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ASSESSING THE EFFECT OF PROJECT FACILITIES ON BUSINESS EDUCATION STUDENTS' PERFORMANCE IN TERTIARY INSTITUTION IN RIVERS STATE

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ABSTRACT

The study investigated the relationship between projection facilities and Business Education students' academic achievement in Tertiary Institutions in Rivers State. Ten (10) specific objectives, research questions and null hypotheses guided the study. The survey and correlational research designs were used for the study. Population of the study was 3,763 students drawn from the department of business education from the three tertiary institutions in Rivers State, while the sample size consisted of three hundred and forty-six (346) respondents. Data collection instrument was through a researcher-designed. An expert in the field of Measurement and Evaluation and the Researcher's Supervisor determined the face and content validity of the instrument. The reliability coefficient of r = 0.920 was determined through Cronbach Alpha Statistic. Pearson moment correlation was used to answer the research questions while the null the hypotheses were tested using Linear Regression and Analysis of Covariance at the 0.05 significance level. Some of the results amongst others showed that there was a positive, very strong and significant relationship between projection facility and good presentation of students of tertiary institutions in Rivers State, and there was a positive, very strong and significant relationship between projection facility and the self-development of students of tertiary institutions in Rivers State.

Keywords: Projection Facilities, Good presentation Self-development, Computer Literacy

INTRODUCTION

Education is a fundamental human right and schools are the platforms for which this right is enhanced. A school is capable of facilitating this right when adequate infrastructure such as modern teaching aids, digital libraries, conducive classrooms, and computer laboratories amongst other teaching and learning materials are available. On the contrary, the length and breadth of the tertiary institutions in Rivers State seem to be bedevilled with educational infrastructural challenges – a challenge that keeps making it difficult for the academic success of those who happen to attend these institutions. The problem of poor educational infrastructure runs right from early childhood to the tertiary institutional level. This situation has been attributed to the poor funding of tertiary institutions. Among the several news reports on the state of the educational sector, reports are that one of the most pressing problems for Nigeria's tertiary education system remains the severe underfunding of its universities. As such, due to funding constraints, most of Nigeria's public universities are in deteriorating condition. Nigeria's institutions and lecture halls are severely overcrowded, student to lecturer ratios have skyrocketed, and faculty shortages are chronic. Lab facilities, libraries, dorms, and other university facilities are often described as being in a state of decay – a situation that makes access, equity and quality nothing but mere words.

Educational infrastructure plays a key role in the attainment of the institution's objectives and overall quality performance of the educators and the students; unfortunately, many public tertiary institutions are characterized by a lack of educational infrastructure facilities such as adequate and conducive classrooms, laboratories, teaching aids (Projecting device), computer laboratory (fully

equipped ICT laboratory). For institutions where these facilities exist, little is known about the extent to which these facilities affect the learning outcome of business education students.
Based on the foregoing, this study argues that the problem of poor academic achievement could be attributed to inadequate educational infrastructures such as irrelevant instructional materials, an unconducive environment, inadequate computer laboratory, and inadequate instructional materials amongst others been experienced in tertiary institutions. In consideration of the laudable prospects of business education, to ensure optimum teaching and learning under the best of conditions, business education departments are expected to be adequately and sufficiently provided with requisite instructional facilities and equipment. Where the requisite teaching and learning tools are non-existent or inadequate, effective instruction may not take place.
Empirical studies of authors like; Ubulom and Enyekit (2017), which evaluated the equipment and facilities utilized for the implementation of business education programmes in tertiary institutions in Rivers State, and Owoeye and Yara (2011) which also conducted a study on school facilities and academic achievement of secondary school Agricultural science students in Ekiti state of Nigeria, among other studies, provided a glimpse of the scope this study intends to cover and the knowledge gap it intends to bridge. This suggests that there is limited empirical evidence to substantiate the extent of the relationship between the independent and dependent variables studied especially in the Nigerian university context. Consequent to the foregoing, this study investigates the relationship between educational infrastructure and Business Education students' academic achievement in Tertiary Institutions in Rivers State.

Research Hypotheses
The following null hypotheses, tested at the 0.05 level of significance, were formulated to guide the study:

1. There is no significant relationship between projection facility and good presentation of students of tertiary institutions in Rivers State.
2. There is no significant relationship between projection facility and the self-development of students of tertiary institutions in Rivers State.
3. There is no significant relationship between projection facility and computer literacy of students of tertiary institutions in Rivers State.

