



ASSESSMENT OF INFLUENCE OF SCHOOL FACILITIES ON ACADEMIC ACHIEVEMENT OF BUSINESS EDUCATION STUDENTS IN SELECTED TERTIARY INSTITUTIONS IN ADAMAWA STATE, NIGERIA

KEFAS, Thomas¹, YUSUF, Jerome², ROBENSON, Eglah³

¹Department of Business Education, School of Vocational and Technical Education,
Adamawa State College of Education, Hong

²Department of Agricultural Education, School of Vocational and Technical Education,
Adamawa State College of Education, Hong

³Department of Home Economics, School of Vocational and Technical Education, Adamawa
State College of Education, Hong

Corresponding Author: kefas.thomas@gmail.com

ABSTRACT

The study assessed the influence of school facilities on student's academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria. Specifically, the study was to assess the influence of school environment on student's academic achievement of business education students in tertiary institutions and determine the influence of school facilities on academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria. The sample was drawn using multistage sampling technique to sample 251 students of business education in the aforementioned institutions and the data collected were analyzed using both descriptive. The result on the influence of school environment on student's academic achievement of business education students shows that the school has a calm and noise-free environment conducive for learning (mean score = 4.91), classrooms are well-ventilated and properly lit (mean score = 3.73), the cleanliness of the campus contributes to better concentration (mean score = 4.13), the general atmosphere encourages academic seriousness (mean score = 4.33), there is minimal distraction in the academic environment (mean score = 4.41), security on campus allows students to focus on their academics (mean score = 4.33), classrooms are free from overcrowding and distractions (mean score = 3.70), the environment motivates me to attend classes regularly (mean score = 4.23), availability of functional restrooms supports students' comfort (mean score = 4.25) and a well-organized school environment promotes academic achievement (mean score = 4.33). It further disclosed that school facilities influences student's academic achievement of business education students in tertiary institutions as the library has sufficient learning materials (mean score = 4.49), there are enough lecture halls to accommodate students (mean score = 4.65), ICT facilities are available and accessible for students (mean score = 3.77), functional laboratories help in the practical understanding of

business education (mean score = 4.14), poor state of facilities affects my academic performance (mean score = 4.33), facilities for students with special needs are available (mean score = 4.79), there are sufficient seats and writing desks in classrooms (mean score = 4.33), power supply in the school supports effective learning (mean score = 3.70), classrooms are equipped with teaching aids like projectors and whiteboards (mean score = 4.36) and adequate school facilities contribute to better academic outcomes (mean score = 4.25). The study recommends that schools that offer Business Education and are deficit in facilities should be provided with such facilities to foster education achievement by the learners through governmental and non-governmental organizations and there is need to inbuilt ICT centers for Business Education teachers to ensure effective teaching of the subject.

Keywords: School Facilities, Academic, Achievement, Business Education

1.0 INTRODUCTION

School facilities constitute major determining factor toward ensuring quality education. It is one of the yardsticks for measuring the level of educational growth and development. It implies substantial cost of the school system for their establishment, if not properly managed and maintained, it will affect the academic performance of students. School facility is the process of ensures that buildings and other technical systems support the operations of an organization. According to Akpa,et al,(2015), school facilities are the corner stones of education system.They are essential ingredients in the effort to realize effective teaching and learning outcome. Hinum (2019) asserted that the quality of facilities has impact not only on educational outcomes but on the well-being of studentsand teachers. Ayodele (2014) have pointedoutthattheavailability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives.Ayodele revealed that effective management of school facilities brings about development of educational programs and facilitates educational process. Italsoresults to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth ofa school. In the same vain, Hinum (2019) also reported that there isa significance relationship between students' performance and the condition of the built environment.

