



## SCHOOL PLANT PLANNING AND MANAGEMENT EFFORTS REQUIRED FOR BUSINESS EDUCATION STUDENTS' SKILLS ACQUISITION IN COLLEGES OF EDUCATION

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### Abstract

*The purpose of this study was to determine the expected efforts of management on school plant planning towards skill acquisition of Business Education students in Colleges of Education in Oyo State. Two research questions guided the study. Literatures relevant to the study were reviewed. The study adopted descriptive survey design. Oyo State is the area of the study. A total of forty eight (48) Business Education lecturers in government Colleges of Education formed the population of the study. No sample was drawn because of small number of the population. A self-structured questionnaire developed by the researcher tagged: "school plant planning and management efforts required for business education students' skills acquisition in colleges of education (SPAMSAQ)" as used for data collection. The instrument was validated by four (4) senior lecturers in university. Test-retest method was used to establish reliability coefficient of 0.81. The data generated for the study were analyzed using frequency count and percentages for demographic information while arithmetic mean and standard deviation were used to analyze the research questions. The findings of this study showed that lecturers of Business Education must have access to free internet, staff quarters should be available for Business Education lecturers, teaching aid must be made available for all courses in Business Education, and management must participate in the planning of school plant among others. The study concluded that plant planning in school require effort of management. Based on the findings the researcher recommended among others, that Business Education departments' facilities must be well planned, Business Education facilities must be audited as at when due, all essential facilities needed for skill acquisition must be provided by all stakeholders.*

**Keywords:** Management, Plant Planning, Skills Acquisition and Business Education.

### Introduction

Education is the bedrock of which the foundation of every nation is built. Education helps the growth of the nation through preparation of qualified and competent citizens. Fehintola and Oyewole (2022) buttressed this by saying that Education is the bedrock of any country's economic growth. It benefits both the economy and society. Eboatu and Agogbua (2018) said education prepares citizens for useful living in the society by maximizing their creative potentials. Ebuatu and Agogbua moved further that preparation of citizens for useful living in the society can be attained through education if adequate school plant (facilities)



are provided and utilized for effective teaching by the lecturers, which in turn produces improved learning of the students.

It is important and very reasonable for a good manager to make sure that the academic environment is conducive for learning. Students learn better in a good and conducive environment. Skinner in his theory denotes that good environment helps students learn better (Google, 2022). Skinner emphasized that man's behaviours are developed or conditioned through reinforcement which he refers to as Operant. The place of adequate provision of essential facilities in school setting, specifically, Colleges of Education as a place for training is very paramount and essential. Yusuf, Ajayi and Sofoluwe as quoted by Eboatu and Agogbua (2018) said that the place of school plant planning in the development of effective educational programmes of the school system cannot be over emphasized. It can be adequately said that students' learning performance is influenced by the physical and social environment. This was buttressed by Baradari and Omer (2021) that the physical environment affects students' learning performance. On this note management for school plant planning is needed especially now that skill acquisition is a major concern of educational and economic planners.

School plant are the facilities needed in the school such as teaching aids, equipment, building/ learning space, electricity, school landscape, such as trees, grasses, lawn among others. Basil (2017) categorized school plan planning into various sub-groups namely: (i) The school landscape comprising of trees, grasses, lawns, hedges, and accompanying paths. (ii) Security facilities such as walls, gates alarm system, phone, visitors' books, (iii) Utility such as electricity, pipe borne water/borehole and transport facilities, (iv) Educational equipment such as computer, chalkboard, chalk, chart, flannel graph, beakers, burette, pipettes, text tubes, thermometers, weighing balances, map, glass jars, globes, (v) office equipment such as cupboards, generator, typewriter, photocopying machines, (vi) sports facilities like football, table tennis, basketball, (vii) classroom/educational equipment such as chairs desk, tables, chalkboards, dusters wash-hand basin, napkins, chalk, (viii) building like classrooms, administrative blocks, library, laboratories, health blocks, kitchen, examination hall, dining hall, assembly hall, clinics, restrooms, toilets, hostels, store, staff rooms, workshops and (ix) play grounds including football, volley ball, basketball and badminton, tennis court, swing slide ground. School plant as categorized above is need for business education students for proper skill acquisition. The curriculum planner and the management of tertiary institutions especially colleges of education must try as possible to make these materials available in the school for academic performance of Business Education Students.

