

## **Business Educators' Need for Requisite Infrastructure for the Business Education Programme in Tertiary Institutions**

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**Abstract:** *This article is on business educators' need for requisite infrastructure for the business education programme in tertiary institutions. Education is a vital part of development of an individual's life, it opens doors to excellent career opportunities. Business education which is a part of formal education consists of systematic instruction, teaching and training by teachers. The research work adopted descriptive survey design. Simple sampling technique was used for the study. The Population of the study are students in department of business education in both federal and state universities in south-east of Nigeria. Simple percentage frequency count was used to analyze the instrument. A total of three hundred eighty (380) questionnaires were distributed to undergraduates, three hundred twenty (320) was duly completed and returned. The literature review discussed issues related to business education like Infrastructures Needed by Business Educators and Challenges facing business educators' on the lack of requisite infrastructure and solution were proffers to the problems.*

**Keywords:** *Business education, Infrastructure, Programme, higher education and Nigeria*

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### **I. Introduction**

Education is a vital part of development of an individual's life, it opens doors to excellent career opportunities. Business education which is a part of formal education consists of systematic instruction, teaching and training by teachers. For effective formal education to take place, there should be interaction between the teacher and the students. Through the use of resources that aids effective teaching and learning process. Infrastructures as parts of the resources and facilities which aid the effectiveness of teaching and learning process have great potencies for knowledge dissemination, effective learning, and the development of more efficient and effective educational services. The provision of requisite facilities and infrastructure in the business education programme of tertiary institutions would be a powerful way to contribute to educational change, better prepared students, improvement in learning outcomes and competencies of learners, as well as equipping students with survival skills in the world of work. Adequate provision of infrastructural facilities in tertiary institutions could become a tool for helping youths to become job creators, instead of job seekers, therefore, there is need to provide and maintain and equate infrastructural facilities. According to Onyenwe and Bongontons (2010), one of the pillars of a successful implementation of effective business education is the availability and adequacy of teaching and learning resources. These equipment needed to foster skill development and allow for standards and quality of business education graduates in tertiary institutions. The provision of requisite infrastructure in the business education programme of tertiary institutions in Nigeria is grossly inadequate. Most business education departments do not have internet facilities with the result that students still visit internet off campus because of too much demand on internet off campus because of too much demand on internet services inside the campuses. With the current high rate of unemployment in Nigeria today, business educators' believe that there is need for business educators' believe that there is need for business education to be practicalized. In the light of these, provision of requisite infrastructural facilities will enhance students' learning by involving them to be engaged in demonstrations and practicals. Tinio (2002) states that the only way to improve learners outcome is to improve instruction.

Moreover, overcrowdly students on few facilities particularly where it has to do with practical skills acquisition leads to incompetence. Lecturers are not left out of this because they fail to achieve fulfillment in carrying out their duties. Based on this backdrop, the paper seeks to find out business educators' need for requisite infrastructure in the business education programme of tertiary institutions.

### **Statement of the Problem**

In recent times, business education has become a tool for helping youths to be job creators instead of job seekers, therefore, there is need to provide requisite infrastructure. It has become not only important but imperative to plan, manage and maintain infrastructure. Adequate provision of infrastructural facilities can make a huge difference to the efficiency and productivity of business education in tertiary institutions. The place of infrastructural facilities for the efficient and effective teaching of business education in tertiary institutions. The place of infrastructural facilities for the efficient and effective teaching of business education

in tertiary institutions cannot be over-emphasized; this is due to the fact that business education can only thrive effectively where infrastructural facilities are adequately provided and maintained. Poor requisite infrastructure has negative impact on business education in tertiary institutions. As a result of poor management, there is continuous break down and deterioration of existing infrastructural facilities. The lack of facilities and resources for effective teaching and learning of business education such as dilapidated building, machines and equipment, standard/virtual library or internet facilities to mention but a few is an evidence that education sectors is in neglect. Business education programme being a skill development programme is not left out. Tertiary institutions lack requisite infrastructures facilities needed by business educators for effective and efficient teaching and learning which will acquaint the students with the skill needed to face the challenges of the world of work. Business educators need requisite infrastructure for the running of the business education programme in tertiary institutions hence, this study is being conducted.

### **Research Questions**

1. What skills are needed by business education graduates to become job creators instead of job seekers?
2. What equipment, machines, facilities and new technologies could be used students to opportunities that would enable them to become creative and productive?
3. What strategies could be used to achieve quality education?

