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ASSESSMENT OF AVAILABILITY, ADEQUACY AND UTILISATION OF LEARNING FACILITIES FOR TEACHING ENTREPRENEURSHIP EDUCATION IN SECONDARY SCHOOLS IN CROSS RIVER STATE

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Abstract

The study assesses availability, adequacy and utilization of learning facilities for teaching entrepreneurship in secondary school in Cross River State. Three research questions guided the study. The study adopted survey research design. The population of the study compiled of 2,000 teachers. Sample of 1367 respondents were randomly drawn from the population using sample random sampling technique. Instrument titled "Assessment of Availability, Adequacy and Utilization of learning facilities for teaching entrepreneurship Education Questionnaire (AAAULQ)was used for data collection. The instrument was validated by three experts in University of Calabar. Cronbach Alpha method was used to determine the reliability of instrument which yielded 0.82. The data collected was done by the researchers with the help of three research assistant mean and standard deviation were used to answer the research questions. The finding of the study revealed that learning facilities have impact on entrepreneurship education teaching in secondary schools. Based on the findings it was recommended among others that there should be community partnership with the school in making learning facilities available and adequate for enhancement of entrepreneurship education teaching.

Introduction

Education is an indispensable means of transmitting the skills and knowledge that are required by individuals to fully participate and contribute to the development of economic, social and political activities of any country (Onyali & Akinfolarin, 2017).

UNIJERPS

According to Ogba & Odo (2015) education has been proved to be a potent instrument for national development. History has it that over the years, educational planners have been searching for an effective and viable functional education. In Nigeria, government has put in place many policies and programmes which are aimed at addressing the needs and expectations of Nigerians and also place the graduates of institutions on the right footing to stand out and compete favourably with their counterpart in other nation of the world. Hence, these call for proper expansions of educational facilities in the country by the government and private sector as well as the inability of the Nigerian economy to expand enough as fast as the growth of graduate population tended to have created an awesome rate of unemployment. As a result, these graduates have continued to be idle at home much longer than necessary. Hence, this sceneries seems to make most of the ready tools for miscreants who perpetuate in armed robbery, kidnapping, political things, militancy and insurgency (Centre for Entrepreneurship Development in Idongesit (2015).

The Nigerian government in the bid to provide such functional education to enable its citizens be functional members of the society, introduced entrepreneurship education in the curriculum of secondary school. In 2000 entrepreneurship education was given full attention. Entrepreneurship education therefore will do for the learner is to inculcate values stir in the learner that urge of power, autonomy, wake the feel to be affiliated to innovations, engage in novel discoveries as well as pursue the need to achieve (Onyene, 2014). Entrepreneurship education is both a need factor and a tool required to provide the knowledge economy with sharp focus. This aims at furnishing Nigeria learning population with the spirit and skills necessary for them as leaders of tomorrow to reform the economy by addressing issues like beefing up the non-oil export earning, refocusing adult labour force, reforming service sector and implementing a social charter around education, health agro-allied activities, empowerment as well as appropriate life skills programmes. According to Ogba and Igu in Ogba and Od (2015), entrepreneurship education was designed to reduce unemployment and increase the economic growth of the individuals concerned and the society in

UNIJERPS

general. A graduate entrepreneur is one who ought to have been exposed to creative values while in the classroom learning, one whose knowledge is not tied to some bookish recipe; one who can link theories to practice, and or one with demonstrable intellectual capacity to think and act out of the box in order to find solution to life needs, human needs and national concerns.

Sangaols and Ogunsola (2012) supportively stated that the quest for entrepreneurship education was as a result of the prevalent high rate of unemployment among graduates of institutions. A supporting perspective argues that skill acquisition is better than classroom teaching of entrepreneurship because it equips students to tackle problem that they may not find on the pages of text books; or that it provides a bridge between the classroom and the work world or labour market. It goes further to claim that students are prepared for the work place, with global awareness with strong social responsibility like observing work ethics, giving leadership with their entrepreneurial skills. Ocho (2005) added that education does not only inculcate values, norms, attitudes, but also aim at impacting knowledge, skills and competencies that make recipients of such educational programme contributing members of the society.

