

Institutional Factors as Determinants of Business Education Students' Academic Performance in Kwara State College Of Education, Ilorin

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Article Information	ABSTRACT
<p>Received: 09th Jan, 2025</p> <p>Accepted: 13th Jan. 2025</p> <p>Published: 18 Feb., 2025</p> <p>KEYWORDS: Institutional, Factors, Determinants, Business Education, Students, Academic Performance.</p> <p>Publisher: Empirical Studies and Communication - (A Research Center)</p> <p>Website: www.cescd.com.ng</p> <p>Journal URL: https://ijois.com/index.php/ijoisjournal</p>	<p>This study investigated institutional factors as determinants of Business Education students' academic performance in Kwara State College of Education, Ilorin. The study adopted a descriptive survey research design. The population of the study was 281 respondents across NCE I, NCE II and NCE III Business Education Students' of Kwara State College of Education. A structured questionnaire containing 21 items was used to elicit responses from the respondents and generated data for the study. The instrument which was face-validated by three experts from the Department of Business Education, Faculty of Education, Al-Hikmah University, Ilorin was used to collect data from the respondents. The study made use of Kuder-Richards formula (K-R 21) to determine the reliability of the instrument and a reliability coefficient of 0.75 was obtained. The data collected for the study were analyzed using mean to answer the research questions raised and standard deviation to determine the closeness or otherwise of the responses from the mean. Findings from the analysis revealed that Business Educations students agree that accessibility to internet services, usage of library service and instructional material are institutional factors for determining Business Education students' academic performance. . It was recommended amongst others that education authority such as ministry of education should create enough awareness through seminars, conferences, symposia and workshop among the experts in charge of tertiary education about the use of ICT gadgets in promoting academic performance.</p>

Introduction

Business Education as part of vocational and technical education is taught in Colleges of Education, aimed primarily at incorporating into the learner the principle and logic of becoming a business educator and or to become an establish entrepreneur after the completion of their study. Similarly, Ajisafe et al. (2015) observed that business education refers to a programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM), the major topics include: office practice, book keeping, business mathematics, business communication, secretarial duties, word processing, advertising. In addition, Amoor (2010) posited that Business Education plays a significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of Business Education is primarily to produce competent, skillful and dynamic business instructors, office administrators and businessmen and women that will effectively compete in the world of work. Edokpolo and Owenvbiugie (2017) observed that business education is considered as a major contributor to human resource, entrepreneurial and national development.

The performance of students in institution is evaluated from the scores they obtained in their continuous assessment and their examinations which form their Cumulative Grade Point Average (CGPA), upon which their success and failure would be determined. Performance is vital towards the success of students' achievement and has far-reaching implications for their personal and professional lives. Ogbogu (2014) explained that student' performance impact on their career choice, personal income and level of success, as well as the degree of participation in community life. The performance of students' in colleges of education determines whether the students will proceed to higher education, secured lucrative teaching job and or establish a viable business venture.

Internet service is a technology innovation from which access to trends of events globally is been obtained. Yebowaah (2018) expressed that the internet is the key that compact the information and technology into a global unit. Mohd and Ku Nur (2017) expressed that internet is an important knowledge-based tool used by individuals for information management, information search, communication, and research and learning. They expressed further that use of internet technology will make it easier for students' of Business Education to obtain several and latest information quickly and effectively. Internet availability and accessibility in all colleges of education is one of the requirements of National Commission for Colleges of Education (NCCE) as stated in the minimum standard of colleges in Nigeria (FRN, 2012). Ngoumandjoka (2012) observed that internet accessibility in academic settings was introduced in the mid-1990s, to serve as a tool to enhance academic experience among the learners. Internet accessibility in institution as aided students' academic worries, in that it provides a pool of knowledge from which academic materials can be accessed and utilized. It broadens the lecturers as well as the students' knowledge horizons in research, assignment and in their respective area of academic concern. Various platforms are created to aid teaching and learning process between the teacher and the students on the internet, sites such includes; www.openlearning.com, www.helphub.com, www.teachable.com and other virtual learning platforms such as; zoom, google classroom among others.

Library service is an essential input which facilitates the achievement of predetermined learning outcome in school settings. Library in institutions provides students with learning opportunity, provides an avenue from which they can search and research for scholars' submissions on various concept and principles. Yusuf et al. (2018) opined that library services provision in schools helps to accelerate the implementation of the outlined

educational programmes and policies, so that the stated aims and objectives for which the school is established will be achieved. Adeyemi (2010) argued that student constant visit to the library will accelerate their intellectual development and improve their academic progression. Library according to Konlan and Yebowaa (2017) contributes to knowledge generation and serve as the heartbeat of the institution, in that it provides a place for students and academicians to carry out their assignment, research and advance their knowledge. The establishment of library in an academic environment is essential to collect process and store, disseminate and utilize information to provide services to the academic and research community.

