



FACILITY PLANNING ISSUES IN BUSINESS EDUCATION: IMPLICATION FOR COMBATING UNEMPLOYMENT AND YOUTH RESTIVENESS IN NIGERIA

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Abstract

The main purpose of this paper was to investigate facility planning issues in business education and its implications for combating unemployment and youth restiveness in Nigeria. The paper identified some of the causes of unemployment and youth restiveness to include lack of humanitarian and social welfare, lack of good governance, corrupt practices of government officials, inadequate training programmes and lack of quality education in Nigeria. The paper observed that to combat unemployment and youth restiveness in Nigeria a functional business education is a viable tool. The paper also observed that combating unemployment and youth restiveness could be impossible because business education in Nigeria lacks the stipulated facilities for effective teaching and learning due to lack of policy guidelines for infrastructural development in schools, low level of funding, lack of qualitative and quantitative information on facilities and poor maintenance culture. The paper concluded that if Nigeria desires to combat unemployment and youth restiveness, facility planning in business education should be accorded priority. It is therefore suggested among others that the different levels of government should address the issue of development and implementation of minimum standards for facilities development and management in all the schools and institutions.

Keywords: *Business Education, Facility Planning, Nigeria, Unemployment, Youth Restiveness.*

Introduction

Youths are the leaders of tomorrow and important segment of the society in which they live. The responsible, skillful, disciplined, focused, peaceful and law-abiding youths are the hope and the future of any nation. On the contrary, irresponsible, unskillful, lazy, lawless, indulgent and violent youths constitute a serious threat to the survival and development of any nation. Youth restiveness involves the combination of actions, *conducts and behaviour* which constitutes unwholesome, socially unacceptable behaviour exhibited by youths in the society. Anasi (2010)



averred that youth restiveness in Nigeria has been a prominent issue in recent times. There has been an increase in the occurrence of acts of violence and lawlessness, including hostage-taking of prominent citizens and expatriate oil workers, as well as oil bunkering, armed insurgence and cultism, among others. Youth restiveness may be caused by a number of factors. One of the factors is unemployment. According to Ndudi and Samuel (2016), when poverty and unemployment prevail in a system, there is bound to be unrest leading to conflict, armed robbery, insurgency and other social vices such as restiveness. The solution to the above is to educate the citizenry with skills that will adequately engage them to be productive. Business education is designed to provide such services.

The central role of business education in any country is to prepare its graduates for work which can be achieved by impacting the right knowledge, skills, attitude, and value with the appropriate availability of facilities. In spite of this laudable awareness, it is observed that the facilities to achieve this objective seems not available or not adequate where available. The general effect of this is increase in the rate of unemployment and over dependency on government/white collar job that is no longer readily available. Some of the youths due to frustration engage themselves in various forms of crime and restiveness. Implementation of business education in Nigeria is observed not to be in tandem with the theories of vocational education which business education is a component. One of the theories is that vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work. This theory dictates that the type, kinds, amount, use and arrangement of space, materials, equipment and supplies for a preparatory program be a replica of those in employment.

School facilities also known as school plants planning are essential in teaching and learning process in the school system. It is likely that well planned school plants in terms of location, structure and facilities will facilitate effective teaching and learning process and enhance better learning outcomes of the students. The importance of facilities in the implementation of any educational policy of a country cannot be overemphasized as human capital utilization can only succeed where appropriate facilities are readily available and utilized. The success of business education in combating unemployment and youth restiveness in Nigeria solely depends on the availability and applicability of facilities. In order to ensure the availability, accessibility, applicability and effective utilization of facilities in business education, proper planning is inevitable. Hence, the main focus of this paper



is to examine facility planning in business education and its implication on combating unemployment and youth restiveness in Nigeria.

Concept of Youth Restiveness

The National Youth Development Policy in Anasi (2010) defined youth as people aged 18-35. The United Nations General Assembly and World Bank in Adewuyi (2008) defined youth as people between ages 15 to 24 years. In Nigeria, the people within the age limit of 30 years are considered as youths hence they are allowed to participate in the National Youth Service Scheme (NYSC). They constitute about 40 per cent of the more than 140 million people of Nigeria. The total population of youth between 10 and 24 in Nigeria was 45.4 million in 2006, which is 34 percent of the total population. Youths are filled with energy and when this energy is positively channeled or harnessed, they are highly productive and likely to contribute to the overall development of the society. Conversely, when the energy is negatively channeled, restiveness and its resultant effects are likely to be felt. Elegbeleye (2005) defined youth restiveness as a sustained protestation embarked upon to enforce desired outcome from a constituted authority by an organized body of youths. It is marked by violence and disruption of lawful activities.