Related Literature
Concept of Projection facility
An overhead projector like a film or slide projector uses light to project an enlarged image on a screen, allowing the view of a small document or picture to be shared with a large audience. In the overhead projector, the source of the image is a page-sized sheet of transparent plastic film (also known as "foils" or "transparencies") with the image to be projected either printed or hand-written/drawn. These are placed on the glass platen of the projector, which has a light source below it and a projecting mirror and lens assembly above it (hence, "overhead"). They were widely used in education and business before the advent of video projectors (Kavita, Shashikala, & Sreevidyalata, 2015). An overhead projector works on the same principle as a slide projector, in which a focusing lens projects light from an illuminated slide onto a projection screen where a real image is formed. However some differences are necessitated by the much larger size of the transparencies used (generally the size of a printed page), and the requirement that the transparency is placed face up (and readable to the presenter). For the latter purpose, the projector includes a mirror just before or after the focusing lens to fold the optical system toward the horizontal. That mirror also accomplishes a reversal of the image so that the image projected onto the screen corresponds to that of the slide as seen by the presenter looking down at it, rather than a mirror image thereof. Therefore, the transparency is placed face up (toward the mirror and

focusing lens), in contrast with a 35mm slide projector or film projector (which lack such a mirror) where the slide's image is non-reversed on the side opposite the focusing lens. Overhead projectors were widely used in education and business before the advent of computer-based projection (Power, 2017).

The overhead projector facilitates an easy low-cost interactive environment for educators. Teaching materials can be pre-printed on plastic sheets, upon which the educator can directly write using a non-permanent, washable colour marking pen. This saves time since the transparency can be pre-printed and used repetitively, rather than having materials written manually before each class (Young, 2013).

The overhead is typically placed at a comfortable writing height for the educator and allows the educator to face the class, facilitating better communication between the students and lecturer. The enlarging features of the projector allow the educator to write in a comfortable small script in a natural writing position rather than writing in an overly large script on a blackboard and having to constantly hold their arm out in midair to write on the blackboard (Young, 2013).

When the transparency sheet is full of written or drawn material, it can simply be replaced with a new, fresh sheet with more pre-printed material, again saving class time vs a blackboard that would need to be erased and teaching materials rewritten by the educator. Following the class period, the transparencies are easily restored to their original unused state by washing off with soap and water (Young, 2013).

School facilities like the projection facility have been observed as a potent factor in quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that "teaching is inseparable from learning but learning is not separable from teaching" is that lecturers do the teaching to make the students learn, but students can learn without the lecturers. According to Akande (2005), learning can occur through one's interaction with one's environment. The environment here refers to facilities that are available to facilitate students learning outcomes. It includes books, audio-visual, software and hardware of educational technology; so also, size of the classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals are arranged (Farrant, 2001; Farombi, 2008).

Business Education Student's Academic Achievement

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. According to Annie, Howard, Stoker and Mildred (2006) academic achievement is the outcome to which a student, lecturer or institution has achieved their educational goals. Bossaert, Doumen, Buyse and Verschueren (2011) defines academic achievement as a student's success in meeting short or long term goals in education in the big picture according to the authors, academic achievement means completing high school or earning a college degree. Lassiter (2005) looks at students' academic achievement as referring to a students' strong performance in a given academic area. A student who earns good grades or awards in science has achieved in the academic field of science. He further stated that education associations and schools monitor the overall level of student academic achievement to decide what, if any challenges, need to be made in the educational system.

Good (2009) defines academic achievement as "the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the lecturer". Mehta (1996:8) defines academic achievement as "academic performance includes both curricular and co-curricular performance of the students it indicates the learning outcomes of the students. In classrooms students perform their potentials efficiently, as a result of it, learning takes place: the learning outcomes change the behaviour pattern of the student through different subjects.

Academic performance according to Isah **(**2015**)** is a measurement of success or how well a student meets standards set out by the institution itself. Academic performance is how students deal with their studies and how they cope with or accomplish different tasks given to them by their lecturers, it is also the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper (Isah 2015**)**. Seif, (2009) believed that students' academic performance is highly affected by motivation and emotion, environmental condition, tiredness and illness. So, these factors may yield a fairly accurate indicator of how much he is learning unless he can show it well. The academic performance of students can be regarded as the observable and measurable behaviour of a student in a particular situation (Adamu 2015). He further stated that the academic performance of a student in business education includes observable and measurable behaviour of a student at any point in time during a course.