Business education is an educational program that prepares students for entry and advancement in jobs within business and to handle their business affairs as well as to function intelligently as consumers and citizens in a business economy. Aliyu, (2013) pointed that Business Study is offered at the Junior Secondary School (JSS) Level, single business subjects are offered at senior Secondary School (SSS) level, business Administration course are offered at Polytechnics and University level and business teacher education is offered in Colleges of Education and Faculty of Education in University. Students' academic

performances have been the focus of all educators, students, parents, governments and the general public.

Academic achievement in tertiary institutions is influenced by a range of institutional factors, including faculty quality, learning environment, curriculum design, instructional materials, and administrative policies (Adebayo, 2019). Business education, which equips students with knowledge and skills in entrepreneurship, management, and financial literacy, relies heavily on institutional support to enhance students' academic performance (Okoro, 2020). The success of business education students in Adamawa State tertiary institutions is contingent upon the availability and effectiveness of institutional resources (Bello & Yusuf, 2021). Higher education institutions are expected to provide a conducive learning environment, competent faculty, and adequate instructional materials to enhance students' academic success (Eze, 2022).

School environment is an essential key determinant to the students' academic performance in Business Education. According to BasqueandDare (2018), higher-performance achieving students are likely to have been exposed to curriculum content under an ideal school environment. Infact, Frenzel, et al, (2017) attributed under performance in academic as a result of poorschool environmental condition. This also affirmed that most scholars are of the opinion that educational attainment/performance is likely to be determined by the idealness of the school environment. Indeed, school environment plays a major role in shaping the quality of academic performance in Business Education (Tella, 2018). It seems there is perceptual consistency among Business Education scholars about school environment and the student's cognitive and effective outcome (Lizzio, et al, 2012). It was observed that the school is optimal when body, soul and spirit are in accord; otherwise learning will beineffective (Frenzel, et al, 2007). Hence, clean, quiet and comfortable school environment are important components of learning. Furthermore, creating of an ideal school environment must be a top priority ofevery concern educator. A school environment to be ideal, learning components such as furniture, ventilation, and thermal comfort must beprovided (Basque & Dare, 2018). Nevertheless, it is indeed a well-known fact that academic performance in Business Education among students is greatly influenced by school environment (Akinsola, et al, 2017). The main purpose of this study was to assessed the influence of school facilities on student`s academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria. Specifically, the study was to:

- i assess the influence of school environment on student`s academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria
- ii Determine the influence of school facilities on academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria

2.0 METHODOLOGY

2.1 Area of the Study

The study was conducted in Adamawa State. The state lies geographically between latitude $7^{\circ} 28'$ and $10^{\circ} 55'$ North and longitude $111^{\circ} 20'$, $133^{\circ} 40'$ East. The state capital Yola, lies on latitude $9^{\circ} 14'$ North and longitude $12^{\circ} 28'$ East. The state shares boundaries to the north with Borno State, North-West with Gombe and South by Taraba State. The state shares international boundary with Federal Republic of Cameroon in the North-East. The state has a total land area of $42,159\text{km}^2$ (Adamawa State Government diary, 2009). It also has 21 Local Government Areas with 337 secondary schools. The state is divided into five educational zones as follows: Mubi zone, Gombi zone, Yola zone, Ganye zone and Numan zone.

2.2 Research design

The research design was adopted for this study was descriptive survey research design. It adopted descriptive survey research design to obtain information by asking questions relating to individual view on how institutional factors influence students' academic performance.

2.3 Population of the Study

The population of the study consists business education students of two (2) Department of Business Education in the Colleges of Education, in Adamawa State, Nigeria namely Adamawa State College of Education, Hong and Federal College of Education, Yola.

2.4 Sampling Design and Sampling Procedure

The sample was drawn using multistage sampling technique. First and foremost, purposive sampling method were used to select the two institutions. The researcher then stratified sampling was adopted to sample 251 students of business education in the aforementioned institutions.