Similarly, Igbo and Ikpa (2013) opined that restiveness among youths globally and those in Nigeria has become a behaviour pattern which has degenerated into a topical global issue. In many occasions, lives and properties worth millions of naira have been lost through mass agitations, protests, demonstrations, looting, vandalism, cultism, ethnic militia and political thuggery. A study conducted in Niger Delta region by Ofem and Ajayi (2008) identified lack of humanitarian and social welfare, lack of good governance, corruption, inadequate training programmes, unemployment, lack of recreational facilities and lack of quality education as main factors contributing to youth restiveness in Nigeria. The country has failed to pay adequate attention towards the needs of the youths. Consistent bad leadership and corruption constitute the major remotest causes of youth restiveness, while unemployment remains the most immediate factor leading to youth restiveness. Youths are restive and agitated when they feel that resources meant for them have been looted by individuals and there is no job for the teeming unemployed youths and graduates. This problem is exasperated because several public sector organizations have been privatized, thereby reducing government capacity to absorb the bulk of the teeming unemployed persons. The best solution to this awkward trend is to stem the tide of unemployment in Nigeria.



Concept of Unemployment in Nigeria

One of the major problems of Nigeria is unemployment. Young men and women leave the school system every year with little or no hope of securing jobs. Anytime there is job vacancy, thousands of unemployed youth rush to apply, thereby giving room for corrupt persons in the system to take advantage of the circumstance to exploit the applicants, either by extorting huge sum of money from them or subjecting them to all forms of abuses, especially sexual abuse for females (Okon, Eminue & Leema, 2016). Sinha (2016) explained that the official estimate of unemployed in Nigeria is produced by Office for National Statistics (ONS) using the International Labour Organisation (ILO) definition. Under this definition, Sinah observed that people aged 16 and over are unemployed if they are out of work, want a job, have actively sought for work in the last four weeks and are available to start work in the next two weeks, or are out of work, have found a job and are waiting to start it in the next two weeks.

Similarly, Amadeo (2019) added that people who are temporarily laid off and are waiting to be called back are also unemployed. However, unemployment simply means joblessness, state of idleness, staying without work to earn a living. Trading Economics (2019) analysed the rate of unemployment in Nigeria based on the quarterly report by the National Bureau of Statistics (NBS). The analysis revealed that unemployment rate in Nigeria increased to 23.10 percent in the third quarter of 2018 from 22.70 percent in the second quarter of 2018. Unemployment Rate in Nigeria averaged 12.31 percent from 2006 until 2018, reaching an all-time high of 23.10 percent in the third quarter of 2018 and a record low of 5.10 percent in the fourth quarter of 2010. One of the main factors responsible for the prevalence of unemployment in Nigeria is that business education has failed in her objective to provide her students the appropriate skills to make them employable and self-reliant.

Concept of Business Education

According to Etifit, Eminue and Udoh (2016), business education is an aspect of Vocational Education programme that gives training and imparts necessary skills that will provide the recipients with the intellectual and professional background, adequate for their assignment and makes the recipients adaptable to changing situations in the world of work. Jubril (2010) defined Business Education as a specialized area of vocational education that provides educational training, skills, development, attitudes adjustment towards business orientation and academic challenges. Bilyaminu (2011) viewed business education as an aspect of total



education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services. Business Education in this context is responsible for equipping students with skills, attributes, knowledge and behavior required for teaching, entrepreneurship, administrative and clerical work.

Some of the objectives of business education as listed by Federal Republic of Nigeria (FRN) (2013) include; to make available to all students opportunities to explore and learn about the world of business and the possible interest and potentials careers it has to offer and to help develop in all students the ability to choose discriminately and use wisely the goods and services that business is to offer and to assist in developing intelligent understanding on the part of all students of the various occupations to be found in the world of business. Others include; to develop in all students the practical way of understanding and appreciating the actual functioning of our economic system, to enable the students acquire the business knowledge and skills that they may need for their personal use, to prepare students to enter and succeed in business occupations as beginners who expect to follow business as a career and to prepare students to perform business activities common to many professional, industrial, agricultural awareness and home-making career.

Implications for Combating Unemployment and Youth Restiveness in Nigeria

From the concepts of unemployment, youth restiveness and business education earlier discussed, it is very clear there is a strong relationship between business education and both unemployment and youth restiveness. The relationship could be said to be linear in the sense that the greater the improvement of business education in Nigeria, the better the chances of graduates becoming employable and thereby reducing youth restiveness. Business education is almost synonymous with education and training for economic and social development. When there is social and economic development, there will be opportunities for job creation and poverty reduction. Job creation and employment opportunities provided by acquisition of business skills will help to bridge the gap between the rich and the poor and redistribution of national income which is necessary to combat youth restiveness.