Availability of these facilities is not enough but maintenance must be mandatory. The laboratory for shorthand and Information Communication Technology (ICT) should be effectively utilized of by the lecturers in charge of these courses and maintain accordingly. Good planning for selection, usage and



maintaining of these facilities will help the teacher and students likewise the lifespan of the equipment. Failure to plan maintain and utilize those facilities may result to the principle of use and disuse. The principle says that any facilities that the owner fails to use will naturally damage but if a facility is used regularly and maintained that the facility's lifespan will be prolonged. Therefore, based on this principle the management of higher school o learning including colleges of education must make sure that school plant are well planned and maintenance should be paramount in their managerial endeavour.

School plant planning is the aspect of school facilities management that ensures that the schools, as the basic learning units, have adequate teaching facilities and any other needed materials for conducive learning environment. This include planning for good teaching aids, equipment, building/learning space and any other things required for effective teaching and learning to take place. Eboatu and Agogbua (2018) noted that planning for school plant involves school site planning, instructional planning, circulation space, building construction and procurement of materials among others. Eboatu and Agogbua moved further that effective school plant planning should start with plant audit which gives information on existing school plant, their functional state and the students' needs based on the schools' programmes and students' population. Here, population of the students must be taken into consideration if school plant is to be well-planned and managed.

Management is the ability to make use of management functions which are planning, organizing, staffing, directing and controlling. These functions help the manager to stay informed about what he needs to do and how he can guide the staff accordingly. Planning is a step by step arrangement of projected activities. It is also a road map for the future. A good manager must look at how things were done in the past in order to make adjustment to mitigate error. Sound planning strategies is needed by the manager by considering both internal and external factors such as people, time, cost, competitors, policies and general business environment. Also, it is the responsibility of management to organized the school system, this is the stage of putting plans into action through establishing hierarchy in the context of organization structure. Here, every member of the organization must be held responsible, regardless of his position, to share accountability and responsibility. A manager must see that all workers are on the same page and tasks should be delegated as appropriate. Staffing is also important function of manager. Tasks {must be} assigned based on the team member's knowledge, skills and abilities. Directing is concern with supervising team progress. The manager keeps an open channel of communication so as to get regular update from the subordinate. Controlling as part of function indicating that manager should measure the progress of each step established in the planning stage against the goals of the organization. Coordinating of staffs is necessary here to make sure they are moving in the right direction and in the right manner. Controlling can be understood in term of



coordinating, reporting and budgeting. In essence, the management must effectively plan for Business Education department's facilities, organize them, employ right staffs and develop them accordingly to help them achieve both the education which is theory aspect and as well skill which is training. Management of Colleges of Education must direct by supervising Business Education personnel for team's progress. Likewise, all activities in Business Education, specifically, the facilities need to be controlled by management through coordinating, reporting and budgeting.

Skill acquisition is the art of learning to do something in order to earn a living and or to survive. Training is important today that unemployment is the talk of the day. Theoretical knowledge alone will not prepare educated person for the world of work. The worker or productive individual must not only be knowledgeable but must also be versatile in the application of skills to perform defined job or work. To be acceptable by the employer in the field of work Business Education students must be competent enough to innovate and create. They must be able to cope outside the school work after graduation. Business Education students must stand fit anywhere he found himself. There is need for Business Educators to carry out the functions of his or her chosen field effectively. Also, Business Education student must be capable of satisfying his employer after graduation. This would be attained if the facilities in school is well-planned and use. In the end students would likely to perform both in theory and skill aspect of their training. Facilities availability and planning helps students to perform well academically.