Instructional materials are teacher-assisted instructions that bring about effective teaching and learning during interaction between the teacher and the learners. John (2016) posited that the quality and adequate provision and utilization of instructional materials in teaching and learning would bring about actualization of behavioural objectives. The use of instructional materials in teaching motivates students, eliminate boredom and provide background information about the matter in discuss. Ayodeji and Morenikeji (2020) noted that instructional materials enhances students' memory level and improve their academic performance. Instructional material in business education according to Aliyu (2013) includes: functional typewriters (manual/electric), duplicating machines, photocopying machines, stop-watch, computers, typewriting and shorthand textbooks, typing pool and computer laboratory that can facilitate Business Education students' academic performance.

Statement of the Problem

The success or failure of students' in the Colleges of Education specifically, Kwara State College of Education will be a major determinant of education at the lower educational cadre in the country, since the trainees of the colleges was charged with the responsibility to teach at basic levels after the completion of their course of study. Supporting this assertion, Oladebinu et al. (2018) asserted that the performance of colleges of education graduates determines the quality of education, since no education can rise above quality of teacher. Several factors have been identified as constraint to academic performance of business education students' in the colleges of education among which include; learning skills, accessibility to internet service, teachers' quality, library service and school facilities among others. Various interventions and policies that have been put in place by the authorities to improve academic performance in Colleges of Education which Kwara State College of Education is not left out, yet there is persistence decline in academic performance among business education students' going by the low quality of graduates turn out every year as result of inadequate instructional material, inaccessibility to internet services and not well equipped library. It is on the basis of the foregoing that this study was aimed at investigating institutional factors as determinants of Business Education students' academic performance in Kwara State College of Education, Ilorin.

Purpose of the Study

The main purpose of this study was to investigate institutional factors as determinants of academic performance of Business Education students' in word processing in Colleges of Education in Kwara State. Specifically, the objectives sought to:

1. find out accessibility to internet services by Business Education students' as determinant of academic performance in Kwara State College of Education.

2. examine usage of library service by Business Education students' as determinant of academic performance in Kwara State College of Education.
3. identify usage of instructional material by Business Education students' as determinant of academic performance in Kwara State College of Education.

Research Questions

The following research questions were raised to guide the conduct of the study:

1. How accessibility to internet services serve as determinant of Business Education students' academic performance in Kwara State College of Education?
2. In what way as usage of library service serve as determinant of Business Education students' academic performance in Kwara State College of Education?
3. How usage of instructional material serve as determinant of Business Education students' academic performance in Kwara State College of Education?

Methodology

The design for this study was descriptive survey. The study was carried out in Kwara State. The population for the study consisted of 281 Business Education students' in Kwara State College of Education. KCOED has Business Education students' from NCE I to NCE III which made up the entire population for the study. For NCE I (98 Business Education Students'), NCE II (89 Business Education Students') and NCE III (94 Business Education students'). Since the population is manageable for this study the researcher decided to use the entire population.

The instrument titled Institutional Factors and Academic Performance Questionnaire (IFAPQ) was developed by the researcher to collect data for the study. The instrument consisted of 21 items measured on a four point rating scale of Strongly Agree (SA = 4 points), Agree (A = 3 points), Disagree (D = 2 points) and Strongly Disagree (SD = 1 point).

The instrument was divided into two parts: A and B. Part A of the instrument collected personal information of the respondents while part B addressed research questions. The instrument was face-validated by three experts from the Department of Business Education, Faculty of Education, Al-Hikmah University, Ilorin which corrections were accordingly effected. The reliability of the instrument was determined through application of Kuder-Richards formula (K-R 21) and a reliability coefficient of 0.75 was obtained. The instrument was considered reliable based on the reliability value obtained. The instrument was administered through direct contact with the respondents out of 281 copies administered 276 were retrieved and used for analysis. The research questions were answered using mean and standard deviation.

In answering the research questions, any mean found between 2.50 and 4.0 was interpreted as Agree (A) while mean below 2.50 was interpreted as Disagree (D). The standard deviation was also employed to indicate how scattered or close the opinions of respondents are around the mean. Where the Standard Deviation was high, the individual responses varied greatly, where the Standard Deviation was low, and the respondents were taken to be close in their opinions.

Results

Table 1: Mean Ratings of Respondents on Accessibility of Internet Service as determinant of Academic Performance (N=276).