In Nigeria, some of the remote causes of youth restiveness are population growth, urbanisation, poverty and lack of income generating capacity as well as failure of



graduates from school system to secure employment and uneven distribution of wealth. Most of these problems can be address through effective business education, which entails availability and utilisation of appropriate and adequate facilities in teaching and learning. If youths are provided with business skills and enabling business environment needed for job creation, it will help to reduce unemployment and combat youth restiveness. No youth who is productively active and busy in gainful employment will succumb to any pressure or allowed himself to be used for whatsoever reason. Business education which is an aspect of Vocational education helps youth to be gainfully employed and live an independent life. Nigeria needs a functional education that will develop the attitudes and entrepreneurial skills of its citizens. Through this the youth will be productively active instead of being idle, thereby becoming instrument for social disorder, crime and restiveness.

However, the lofty role in combating unemployment and youth restiveness may remain a mirage except adequate facilities are provided for operation of effective Business Education. Obaro in Ubulom and Enyekit (2017) noted the invaluable role facility play in the teaching and learning of business education in schools. The right school plants, equipment and facility lend themselves to practical learning, brighten the students learning horizon and ensure that instruction is effective. Ubulom and Enyekit (2017) opined that 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. Effective instruction may not take place where the requisite teaching and learning tools are non-existent or inadequate.

Facilities in Business Education

Facilities are basically the physical and organizational structures needed for the operation of a society, system or enterprise (Aladejana, 2009). Ajibola (2010) described facilities as the set of interconnected structural elements that provide development, hence, in the school system facilities are those equipment (Hard or Software) and materials other than human effort used in the teaching and learning processes. The realisation that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes. Schools exist to serve



socio-economic and political needs of the ever-changing society. Consequently, the role of business education to prepare students for work can only be achieved by impacting the right knowledge, skills attitude, and value with the appropriate facilities.

The National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) have made comprehensive recommendations on what should be provided and the quantities for a specific number of students in order to aid accreditation of courses in the department of Business Education. These include the following;

Classrooms: Space that would take a minimum of 30 students conveniently with sufficient passage within the classroom space should be made available for each lecture room while lecture halls of 1000 seating capacity could be made available.

Laboratories/Studios: At least, one each of typing-pool, shorthand laboratory, model office and information and communication technology (ICT) room must be available.

Staff Offices: Each lecturer should be provided with a well-furnished office. The head of Department office should be provided with a computer and internet facilities. There should also be an office space for support staff (typists/computer operator, clerks) with relevant equipment e.g computer, printer and reproduction machines (photocopier).

Book in the Library: A Departmental Library is compulsory, while there must be enough books to cover all the areas of the subject to the ratio of one student to ten books.

Equipment required for the teaching of the skills in the Business Education programme is as follows:

- i. **Equipment and supplies (for 30 students):** Typewriters: 30 manual typewriters of various makes and types; computers: the number should be in the ratio of one computer to three students; 30 swivel typing chairs; 30 drop desk, typist desk or convertible desks; one instructor's table or desk; one instructor's chair; four stapling machine; four staple removers; three perforators; three stop watches; a wall clock; one demonstration stand; English/short hand dictionaries and two filing cabinets



- ii. **Shorthand Laboratory:** Tape-recorders/ consoles, headphones, air-condition systems, lecturer's demonstration stand, punching machine, file cabinet, appropriate furniture as technology may dictate from time to time and other electronic gadgets as technologist may dictate from time to time.
- iii. **Model Office:** Executive table with drawers and chair, secretary's table with drawers and swivel chair, photocopier, file trays-in and out, manual typewriter and a computer, file cabinet, adding and listing machine, waste paper basket and any other latest office equipment in the market.
- iv. There should be an Information and Communication Technology (ICT) laboratory.
- v. There should also be a well- equipped Entrepreneurship centre.

However, Ugbe (2018) observed that a lot of business education students that graduated from Colleges of Education seem not to acquire adequate skills to operate in office occupation and create jobs for themselves due to inadequate teaching facilities in the departments for training of students. Personal observations showed that there is lack of facilities in almost, if not all the higher institutions offering business education in Nigeria. There are also empirical evidences to prove that business education in Nigeria lacks adequate facilities for effective teaching and learning. Amiaya (2016) found out that only few facilities were availability in Delta State Polytechnic, Ugwashi-Uku. Azih (2011) in her study also found out that higher institutions in Nigeria do not have sufficient facilities for teaching the practical based courses which constitute almost 70% of the core courses. Adegbanjo (2014) also revealed that business education in the South-West of Nigeria have not met the requirement of NBTE curriculum specified technology facilities and equipment for stream of National Diploma (ND) and Higher National Diploma (HND).