Student academic performance include all grades, honours, awards, competitive results and experiences that demonstrate academic prowess, engagement in students life, contribution to a community. Academic performance means anything completed such as a degree, certification or standardize test. John (2022) defined academic achievement as positive, demonstrable results of academic performance. These includes grades, honours, awards, competitive results and experiences to attain these achievements, Business Education students need to be in conducive environment attractive enough for learning. Everything works together Skinner in his theory regarded environment as reinforcer to learn and achieve. This fact was corroborated by System Theory.

System theory was first introduced in the year 1940s by Biologist Ludwig-Von-Bertalanffy and later by Ross Ashby W. and George Bateson. The argument of Bertalanffy is that the component part of a system can best be understood in the context of the relationship with each other and with other system, rather than in isolation that is why the propounder of the theory argued for open system as opposed to the more closed system. In open system there is interaction with other system or the environment outside the system, whereas, close system do not. Mele, Pels and Polese as quoted by Jeevika (2021) defined a system as a complex for interacting element which are open to, and interact with the environment. System theory is relevance to this study because Business



Education comprises of wide range of interacting and interdependent component which all works together for survival of the system (Jeevika, 2021). Notwithstanding, both man and non-human materials work together to make teaching and learning meaningful. Business Education training need qualified lecturers and good available materials if education is to take place and skill is to be acquired.

### **Statement of Problem**

It is obvious to that planning of education and its' facilities goes a long way to help students to perform academically, specifically, Business Education students, due to the nature of their training. The nature of the training of Business Education students is skills acquisition. Skills acquisition require practical. Any practical aspect of training needs abundant and necessary facilities to practice. Therefore, despite the effort of government and many other stakeholders to make sure that Business Educators are self-employed or self-reliant after graduation or fit for work after school, many graduates remain unable to establish or employ, some that employed faced with series of complaints from employers that they are not competent. Could these reasons be as a result of resources put in place to teach them or un-conducive environment. It seems that Colleges of Education in Oyo State still lack good school plant planning. In the light of the forgoing, several studies have investigated factors such school building, instructional materials, physical facilities and infrastructure are components that affects students learning outcome most especially in secondary schools, but not many have focused on the efforts of management on school plant planning towards skills acquisition of Business Education students. Also, no direct research study which dealt with school plant planning and management efforts required for business education students' skills acquisition in colleges of education. It was this gap that influenced the researcher to conduct the study to find out the effort of management and benefits to be derived from effective planning and management of school plant towards business education students' skill acquisition, hence the need for this study.

### **Purpose of the Study**

The main purpose of this study was to investigate expected management efforts and benefits on school plant planning towards skill acquisition of Business Education students in colleges of education in Oyo State. Specifically, the study sought to:

1. investigate what should be the responsibilities of management on school plant planning towards skill acquisition of Business Education students in Colleges of Education in Oyo State.



2. find out the benefits to derived by students on the effort of management on school plant planning towards skill acquisition of Business Education students in Colleges of Education in Oyo State.

### Research Questions

The study was guided by the following formulated research questions:

1. What should be the effort of management on school plant planning towards skill acquisition of Business Education students in Colleges of Education in Oyo State?
2. What are the benefits to be derived by students on the effort of management on school plant planning towards skill acquisition of Business Education students in Colleges of Education in Oyo State?

### Method

The design for the study is descriptive survey design. The population for the study comprised all 48 Business Education lecturers in government Colleges of Education in Oyo State. No sample was drawn because of small number of the population. Data was gathered through the use of a 36-items 4-point rating scale questionnaire: "Effort of Management on School Plant Planning towards Skill Acquisition of Business Education Students in Colleges of Education in Oyo State Questionnaire (EMSAQ) was developed and covered various facilities in school and students skills acquisition in Business Education department in government owned College Of Education in Oyo State, Nigeria. The rating scale of Strongly Agreed (SA) = 4, Agreed (A) =3, Disagreed (D) =2 and Strongly Disagreed (SD) = 1 was used for this study. The instrument was validated by four (4) senior lecturers both in university and college of education and the overall reliability coefficient was also established at 0.81 using test-retest. The data generated for the study were analyzed using frequency count and percentages for demographic information while arithmetic mean and standard deviation were used to analyze the research questions. Any mean score below 2.50 was considered disagreed while mean score that was 2.50 and above was considered Agreed.

