business model offices to support their educational programs in line with the NCCE requirement. Onyekason further argues that in most of the COEs in Southern Nigeria, some physical facilities were found to be inadequate.

The finding of research question two was to find out the upgrade of equipment and supplies in Business education program to support the use of ABL strategy in Bauchi state COEs. The result of these findings indicated that the equipment and supplies were moderately upgraded to support the use of ABL in COE, Azare and ATBCOE, Kangere. This is in line with what Ntikudeme (2015)

observed that the supply of typewriters and computers to business education department is limited and far below standard considering the increase in students' enrolment and the rapid technological changes.

Conclusion

The findings of the study show that physical facilities were moderately upgraded and equipment and supplies were less upgraded to support the use of ABL in Bauchi state colleges of education. It was concluded that such learning resources that were found moderately upgraded should be maintained and those that were less upgraded should be improved to reach the stipulated NCCE academic benchmark. Otherwise the system will continue to suffer and continue to produce half-baked teachers who could not function effectively in the world of work.

Recommendations

The following recommendations were made based on the findings of the study;

- i. It was recommended that school administrators in COE Azare and ATBCOE, Kangere should strive to properly maintain the physical facilities and sustain them to keep business education programme effective and up-to-date to the tune of time. They should also seek more Tetfund intervention.
- ii. The Colleges should partner with Tetfund, other donor agencies and improve internally generated revenue in order to provide the colleges with highly upgraded equipment and consumables for business education program effectiveness in order to successfully facilitate the use of ABL.

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