Facility Planning in Business Education

Facility planning in business education is the process of determining in advance the present and future requirements of business education facilities for effective service delivery, to actualise the goals and objectives of business education. Facility planning is a systematic approach for developing the physical setting of an institution. Facility planning is important because it helps an organization look at how it does business, how that might change and how physical setting affects the way



it does it business. Business education facilities play a significant role in preparing and equipping students with knowledge and skills for the global market place, which is highly technology driven. However, to achieve these laudable objectives of business education, the infrastructural facilities needed must be super, sufficient, modern and appropriately provided to meet the yearning of 21st century technological development. In order to ensure effective and adequate number of facilities in business education, facility audit and facility maintenance plans are inevitable.

Facility audit could be seen as a comprehensive review of facility's assets of a school, as well as a standard method for establishing the baseline information about the components, policies and procedures of a new or existing facility. It provides information on the status of school facilities. It is carried out by assessing buildings, grounds and equipment, documenting the findings and recommending service options to increase efficiency, reduce waste and save money. Facility audits help planners, managers, and staff know what is available, its condition, service history, maintenance needs and location; provide facts not guess work, to inform plans for maintaining and improving school facilities establish a baseline for measuring facilities maintenance progress allow in-depth analysis of product life cycles to occur on a routine basis (i.e. measuring actual life versus expected life).

On the other hand, one of the fundamental ways of ensuring the optimum utility of available resources is through, maintenance culture. The present economic downturn in Nigeria has made it absolute imperative that the gospel of maintenance culture be preached very loudly in our education industry. Some of these facilities are architecturally obsolete and therefore cannot contribute to functional education. Facility maintenance entails providing clean and safe environment for teaching and learning. Asiabaka (2008) suggested four types of maintenance to be adopted in the facility maintenance plan. These are preventive, routine, emergency repairs, and predictive maintenance. Preventive maintenance a type of maintenance carried out on school facilities to avoid breakdown and ensure optimal performance of the facility. Routine maintenance is carried out periodically as scheduled by the management either monthly, quarterly or annually depending on the agreed schedule. Emergency repairs take place when a facility breaks down and urgent measures or steps had to be taken to remedy the situation. While **predictive**



maintenance involves the use of computer software to predict equipment failure based on age, user demand and performance measures.

Problems Militating Against Combating of Unemployment and Youth Restiveness

The following problems of facility planning in business education militate against combating of unemployment and youth restiveness in Nigeria.

1. **Lack of Policy Guidelines for Infrastructural Development in Schools:** The most fundamental problem in facilities planning is lack of policy guidelines for infrastructural development in schools. Hence, there are inadequate classrooms, staff offices, laboratories, workshops and libraries.
2. **Low Level of Funding:** It is evident that inadequate provision of equipment and facilities is due to low level of funding tertiary institutions in Nigeria and this made it impossible to actually attain the desired level of facilities.
3. **Lack of Qualitative and Quantitative Information on Facilities:** Quantitative data involves nature and condition of existing facilities, nature of present use and possible future use. Qualitative data involves room configuration, ventilation systems, windows, lighting, access to support facilities, condition of furniture and space for equipment including specific discipline related requirements.
4. **Poor Maintenance Culture:** This is a serious problem that has not been fully addressed. Instead of routine maintenance of facilities, the emergency repair has always been the case. This is as a result of care free attitude, lack of funds for maintenance, bureaucratic bottleneck and inexperienced managers of facilities.

Conclusion

One of the major problems confronting Nigeria is high rate of unemployment and youth restiveness. Some of the identified causes of unemployment and youth restiveness are lack of humanitarian and social welfare, lack of good governance, corrupt practices of government officials, inadequate training programmes in Nigeria. Business education is a programme designed to provide graduates and youths with all the skills needed for gainful employment and self reliant to combat restiveness. Yet, the current status of facilities in business education



in Nigeria leaves much to be desired, hence the reason for *persistent increase in the rate of unemployment and youth restiveness*. Therefore, *if Nigeria desires to combat unemployment and youth restiveness, facility planning in business education should be accorded priority*.

Suggestions

Based on the conclusion the following suggestions are made.

1. It becomes imperative that the different levels of government should address the issue of development and implementation of minimum standards for facilities development and management in all the schools and institutions.
2. Government of Nigeria at all levels should increase funding of business education so that provision of facilities could be possible. Management of business education should also have clear goals and objectives and must plan to operate within its budgetary limits.
3. The department of business education should employ services of special facilities management consultants to handle routine maintenance of special or complex facilities.
4. For a well-balanced facilities planning and management, top quality management objectives should be put in place and there should be autonomy in taking maintenance decisions so that delays in action are eliminated.

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