## **II. Review Of Related Literature**

Requisite infrastructure has a major impact on how education is delivered, managed, negotiated and practiced. Infrastructure generally refers to the basic installations and facilities on which the continuance and growth of an organization or system depends. It can also be seen as the basic facilities, services and installations for an organization or system to function. Thus an infrastructure is the basis upon which something else "run" or "operates", without which operations are not possible (Xia and King, 2007).

According to Frischman(2007), infrastructure refers to resources that have been harnessed for the development of a society which includes telecommunication, energy, transporting governance and other public utilities. In the field of education, infrastructures means the physical things that facilitates effective teaching and learning processes. The place of infrastructural facilities for the teaching of business education cannot be overemphasize. Babalola (2013) states that technology infrastructure denotes socio-technical system composed of hardware, software, information content, human experts and network standards that facilitate information creation and exchange. Infrastructure also involves technological tools and various means used for managing and exchanging knowledge in today's huge flow of information, such as, computers, software and telecommunication (Lewis & Brid, 2003).

Gesci (2007) sees ICT infrastructure as the hardware or equipment, software applications and services associated with ICTs including telecommunication and electricity, grid networks and so on. ICT infrastructures are the shared technology resources that provide the platform for the organization's specific information system application. ICT infrastructure includes investment in hardware, software and services such as consulting, education and training that are shared across the entire organization. According to Akinola, Merlien and Jacobs (2005), ICT infrastructure can be categorized into: hardware which comprises of telephones, computers, network, hub, printers, scanners, television sets, fax, camera, projector, radio, video, CDs, tape player, and microphone software which include, system software and various application software. Ikegwu (2003) opined that ICT infrastructure can be categorized into three; hardware software and human infrastructure. Infrastructures also include laboratories studios, lecture halls, and resource centres.

### **Infrastructures Needed by Business Educators**

There is need for business educators' in tertiary institutions to use requisite infrastructures to teach the skills and knowledge that students need in 21<sup>st</sup> century. For business educators to be more productive, they need adequate infrastructural tools in their teaching. Infrastructure is vital in achieving effectiveness in the teaching and learning of business education. Examples of requisite infrastructures include not limited to the following: Pergum and Adeyara (2002) asserted that many school leaders, business educators' inclusive, perceive the lack of ICT related knowledge of teachers as one of the main impediments to the realization of their ICT related goals. Adegbenjo (2011) stressed that it is important for OTM students (business education students inclusive) to develop ICTs skills since this skill is required for effective and efficient performance on the job.

### **Challenges facing business educators' on the lack of requisite infrastructure**

There are a lot of challenges facing business educators due to lack of requisite infrastructure of tertiary institutions.

1. Non-availability or Inadequate Infrastructure : Provision of educational facilities and infrastructural development is very vital for the achievement of educational goals. Funding of education and indeed

business education has always been a problem. For education to achieve the desired, effect of development and integration, it has to be functions in order to enable those who needs it to cope with life skills. Funding is a tool for quality assurance in a field like business education. Business education when properly funded will create an avenue through which students develop abilities, attitudes and other forms of behaviors of positive value to the society. According to Igbuzor (2006), funding of education in Nigeria should be jointly funded. The quality of equipment and facilities in tertiary institutions have both deteriorated and the existing ones are grossly inadequate for the large number of students admitted per programme.

2. The challenge posed by globalization, Information and Communication Technology (ICT), have effect on curriculum, methodology, facilities, staff and equipment.
3. High level of corruption and very poor maintenance culture in the system.
4. Infrastructural decay.
5. Inadequate teaching materials, equipment and facilities.

### III. Research Method

The research work adopted descriptive survey design. Simple sampling technique was used for the study. The Population of the study are business educators in department of business education in both federal and state universities in south-east and south -south of Nigeria. Simple percentage frequency count was used to analyze the instrument. A total of three hundred eighty (380) questionnaires were distributed to business educators, three hundred twenty (320) was duly completed and returned.