2.5 Instrument for Data Collection

The study employed the use of questionnaire to collect data. The instrument consists of 50 items. The questionnaire will be developed by the researcher and used for the collection of data. The questionnaire was designed on a five points lickert scale of Strongly Agree (SA), Agree (A), Disagree (DA), Undecided (UD) and Strongly Disagree (SD). The responses obtained was rated based on the following point SA=4, A=3, DA=2, SD=1. The instrument had four sections. The total of the point gave $10/4 = 2.50$. The 2.50 was the benchmark used for agrees or disagree with responses from the research questions.

2.6 Method of Data Analysis

The collected data were analyzed using both descriptive and inferential statistics. The descriptive statistics of mean was used to analyzed with a benchmark of 2.50 used for agree and less than 3.00 considered disagreed.

3.0 RESULTS AND DISCUSSION

3.1 The influence of school environment on student's academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria

Table 1 shows the analyzed result on the influence of school environment on student's academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria, where an item with a mean score below 3.0 is regarded as disagreed and from 3.0 and above are agreed. It disclosed that school environment influences student's academic achievement of business education students in tertiary institutions as The school has a calm and noise-free environment conducive for learning (mean score = 4.91), classrooms are well-ventilated and properly lit (mean score = 3.73), the cleanliness of the campus contributes to better concentration (mean score = 4.13), the general atmosphere encourages academic seriousness (mean score = 4.33), there is minimal distraction in the academic environment (mean score = 4.41), security on campus allows students to focus on their academics (mean score = 4.33), classrooms are free from overcrowding and distractions (mean score = 3.70), the environment motivates me to attend classes regularly (mean score = 4.23), availability of functional restrooms supports students' comfort (mean score = 4.25) and a well-organized school environment promotes academic achievement (mean score = 4.33).

The grand mean for the responses on influence of school environment on student's academic achievement of business education students in tertiary institutions in the study area was 4.14. This indicate school environment influences student's academic achievement of business education students in tertiary institutions as the school has a calm and noise-free environment conducive for learning, classrooms are well-ventilated and properly lit, the cleanliness of the campus contributes to better concentration, the general atmosphere encourages academic seriousness, there is minimal distraction in the academic environment, security on campus allows students to focus on their academics, classrooms are free from overcrowding and distractions, the environment motivates me to attend classes regularly, availability of functional restrooms supports students' comfort and a well-organized school environment promotes academic achievement. This agreed with the findings of Dougherty & Natow (2020) who found that the academic achievement is influences by school environment.

Table 1: The influence of school environment on student's academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria

S/N	Statement	SA	A	UD	D	SD	$\bar{X}$	Remark
1.	The school has a calm and noise-free environment conducive for learning.	88	87	78	103	5	4.91	Agreed
2.	Classrooms are well-ventilated and properly lit.	45	98	36	40	132	3.73	Agreed

Assessment of Influence of School Facilities on Academic Achievement Of Business Education Students in Selected Tertiary Institutions In Adamawa State, Nigeria

3.	The cleanliness of the campus contributes to better concentration.	77	33	94	93	54	4.13	Agreed
4.	The general atmosphere encourages academic seriousness.	77	65	84	66	59	4.33	Agreed
5.	There is minimal distraction in the academic environment.	77	45	39	85	5	3.41	Agreed
6.	Security on campus allows students to focus on their academics.	76	66	84	66	59	4.33	Agreed
7.	Classrooms are free from overcrowding and distractions.	45	88	47	39	132	3.70	Agreed
8.	The environment motivates me to attend classes regularly.	77	43	96	82	53	4.23	Agreed
9.	Availability of functional restrooms supports students' comfort.	67	65	94	66	59	4.25	Agreed
10.	A well-organized school environment promotes academic achievement.	76	66	84	66	59	4.33	Agreed
11.	Grand Mean						4.14	