### Result

**Question 1:** What should be the effort of management on school plant planning towards skill acquisition of Business Education students in Colleges of Education in Oyo State?

**Table 1: Effort of management on school plant planning towards skill acquisition of Business Education students**

SN	Item	SA	A	D	SD	Mean	SD	Decision
1.	Management must participate in the planning of school plant.	20	10	11	07	2.94	1.22	Agreed
2.	Management must plan to provide the	18	18	04	08	2.96	1.12	Agreed



	necessary and most important facilities needed for skill acquisition by student.								
3.	Management must see that school plant are maintained as at when due.	23	19	05	01	3.33	0.58	Agreed	
4.	Management must make sure that school facilities are audited	17	21	05	05	3.04	0.50	Agreed	
5.	There should be asset register for recording old and additional school plant (facilities)	22	13	09	04	3.10	0.97	Agreed	
6.	Typing pool attendance must have the knowledge of typing not just employ anyone.	09	30	06	03	2.94	0.56	Agreed	
7.	Shorthand laboratory must be equipped with necessary materials	10	21	09	08	2.69	0.96	Agreed	
8.	Teaching aids must be available for all Business Education courses.	16	18	07	07	2.90	1.05	Agreed	
9.	There should be Business Education library equipped with relevant and updated textbooks, journals, periodical etc.	38	07	01	02	3.69	0.51	Agreed	
10.	Information Communication Technology (ICT) laboratory for Business Education students must be equipped with enough computer.	28	17	02	01	3.50	0.58	Agreed	
11.	School plants must be coordinated by the Dean School of Vocational and Technical Education.	19	23	04	02	3.23	0.56	Agreed	
12.	Toilet, Pipe borne water and electricity should be available for staff and students at all time.	22	16	06	04	3.17	0.89	Agreed	
13.	School vans or buses must be available to carry Business Education students for excursion	31	09	03	05	3.38	0.98	Agreed	
14.	Lecturers of Business Education must have access to free internet during the school hour.	30	12	05	01	3.48	0.59	Agreed	
15.	Useful materials like duster, marker, pen, stapler, pin etc must be given to Business Education lecturers yearly.	19	20	07	02	3.17	0.68	Agreed	
16.	Good office must be provided for Business Education lecturers	17	21	10	00	3.15	0.55	Agreed	
17.	Business Education lecturers must have access to departmental computers and printers though supposed to be given to each lecturer	25	13	06	04	3.23	0.93	Agreed	
18.	Standby generators must be in Business Education department for practical aspect of education.	10	20	11	07	2.69	0.92	Agreed	
19.	During the school plant planning management must recommend laptop for each students before admission	10	25	05	08	2.77	0.93	Agreed	
20.	Any school plant donated such building	24	14	08	02	3.25	0.77	Agreed	



	or materials must be used for the purpose it was donated for							
21.	Staff quarters should be planned for Business Education lecturers specifically, for lecturers that his or her family is in another place	39	05	02	02	3.69	0.55	Agreed
22.	Evaluation of school facilities should be highly done and encouraged	21	09	09	09	2.88	1.35	Agreed
23.	Equitable classroom for lectures must be provided.	15	25	06	02	3.10	0.59	Agreed
	<b>Grand Mean</b>					<b>3.14</b>		<b>Agreed</b>

Table 1 above shows the mean ratings and standard deviation on the effort of management on school plant planning towards skill acquisition of Business Education students in Colleges of Education in Oyo State with the mean ratings from 2.69 to 3.69 and a grand mean of 3.14 indicate agreed that all those items are worth the management should properly take note of during their planning stage or budgeting stage. The standard deviation of the study ranged from 0.51 to 1.35 meaning closeness and agreed.

**Question 2:** What are the benefits to be derived by students on the effort of management on school plant planning towards skill acquisition of Business Education students in Colleges of Education in Oyo State?