Empirical Review

Olayemi and Ige (2020) examined the availability of educational facilities to improve academic performance of business education students in college of education, ikere Ekiti. The descriptive research design of a survey was adopted for the study. The population of the study was made up of 374 Business education students in College of Education, Ikere Ekiti. The sample of the study was 100 Business Education students selected using simple random sampling technique. A well-structured questionnaire was the instrument used for the study, the questionnaire items were structured in a four-point Likert rating scale and it was validated by experts for face structure. The reliability of the instrument was determined. The reliability coefficient of 0.62 was obtained using the Cronbach alpha coefficient which indicated that the instrument was reliable to collect the necessary data for the study. Descriptive statistics was used to analyze the research questions. The study concluded that there are no adequate educational facilities such as modern equipment such as projector, computer, and lecture clips for practical work to enhance effective teaching and learning in order to improve students' academic performance.

Ogundele and Lawal (2016) investigated the influence of new technologies on the teaching of business education courses in tertiary institutions in Kwara state. Two research questions and one hypothesis guide the conduct of the study.Descriptive survey research design was used for the study. A total of 37 business education lecturers in the public tertiary institutions in Kwara state was selected. A questionnaire with Cronbach reliability of 0.70 was the instrument used for data collection. Percentages mean score was used to analyze the research questions while t-test was used to analyze the hypothesis. The result of the data collected and analyzed indicated that lecturers have access to the new technologies for teaching of business education courses. The result of the test of the null hypothesis showed no significant difference in the mean rating of respondents. It was concluded that new technologies have a positive influence on the teaching of business education courses. It was recommended among others that institutional administrators should encourage business lecturers through sponsorship to acquire knowledge and skills in the area of new technologies.

Odeh, Oguche, and Ivagher (2015) investigated the influence of school environment on academic achievement of students in secondary schools in Zone "A" Senatorial District of Benue State, Nigeria. Three research questions and three hypotheses guided the study. A descriptive survey design was adopted for the study. The population of the study comprised 1636 lecturers from 119 secondary schools in Zone 'A' Senatorial District of Benue State. A sample of 250 lecturers was used for the study. A 15-item structured questionnaire developed by the researchers titled "Influence of School Environment Questionnaire (ICTQ)" was used for data collection. Mean and standard deviations were used to answer the research questions, while chi-square (x2) was used

to test the hypotheses at 0.05 level of significance. The results of the study indicated that school climate, discipline and physical facilities has significant influence on academic achievement of secondary school students in Zone 'A' Senatorial District of Benue State.

Uche (2018) investigated the availability of educational facilities in departments of business education in Colleges of Education North-West Nigeria. Business Education aims at skills acquisition to make graduates employable, self-employed and self-reliant or employer of labour. One research question and one null hypotheses tested at 0.05 level of significance guided the study. The population for the study consisted of all business education lecturers and students in Colleges of Education North-West Nigeria. The proportionate stratified and purposive sampling techniques were employed to selected sample size of 432 respondents, made up of 345 students and 87 lecturers of business education in 13 Colleges of Education North-West Nigeria. A structured questionnaire was used as instrument for data collection, which was face validated by three experts. Cronbach Alpha Reliability Coefficient of 0.86 was obtained for the study. It was found that educational facilities in departments of business education in Colleges of Education North-West Nigeria were available to an average level.

Ramli and Zain (2018) described three factors that can impact students' academic achievement, which is System Management (E-Learning, Management Information System); Learning Environment (Classrooms, Teaching Aid, Library) and Infrastructure (Hostels, Sports Facilities, Parking & Transportation). It was conducted in the Universiti Malaysia Kelantan (UMK) City Campus because of its conditions of using shop lots as building the campus. Data were distributed to 500 students of the 2016/17 academic calendar. A total of 364 returned and usable questionnaires were received, given a response rate of about 73%. The study runs correlation and regression analysis to analyse the data. The results of the study show that E-learning of System Management; Teaching Aids and Library of Learning Environment; Hostels, Sports Facilities and Parking and Transportation of Infrastructure were all significant to impact students' academic achievement. All the factors contributed about 51.5% towards the students' achievement. As this is the first attempt of looking at the issue in the UMK, it provides valuable findings of the factors which should be given attention by UMK and other academic institutions to improve students' academic achievement.

Socio-cultural Theory of Teaching, Learning, and Development

Socio-cultural theory of teaching, learning and development is a theory propounded by Lev Vygotsky in 1978. This theory states that human minds do not develop by virtue of some predetermined cognitive structures that unfold as one matures. Rather, this theory posits that human minds develop as a result of constant interactions with the social material in their world (Vygotsky, 1978 cited in Willms, 2010).