S/N	Items Statements	Mean	SD	Remarks
1.	Internet service is available in my school	3.27	0.66	A
2.	The students have access to the internet service provided by my school	2.60	0.93	A
3.	The school internet network is always available for use.	3.02	0.26	A
4.	Lectures sometimes take place through virtual class	2.65	0.31	A
5.	Lectures through the internet are always conducive	3.15	0.28	A
6.	Wireless are available within the school	2.59	1.11	A
7.	Good internet network are available in the school	2.55	0.21	A
Weighted Average		2.83	0.54	A

From Table 1, items 1-7 had mean scores above the cut-off point of 2.50, indicating Agree. Therefore, respondents agree that accessibility to internet services by Business Education students' serve as determinant of academic performance. The standard deviations of the respondents were low and not far from one another, it means that the respondents' assessment of institutional factors are closely related.

Table 2: Mean Ratings of Respondent on Usage of Library Services as Determinant of Academic Performance (N=276).

S/N	Items Statements	Mean	SD	Remarks
8.	There is functional library in my school	2.66	0.76	A
9.	Students are allowed to visit the library for personal study	3.20	0.93	A
10.	There are textbooks and materials in the library relating to my course of study	3.32	0.66	A
11.	Often find the library conducive for studying	2.61	0.71	A
12.	The use of library service improve academic performance	3.45	0.38	A
13.	Access to E-library facilities improve academic performance	3.17	1.61	A
14.	Facilitate conduction of academic research	3.46	0.21	A
Weighted Average		3.12	0.75	A

Source: Field Survey, 2024.

From Table 2, items 8-14 had mean scores above the cut-off point of 2.50, indicating Agree. Therefore, respondents agree that usage of institutional factors serve as determinant of academic performance. The standard deviations of the respondents are low and not far from

one another, it means that the respondents' assessment of institutional factors are closely related.

Table 3: Mean Ratings of Respondent on the Usage of Instructional Material as Determinants of Academic Performance (N=276).

S/N	Items Statements	Mean	SD	Remarks
15.	My department as a functional and well equipped typing pool	2.67	0.76	A
16.	There is computer laboratory in my department	2.80	0.93	A
17.	The computer laboratory is well equipped	3.42	0.66	A
18.	We often have practical sessions in the laboratory and typing pool	3.01	0.71	A
19.	Students are exposed often to instructional materials by the lecturer during the class	3.75	0.38	A
20.	The lecturers often bring real objects to the class	3.24	0.61	A
21.	Laboratory assistance provide necessary assistance during practical class	2.76	0.21	A
Weighted Average		3.09	0.55	A

Source: Field Survey, 2024.

From Table 3, items 15-21 had mean scores above the cut-off point of 2.50, indicating Agree. Therefore, respondents agree that Instructional material serve as determinants of academic performance. The standard deviations of the respondents were low and not far from one another, it means that the respondents' assessment of Institutional factors are closely related.

Discussion of Results

Result in Table 1 shows that accessibility to internet services determine Business Education students' academic performance. This is in agreement with earlier findings of Mohd and Nur (2017) expressed that internet is an important knowledge-based tool used by individuals for information management, information search, communication, and facilitate students' research and learning. Also, this findings corroborated with findings of Ngoumandjoka (2012) who observed that internet accessibility in academic settings where various platforms are created to aid teaching and learning process between the teacher and the students on the internet, sites such includes; www.openlearning.com, www.helphub.com, www.teachable.com and other virtual learning platforms such as; zoom, google classroom among others.

Result in Table 2 shows that usage of library service determines Business Education students' academic performance. This is in line with findings of Yusuf, Zahyah and Muhajir (2018) who opined that provision of library services in schools helps to accelerate the implementation of the outlined educational programmes and policies, so that the stated aims and objectives for which the school is established will be achieved. Thereby facilitate students' academic performance.

Result in Table 3 shows that usage of instructional material determines Business Education students' academic performance. This finding is in consonance with the findings of Ayodeji and Morenikeji (2020) noted that instructional materials enhances students' memory level, arrest students' interest in learning, creation of positive learning environment which led to improvement of students' academic performance.

Conclusion

The aim of this study was to investigate Institutional factors as determinants of Business Education students' academic performance in Kwara State College of Education. Data were collected, analyzed and interpreted. Based on the findings of the study, it was concluded that Business Education students' of Kwara State College of Education were able to attain positive academic performance through accessibility to internet services, usage of library services and usage of instructional material.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Government should provide adequate funding for institutions which will facilitate the institution to have a standard equipped library.
2. The institution should ensure recruitment of high quality lecturers' that will be very conversant with the use of modern instructional material to facilitate smooth teaching and learning.
3. That education authority such as ministry of education should create enough awareness through seminars, conferences, symposia and workshop among the experts in charge of tertiary education about the use of ICT gadgets in promoting academic performance.

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