**Table 2: Benefits to derive by students, lecturers and government on the effort of management on school plant planning towards skill acquisition of Business Education students**

SN	Item	SA	A	D	SD	Mean	SD	Decision
1.	Students will be well taught	18	12	10	08	2.83	0.95	Agreed
2.	Students will acquire necessary skills	12	20	06	10	2.71	1.12	Agreed
3.	Students will perform better in their examination	20	19	05	04	3.35	0.83	Agreed
4.	The nation will produce competent business teachers	19	17	06	06	3.02	1.02	Agreed
5.	Teaching will easy for the lecturers	25	10	10	03	3.19	0.94	Agreed
6.	School facilities life span will be elongated	19	20	05	04	3.13	0.82	Agreed
7.	Practical aspect of the course will be taught easily	11	19	08	10	2.65	1.10	Agreed
8.	The employers will enjoy the students after graduation	20	14	07	07	2.98	1.15	Agreed
9.	Unemployment will reduce because of the competency of the graduates they will establish	40	05	01	02	3.73	0.49	Agreed



	on their own or get good job from employers.							
10.	Universally, business education graduates certificate could work anywhere because of proper skills acquired.	29	15	02	02	3.52	0.58	Agreed
11.	Graduate of Business Education will be hot-cake in the labour market.	16	25	04	03	3.13	0.65	Agreed
12.	The economy of nation will improve because of qualified personnel produced	23	15	05	05	3.17	0.97	Agreed
13.	Staffs return will be minimized.	28	09	06	05	3.25	1.06	Agreed
<b>Grand Mean</b>						<b>3.13</b>	<b>0.90</b>	<b>Agreed</b>

Table 2 above shows the mean ratings and standard deviation on the benefits to be derived by students on the effort of management on school plant planning towards skill acquisition of in Colleges of Education in Oyo State with the mean ratings ranging from 2.65 to 3.73 and a grand mean of 3.13. Majority of the standard deviation range from 0.58 to 1.15 except item 9 which has 0.49 indicate closeness and agreed.

### Discussion of Findings

This study investigated effort of management on school plant planning towards skill acquisition of Business Education students in colleges of education in Oyo State. Table 1 showed that effort of the management must gear towards good planning of school plant. On the table it shows that materials to put in place for use. This was buttress by Oviawe, Uwamelye and Uddin (2017) as cited by Jeevika (2021) that at secondary school in India, technical education is provided in technical colleges such colleges are unique in that they are different from other secondary schools which provide learners with general education. They are rather being run to cater for the diverse potentials possessed by learners which are capable of leading them into economic independence.

Table 1 also showed that all necessary school plant must be provided for like library, classroom, electricity and the like. This view was supported by Ochogba, Johnwest, Isiodu and Igwe (2017) that the implementation of technical and vocational education and training involves adequate classroom and facilities/materials for practical purposes.

Table 2 showed many benefits to derive if school plant is well planned. Among the benefits are: Students will acquire necessary skills and Students will perform better in their examination. This was stressed by Adesina as quoted by Moses (2021) that a well-maintain school plan will gear up expected outcomes of



education that will facilitate effective teaching and learning process and academic performance of the students.

### **Conclusion**

From the findings of the current research study, it can be concluded that efforts of management towards students planning of Business Education department's facilities is a prerequisite to ensuring that skills acquisition among Business Education students in Colleges of Education is assured. The implication of this is that when lecturers teach in conducive environment teaching will be effective. Likewise, when students learn in good and well planned environment they perform better. Therefore, if both lecturers and students performed, government will gain by achieving the aims and objectives of Business Education and society at large will benefit by having competent and independent graduates who are ready to improve nation's economy.

### **Recommendations**

Based on the findings and conclusion, the following recommendations were made:

1. Management must participate in the planning of the school plant and make sure that necessary and most important facilities are provided for skill acquisition of the students.
2. Management, government and other stakeholders must put more efforts in school plant planning to be appropriate for use. To derive benefits, specifically, on practical aspect of the course to be taught easily to make the beneficiaries competent, be self-reliant and work anywhere in the world or universally.

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