According to Vygotsky, human mind develops through interaction with materials in the learning process where people learn from each other and use their experiences to successfully make sense of the materials they interact with (Willms, 2010). These experiences are crystallized in 'cultural tools', and the learners have to master such tools in order to develop specific knowledge and skills in solving specific problems and, in the process, become competent in specific profession.

Relationship between the study and the theory Socio-cultural Theory of Teaching, Learning, and Development

In the classroom, these tools can be projection facility, computer laboratory, pictures, models, or a structure that allows students to solve a problem. Most often however, such tools are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved arrangements of meanings, sounds, melody, rules of communication, and so forth. This theory provides greater emphasis on creating classroom

environment that encourages student interaction with educational tools. This shows that as students interact or learn with instructional technology, they tend to develop their knowledge and skills in specific areas.

METHODOLOGY

The survey and correlational research designs were used in the study.

The population of this study consisted of 3,763 final year students of the tertiary institutions selected for the study. The population was drawn from the Department of Business Education from the three tertiary institutions in Rivers State that offered business education (Federal College of Education (Technical) Omoku, Rivers State University, and the Ignatius Ajuru University of Education). The sample of 346 is derived from the population of the study based on the recommendation of the Krejcie and Morgan, (1970) sample size determination table. The table recommended that for the population of 3500-3999, a sample size of 346 should be adopted. A researcher design questionnaire titled; Educational Infrastructure and Business Education Students' Academic Achievement Questionnaire (EIBESAAQ) was used as a yardstick for measuring the relationship between the independent and dependent variables. To ensure the face and content validity of the instrument, the instrument was given to an expert in the field of Measurement and Evaluation as well as to the Researcher's Supervisor for suggestions, necessary corrections and modifications. However, the comments and suggestions that emanated from the examiners were used to modify the questionnaire before sorting for approval from the researcher's supervisor.

The consistency of the instruments over time is addressed by reliability. It is the instrument's stability concerning what it is intended to measure. As a result, the test-retest approach was used to determine the instrument's reliability. The researcher sought permission from the management of the tertiary institutions that were used for the study; following that, the researcher administered the questionnaire to the targeted respondents from the study's department. To ensure adequate administration and return rate, the administration and retrieval of the instrument was carried out with the assistance of research assistants drawn from the tertiary institutions that used for data collection. Out of 346 copies of the questionnaire distributed, 334 returns were made. Consequently, 334 copies of the questionnaire were used for further analysis.

Mean, Standard deviation, Pearson Product Moment Correlation (PPMC) were used to answer the research questions while the null hypotheses were tested using Linear Regression and Analysis of Covairance (ANCOVA) at the 0.05 significance level. The data analyses were carried out using the Statistical Package for Social Sciences (SPSS) software version 22.

Results

Test of Hypotheses

Hypothesis One: There is no significant relationship between projection facility and good presentation of students of tertiary institutions in Rivers State.

Table 1: Summary of simple linear regression of the relationship between projection facility and good presentation of students of tertiary institutions in Rivers State

Variables	Coefficients	Std. Error	t	Sig.
(Constant)	1.982	0.310	6.397	0.000
Projection facility	0.873	0.021	42.521	0.000*
R	0.919[a]			
R-squared	0.845			
Adjusted R-squared	0.844			
F-statistic	1807.998			
P-value	0.000[b]			
df	332			

a. Dependent Variable: Good Presentation
b. Independent Variable: Projection facility
c. *Items show significant relationship with the dependent variable at the 0.05 level of significance.

Source: SPSS Computation, 2021.

The result of table 1 shows that r-value of 0.919 indicates a very strong relationship between projection facility and good presentation of students of tertiary institutions in Rivers State. The r^2-value of 0.845 indicated roughly the variation of 85% to the relationship between projection facility and good presentation of students of tertiary institutions in Rivers State. Furthermore, since, F-statistic = 1807.998, t = 42.521, at df = 332, and p = 0.000< 0.050, hence, null hypothesis one is rejected at the 0.05 level of significance. Therefore, there is significant relationship between projection facility and good presentation of students of tertiary institutions in Rivers State.

Hypothesis Two: There is no significant relationship between projection facility and the self-development of students of tertiary institutions in Rivers State.

Table 2: Summary of simple linear regression of the relationship between projection facility and the self-development of students of tertiary institutions in Rivers State

Variables	Coefficients	Std. Error	t	Sig.
(Constant)	3.200	0.480	6.665	0.000
Projection facility	0.798	0.032	25.087	0.000*
R	0.809[a]			
R-squared	0.655			
Adjusted R-squared	0.654			
F-statistic	629.369			
P-value	0.000[b]			
Df	332			

a. Dependent Variable: Self-Development
b. Independent Variable: Projection facility
c. *Items show significant relationship with the dependent variable at the 0.05 level of significance.