#### Question 1 : Skills needed by business educators to become a job creators in the 21<sup>st</sup> century?

Skills needed by Business educators	Yes	No
Teaching skills	60(18.75%)	
Public relations skills	34(10.63%)	
Writing skills	15(3.13%)	10(3.125%)
Communication skills	56(17.5%)	
Ability to take calculate risk	13(4.063%)	5(1.563%)
Leadership skills & teamwork	38(11.875%)	
Self confidence and optimistic	5(1.563%)	30(9.375%)
Good customer service skills	29(9.625%)	5(1.563%)
<b>Total</b>	<b>320</b>	<b>100%</b>

Table 1 shows different skills possessed by business educators in Nigeria. 60(18.75%) Teaching skills, Communication skills 56(17.5%), Leadership skills & teamwork 38(11.875%), Good customer service skills 29(9.625%) Writing skills 15(3.13%). The percentage respondents that said No Writing skills 10(3.125%), Ability to take calculate risk 5(1.563%) Self confidence and optimistic 30(9.375%). This showed that business education graduates have the knowledge and skills to do business on their own

#### Question 2 : How to use 21<sup>st</sup> century ICTs facilities as a business educators professional

ICT facilities	Yes	No
Having a business website people could visit to learn more about you and for patronage	10(3.13%)	170(53.13%)
Having facebook, Linkdin and others social media account for advertising	90(28.13%)	None
Leaflet or flyer containing the information about your business & contact address	30(9.375%)	15(3.13%)
Computer set and with networking		50(15.625%)
Audio/visual equipment	5(1.56%)	None
Photocopies machine	None	None
<b>Total</b>	<b>320</b>	<b>100%</b>

Table 2 indicated that 30(9.375%)business educators uses Leaflet or flyer, 15(3.13%) said they do not use anything. 90(28.13%)having facebook, Linkdin and others social media account for advertising, while 50(15.625%)do not use Computer set and with networking and Audio/visual equipment 5(1.56%).Photocopies machine is None. This shows that face book and other social media are used very highly needed by business education programme in Nigeria.

#### Question 3 : Strategies could be used to achieve quality education in Nigeria?

ICTs facilities	Yes	No
There should be proper planning to enhance quality education	90(28.125%)	None
There be document policy	20(0.625%)	None

on education		
There should be capacity building through staff(teachers) training	30(9.375%)	None
There should be strong central co-ordination bodies like NUC, TETFUND, NBTE and NCCE	50((15.625%)	None
There should be adequate provision of funds by federal or state government to embark on quality education	150(46.875%)	None
<b>Total</b>	<b>320</b>	<b>100%</b>

Table 3 shows 90(28.125%) agreed that there should be proper planning to enhance quality education in Nigeria. There should be adequate provision of funds by federal or state government to embark on quality education 150(46.875%) while There should be strong central co-ordination bodies like NUC, TETFUND, NBTE and NCCE appeared to be 50((15.625%) and There should be capacity building through staff(teachers) training appeared to be 30(9.375%). From the findings the researcher inferred that government should provide funds to embark quality education and planning should be taking serious.

#### **IV. Discussion Of Findings**

The paper is on business educators need for requisite infrastructure for the business education programme in tertiary institutions. Findings shows that different skills possessed by business education graduates in Nigeria. 60(18.75%) Teaching skills, Communication skills 56(17.5%), Leadership skills & teamwork 38(11.875%), Good customer service skills 29 (9.625%) Writing skills 15 (3.13%). Another findings indicated that 30(9.375%) business educators uses Leaflet or flyer, 15(3.13%) said they do not use anything. 90(28.13%) having facebook, Linkdin and others social media account for advertising, while 50(15.625%) do not use Computer set and with networking and Audio/visual equipment 5(1.56%). Photocopiers machine is None. This shows that face book and other social media are used very highly needed by business education programme in Nigeria. Finally, Table 3 shows 90(28.125%) agreed that there should be proper planning to enhance quality education in Nigeria. There should be adequate provision of funds by federal or state government to embark on quality education 150(46.875%) while There should be strong central co-ordination bodies like NUC, TETFUND, NBTE and NCCE appeared to be 50((15.625%) and There should be capacity building through staff(teachers) training appeared to be 30(9.375%).

#### **V. Conclusion**

This article is on business educators need for requisite infrastructure for the business education programme in tertiary institutions. Education is a vital part of development of an individual's life; it opens doors to excellent career opportunities. Business education which is a part of formal education consists of systematic instruction, teaching and training by teachers. For effective formal education to take place there should be interaction between the teacher and the students. The literature review discuss issues related to business education like Infrastructures Needed by Business Educators and Challenges facing business educators' on the lack of requisite infrastructure and solution were proffers to the problems.

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