The problem of unemployable graduates in Nigeria is as a result of not having functional education in relation to the needs and aspirations of the nation. Functional education cannot be achieved without availability, adequacy and utilisation of the facilities. This is because facilities constitute a very important resources in the attainment of entrepreneurship education. Encyclopedia of Education (2002), asserted that the school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security and fire suppression system but that the facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, play grounds, areas for outdoor learning and vehicular access and parksing. Mgbodile (2004) stated that the quality and quantity of facilities available and utilised in the school, influence the level of interaction that exist between teachers and students. Adeyemo in Ogba and Odo (2015), maintained that if facilities are adequate in correspondence to student ratio,

students' achievement in self-esteem and participation will be highly facilitated. The efficiency and excellence of interaction provided for students through adequate provisions of facilities will enable them achieve lasting educational goals. Moregie (2005) affirmed that since facilities have been noticed to do with quality, the availability and provision of resources in the right number will facilitate effective teaching nd learning in schools. Educationist should hence be interested in the availability, adequacy and utilisation of facilities that enhance effective teaching and learning. According to Chukwudi (2015), that topmost in our national discourse is that our graduates will continue to remain in the labour market if they not only prefer white collar jobs but also fail to learn trades. The best options to have joked the chronic unemployment situation in our country has been to promote entrepreneurial education that will promote skill acquisition. This will aid the production of employable and skilled manpower needed for national development. The Nigerian government, no doubt, has been making frantic efforts in bridging the gap between employment and unemployment figures and this has led to introduction of entrepreneurship education in the curriculum of schools, which secondary school level is one. The puzzle on this regard is that, although the cost of maintaining entrepreneurship education programme has continued to increase, the demand for the quality of this educational programme has been on the increase. Mgbodile (2004) and Igu (2012) added that government has adequately provided facilities for the implementation of entrepreneurship education and those teachers are efficiently utilising the facilities.

Research Hypotheses

The following null hypotheses were formulated to guide the study.

1. The availability of learning facilities for teaching entrepreneurship education in secondary schools does not significantly depend on school location.
2. The adequacy of learning facilities for entrepreneurship education in secondary schools does not significantly depend on large availability of teachers.
3. The utilisation level of available learning facilities for the teaching entrepreneurship education in secondary schools

does not significantly depends on teachers' gender.

Method

The methods are presented under the following sub-headings: Design of the study, area of the study, sample and sampling technique, instrumentation, validity of instrument and method of data analysis. This study adopted the survey research design. This design is considered most suitable because it allowed the researchers to have a comprehensive coverage of the population and ensured an even representation of all the element of the population in the sample.

The sample is 1,367 principals which is 5% of the population. 46 principals were randomly drawn from each of the ten selected secondary schools in each of the three education zone, Calabar, Ikom and Ogoja. The convenience sampling technique was adopted for the study.

The research instrument used for this study is a questionnaire titled Assessment of Availability, Adequacy and Utilisation of Learning Facilities for Teaching entrepreneurship Education (AAAULF) was developed by the researchers and validated by two experts from Education Administration Measurement and Evaluation in University of Calabar. The instrument was constructed on a 4 point rating scale. The scale had four (4) response categories of SA (Strongly Agree) with 4 pints, A = Agree (3 point), D = Disagree (2 points), SD = Strongly Disagree (1 point). Positively worded items were weighted in this manner whereas negatively worded items had the weight reversed on the scale thus: SA = 1 point, A = 2 points, D= 3 points and SD = 4 points. The items on the instrument were carefully constructed based on the different variables under investigation and the purpose of the study to ensure content validity. Data collected from the respondents were scored using the weights on the scale.