3.2 The influence of school facilities on academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria

Table 1 shows the analyzed result on the influence of school facilities on student's academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria, where an item with a mean score below 3.0 is regarded as disagreed and from 3.0 and above are agreed. It disclosed that school facilities influences student's academic achievement of business education students in tertiary institutions as the library has sufficient learning materials (mean score = 4.49), there are enough lecture halls to accommodate students (mean score = 4.65), ICT facilities are available and accessible for students (mean score = 3.77), functional laboratories help in the practical understanding of business education (mean score = 4.14), poor state of facilities affects my academic performance (mean score = 4.33), facilities for students with special needs are available (mean score = 4.79), there are sufficient seats and writing desks in classrooms (mean score = 4.33), power supply in the school supports effective learning (mean score = 3.70), classrooms are equipped with teaching aids like projectors and whiteboards (mean score = 4.36) and adequate school facilities contribute to better academic outcomes (mean score = 4.25). The grand mean for the responses on influence of school facilities on student's academic achievement of business education students in tertiary institutions in the study area was 4.28. This indicate school environment influences student's academic achievement of business education students in tertiary

institutions as the library has sufficient learning materials, there are enough lecture halls to accommodate students, ICT facilities are available and accessible for students, functional laboratories help in the practical understanding of business education, poor state of facilities affects my academic performance, facilities for students with special needs are available, there are sufficient seats and writing desks in classrooms, power supply in the school supports effective learning, classrooms are equipped with teaching aids like projectors and whiteboards and adequate school facilities contribute to better academic outcomes. This agreed with the findings of Benzie County Central Schools (2023) who found that the academic achievement is influences by school facilities.

Table 2: The influence of school facilities on academic achievement of business education students in tertiary institutions in Adamawa State, Nigeria

S/N	Statement	SA	A	UD	D	SD	$\bar{X}$	Remark
1.	The library has sufficient learning materials.	183	61	39	36	32	4.49	Agreed
2.	There are enough lecture halls to accommodate students.	167	87	56	28	13	4.65	Agreed
3.	ICT facilities are available and accessible for students.	55	88	37	39	132	3.77	Agreed
4.	Functional laboratories help in the practical understanding of business education.	87	23	84	103	54	4.14	Agreed
5.	Poor state of facilities affects my academic performance.	77	65	84	66	59	4.33	Agreed
6.	Facilities for students with special needs are available.	98	67	78	103	5	4.79	Agreed
7.	There are sufficient seats and writing desks in classrooms.	76	66	84	66	59	4.33	Agreed
8.	Power supply in the school supports effective learning.	45	88	47	39	132	3.70	Agreed
9.	Classrooms are equipped with teaching aids like projectors and whiteboards.	87	33	84	103	54	4.30	Agreed
10.	Adequate school facilities contribute to better academic outcomes.	67	65	94	66	59	4.25	Agreed
Grand Mean							4.28	

Conclusion

The study concluded that school environment influences student's academic achievement of business education students in tertiary institutions as the school has a calm and noise-free environment conducive for learning, classrooms are well-ventilated and properly lit, the cleanliness of the campus contributes to better concentration, the general atmosphere encourages academic seriousness, there is minimal distraction in the academic environment, security on campus allows students to focus on their academics, classrooms are free from overcrowding and distractions, the environment motivates me to attend classes regularly, availability of functional restrooms supports students' comfort and a well-organized school environment promotes academic achievement. It also pointed out that school environment influences student's academic achievement of business education students in tertiary institutions as the library has sufficient learning materials, there are enough lecture halls to accommodate students, ICT facilities are available and accessible for students, functional laboratories help in the practical understanding of business education, poor state of facilities affects my academic performance, facilities for students with special needs are available, there are sufficient seats and writing desks in classrooms, power supply in the school supports effective learning, classrooms are equipped with teaching aids like projectors and whiteboards and adequate school facilities contribute to better academic outcomes.

Recommendations

With the findings therefor, the following were recommends: -

- i. Schools that offer Business Education and are deficit in facilities should be provided with such facilities to foster education achievement by the learners through governmental and non-governmental organization.
- ii. There is need to inbuilt ICT centers for Business Education teachers to ensure effective teaching of the subject.

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