Source: SPSS Computation, 2021.

The result of table 2 shows that r-value of 0.809 indicates a very strong relationship between projection facility and the self-development of students of tertiary institutions in Rivers State. The r^2-value of 0.655 indicated roughly the variation of 66% to the relationship between projection facility and the self-development of students of tertiary institutions in Rivers State. Furthermore, since, F-statistic = 629.369, t = 25.087, at df = 332, and p = 0.000 < 0.050, hence, null hypothesis two is rejected at the 0.050 level of significance. Therefore, there is significant relationship between projection facility and the self-development of students of tertiary institutions in Rivers State.

Hypothesis Three: There is no significant relationship between projection facility and computer literacy of students of tertiary institutions in Rivers State.

Table 3: Summary of simple linear regression of the relationship between business education curriculum and marketing skills among business education graduates in tertiary institutions in Rivers State

Variables	Coefficients	Std. Error	t	Sig.
(Constant)	3.680	0.545	6.755	0.000
Projection facility	0.772	0.036	21.401	0.000*
R	0.761[a]			
R-squared	0.580			

Adjusted R-squared	0.578
F-statistic	458.012
P-value	0.000[b]
Df	332

a. Dependent Variable: Computer Literacy
b. Independent Variable: Projection facility
c. *****Items show significant relationship with the dependent variable at the 0.05 level of significance.
Source: SPSS Computation, 2021.

The result of table 3 shows that r-value of 0.761 indicates a strong relationship between projection facility and computer literacy of students of tertiary institutions in Rivers State. The r^2-value of 0.580 indicated roughly the variation of 58% to the relationship between projection facility and computer literacy of students of tertiary institutions in Rivers State. Furthermore, since, F-statistic = 458.012, t = 21.401, at df = 332, and p = 0.000 < 0.050, hence, null hypothesis three is rejected at the 0.05 level of significance. Therefore, there is significant relationship between projection facility and computer literacy of students of tertiary institutions in Rivers State.

Discussion of Findings

The result in table 1 shows that the extent of relationship between projection facility and the self-development of students of tertiary institutions in Rivers State is very strong. While the result of table 1 indicated that there is significant relationship between projection facility and the self-development of students of tertiary institutions in Rivers State. This finding is consistent with the study carried out by Odeh, Oguche, and Ivagher (2015) which revealed that physical facilities has significant influence on academic achievement of secondary school students.

The result in table 2 shows that the extent of relationship between projection facility and computer literacy of students of tertiary institutions in Rivers State is strong. While the result of table 2 indicated that there is significant relationship between projection facility and computer literacy of students of tertiary institutions in Rivers State. This finding is in agreement with the study of Odeh, Oguche, and Ivagher (2015) which revealed that physical facilities has significant influence on academic achievement of secondary school students.

Table 3 shows that the extent of relationship between the conducive classroom and good presentation of students of tertiary institutions in Rivers State is very strong. Furthermore, the result of table 3 indicated that there is significant relationship between the conducive classroom and good presentation of students of tertiary institutions in Rivers State. This finding is consistent with the study of Adigeb, Anake, and Undie (2017), which revealed that good classroom buildings and the use of ICT significantly affect students differently in their academic performance.

CONCLUSIONS

The study investigated the relationship between projection facilities and Business Education students' academic achievement in Tertiary Institutions in Rivers State. The analysis of the data gave results that provided findings for the study. The study draws its major conclusions based on the responses from the study's units (student) in the causal relationship between projection facilities and Business Education students' academic achievement in Tertiary Institutions in Rivers State and the perception of study units on the specific objectives of the study.

RECOMMENDATIONS

Considering the findings and conclusion of this study, it was recommended generally that project facilities have strong and significant relationship with business education students' academic

achievement in Tertiary Institutions in Rivers State. Specifically, the following recommendations were made:

1. Management of tertiary institutions in Rivers State should ensure that there is accessible projection facility for the teaching of business education.
2. Management of tertiary institutions in Rivers State should ensure that educational facilities are very much available for teaching business education so as to bring about an improvement in the academic achievement of students.
3. Tertiary institutional management should provide a conducive school environment that has good climate for effective teaching and learning of business education. Such environment should be safe, students treated fairly by lecturers and happy to be in school as well as feel they are a part of the school.

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