The scores on each variable for each respondent were collated for analyses. Mean scores was used to ensure the research questions while hypotheses 1 to 3 were tested using related t-test.

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Results/Presentation

Table 1: Mean and standard deviation for the availability of learning facilities for teaching entrepreneurship education (N = 1367)

Variables	N	Mean	SD
Learning facilities	1367	2.54	1.97
Teachers	1367	2.17	1.35

Table 1 revealed that mean of school facilities and teachers of 2.54 and 2.17 respectively. It also shows that standard deviation of 1.97 and 1.35 for learning facilities and teacher respectively. The mean value of 2154 indicates that learning facilities strongly have impact on entrepreneurship education teaching in secondary school.

Table 2: Mean and standard deviation for the adequacy of the available learning facilities for teaching entrepreneurship education (N = 1367)

Variables	N	Mean	SD
Learning facilities	1367	2.60	1.05
Teachers	1367	2.17	1.35

In table 2 the mean of learning facilities and teachers of 2.60 and 2.17 respectively. It also shows the standard deviation of 1.05 and 1.35 for learning facilities and teachers respectively. The mean value of 2.60 revealed that the availability of facilities has an impact on entrepreneurship education. This implies that learning facilities have impact on entrepreneurship education teaching in secondary schools.

Table 3: Mean and standard deviation for the utilisation level of available learning facilities for the teaching of entrepreneurship education

Variables	N	Mean	SD
Learning facilities	1367	2.54	1.87
Teachers	1367	2.17	1.35

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Table 3 show the mean of utilisation level of available learning facilities of 2.54 and 2.17 respectively. It also shows that standard deviation of 0.87 and 1.35 for learning facilities and teachers. The mean value of 2.54 indicates that learning facilities has impact on entrepreneurship education teaching secondary school.The three hypotheses weretested using related – test.

Table 4: Mean standard deviation and t-value for the availability of learning facilities for teaching entrepreneurship education (1367)

Variables	N	Mean	SD	t-cal	t-critical
Learning facilities	1367	2.54	1.97	6.08	1.96
Teachers	1367	2.17	1.35		

Significant at .05 level, df = 1366

The result as indicated in Table shows that the calculated t-value of 1.96 at .05 level of significance with 1366 degree of freedom. The null hypothesis state that the availability of learning facilities for teaching entrepreneurship education does not significantly depends on school location was rejected. This means that there is a significant impact of available learning facilities for teaching of entrepreneurship education irrespectively of school location.

Table 5: Mean, standard deviation and value of the adequacy of learning facilities for entrepreneurship education (N – 1367)

Variables	N	Mean	SD	t-cal	t-critical
Learning facilities	1367	2.60	1.05	7.81	1.96
Teachers	1367	2.17	1.35		

Significant at .05 level, df = 1366

The result in table 5 shows that the calculated t-value of 7.81 is greater than the critical t-value of 1.96 at .05 level of significance with 1366 degree of freedom. The null hypothesis state that the adequacy of learning facilities for entrepreneurship education does not significantly depends on large

availability of teachers. This implies that there is a significant impact of adequate of learning facilities for entrepreneurship education without minding the numbers of teachers on ground.

Table 6: The utilisation level of available learning facilities for teaching of entrepreneurship education (N = 1367)

Variables	N	Mean	SD	t-cal	t-critical
Learning facilities utilisation	1367	2.54	0.87	6.08	1.96
Teachers	1367	2.17	1.35		

Significant at .05 level, df = 1366

The result in table 6 revealed that the calculated t-value of 6.08 is higher than the critical t-value of 1.96 at .05 level of significance with 1366 degree of freedom. The null hypothesis was uphold, meaning that there is a significant impact of learning facilities utilisation in teaching entrepreneurship education in secondary school.

Discussion

The analysis of research question one indicated that availability of learning facilities for teaching entrepreneurship education in secondary school. The observed impact was found to be statistically significant. The finding of this study is similar to one conducted by Akomolafe (2004) who found out that the quality and quantity of learning facilities available in an institution have positive relationship with the standard and quality of instruction given while Ocho (2005) maintained that non-availability of learning facilities make teaching and learning boring, hencehindering the attainment of any education programme. According to Williams (2011) the quality of educational facilities including classroom and the type of school learning environment have a significant.

However, it can be argued that the population of students in the urban schools are often on the high side when compared with schools in rural area. This would no doubt put greater stress

on the available facilities, resulting to inadequacy.

Influence on student behaviour and their academic performance. Enyi (2002) added that one of the reasons why teaching and learning has remained more theoretically than practically based was that facilities that would have ignited the process are not available. The implication is that non-availability of learning facilities for the teaching of entrepreneurship educational programme will hinder the attainment of the goals of the programme that was introduced to give hope to the learning graduates of institutions to be either employable or employers of labour. The above goes a long way to input that instead of being job creators, graduates will continue to be job seekers, a situation that encourages unemployment and induces crime in a country.

Table 2 revealed that availability of learning facilities has an impact on entrepreneurship education. This finding is in line with Hanza (2008) who noted that many secondary schools in Nigeria can hardly boast of adequate learning facilities. Onge (2009) highlighted that such inadequacy is a great omission in facilitating teaching and learning because staff morale will be dampened while students' interest will be low.

Assessment of the implication of adequacy of learning facilities to teaching of entrepreneurship education shows that the actualisation of the aims and objectives of the programme will be a mirage. This is because in-adequacy of learning facilities in the teaching of entrepreneurship education will hinder students' exposure to practical training. According to Imam and Adejo (2008) opined that adequacy of learning facilities has a correlation between entrepreneurship education quality and students' achievement of skills, competences, knowledge and attitudes. Similarly, Mgbodile (2004) maintained that the magnitude of adequacy of learning facilities are more in urban secondary schools when compared with those in rural secondary schools in Nigeria. This finding is surprising because there are factors that ordinarily would inhibit adequacy of learning materials in rural schools. Such factors are accessibility due to bad road, lack of space caused by inadequate building, distance among others fixed above here.

The result of table 3 is in accord with the study conducted by Nwangwu (2007) who found that most secondary schools in Nigeria do not equip their graduates with the necessary skills needed for economic, scientific and

technological development, reason being that teachers did not expose to the needed facilities due to non-availability and non-utilisation.

The educational implication of this finding been that students who graduate from secondary schools will not develop their full potentials to use expertly their skills. This will hinder competences that would have made the to be useful to themselves and their society through self-reliance which were the major aims and objectives of entrepreneurship education Igu (2012) summedup that utilisation of learning material in secondary schools is a function of gender. The assertion to be drawn from the finding is that both male and female teachers who are trained to teach students are duty bound to utilise available facilities for that programme to be achieved.

Conclusion

Based on empirical findings from this study, the availability of learning facility, the adequacy of learning facilities and the utilisation of learning facilities have been analysed and from the results obtained, it was evident that: the availability of learning facility have a significant impact on the teaching entrepreneurship education, adequacy and utilisation exert a significant impact on the teaching of entrepreneurship education in secondary. Hence entrepreneurship education programme was introduced in the curriculum of Nigerian educations system with the intended aim of ameliorate the problem of unemployment through equipping students with the skills and competences that will enable them be self-employed and employers of labour, increase human capital development through training, boast the economy of the nations through wealth creation. This laudable programme is being undermined by factors highlighted above. These factors if not properly checked will bring setback to the attainment of goals and objectives of entrepreneurship education.

Recommendation

Basedon the findings of this study and subsequent conclusion, the following recommendations have been made;

1. They should be community partnership with the school in making learning facilities available and adequate for enhancement of entrepreneurship education teaching.

2. The school should organize regular training programme to update the teachers on the need to utilise learning facilities during entrepreneurship education classes.

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