



## **INFLUENCE OF WORLD BANK INTERVENTION ON QUALITY INDICATORS OF UNIVERSITY BUSINESS EDUCATION PROGRAMME**

**<sup>1</sup>Felicia B. Giwa Ph.D**

*University of Ilorin,  
Faculty of Education  
Department of Business Education,  
Email: fbgiwa@gmail.com*

**&**

**<sup>2</sup>Professor T. A. Umoru Ph.D**

*Department of Business and Entrepreneurship Education,  
Kwara State University,  
Malete, Kwara State  
umoruglo@yahoo.com*

### **Abstract**

*This study was carried out to examine the perceived influence of World Bank intervention on information technology services and research & development quality of University Business Education programme in South-West, Nigeria. The study had each two specific purposes, research questions and hypotheses respectively. The study adopted a descriptive survey research design, using 11 universities offering Business Education programme out of 61 universities in South-West. The target population for the study was 147 comprising lecturers and working-class Postgraduate students from 11 Universities offering Business Education programme in the South-West Nigeria. A structured questionnaire was designed by the researchers as instrument for the study. The instrument went through face and content validation by two experts. Mean and standard deviation were used to answer the research questions. Hypotheses 1 were tested using Analysis of Variance (ANOVA), while hypotheses 2 were tested using independent samples T-test on SPSS at 0.05 level of significance. The findings of the two hypotheses tested revealed among others that World Bank interventions positively influenced information technology services and research & development quality to a very low extent. This means they have little or a very low positive influence on research and development and provision of information technology services of University Business Teacher education programme. In conclusion, the limited effectiveness of World Bank interventions calls for a re-evaluation to better align their initiatives with the specific needs of the university education quality and development in Nigeria. It was recommended among others that the World Bank should increase its investment on provisions of information technology services and establish more extensive partnerships with universities in the aspect of research and development, and across all University Education in Nigeria.*

### **Introduction**

In the 1970s and 1980s, Nigeria's Universities were largely funded by oil revenue, with employees and students benefiting from government-funded educational scholarships. However, towards the beginning of the twenty-first century, several public institutions in Africa, particularly Nigeria, experienced a huge increase in student enrollment, exceeding what they were designed to handle. More Federal, State, and Privately-owned institutions were established to accommodate the rising student population. Institutions thus underwent significant changes because of globalization and technological advancement to accommodate the changes. Nigeria with a population of over 225 million is currently the most populous black nation in Africa and a country with largest economic potentials. Nevertheless, Nigeria educational sectors particularly higher institutions face great development challenges. Underfunding is one of the biggest challenges in University Education that gives rise to a host of other problems of University Education.

The World Bank intervention for educational development in the developing countries emerged for forecasting and to sustain the quality of education; averting substandard educational provisions; and preventing the collapse of education (World Bank, 2018). According to Afolabi (2020), educational forecasting is an attempt to give the most likely outcome of future school situation, based on personal judgment. The success of any programme and attainment of its goals and objectives thus relies on accurate planning, effective administration, and proper funding. The World Bank is an institution that was established in 1944 and since 1958 has provided Nigeria with low interest rate loans and grants through



the International Bank for Reconstruction and Development (IBRD) and International Development Association (IDA) . As of 2018, it consists of 189 member countries. Its primary goal was to help and rebuild countries after the World War 2. But now, its goal is to eradicate poverty in every member country. After her independence in 1960, Nigeria officially joined the World Bank on March 30, 1961. As the World Bank's goals and outreach in different countries have diversified, they have gradually over the years organized the bank into five agencies to tackle specific issues in low and middle-income countries. Since then, Nigeria has partnered with the IDA, specifically built to help low income countries and give out loans for very low interest rates and grants, and the IBRD (World Bank, 2018).

According to Anaehobi, interventions were meant to ensure availability of materials for teaching and research. It was also meant to ease the problem of insufficient provision of information technology services and resources. These resulted in several intervention agencies put together to support education with different opportunities for research, academic conferences, training, seminars, and special funding to aid educators in every field of studies, locally and internationally: for quality circulation through all stages of educational curriculum and approaches to teaching in the twenty first century (World Bank, 2019).

Aside the World Bank International Group, Nigeria is also a participatory member of some other international agencies (though not meant to be examined in this research study) such as: Commonwealth Scholarships; United States Agency for International Development (USAID); The United Nations Educational, Scientific and Cultural Organization (UNESCO); International Monetary Fund (IMF); The United Nations International Children's Emergency Fund (UNICEF); World Wide Fund for Nature (WWFN); The Organization for Economic Co-operation and Development (OECD); and the United Nations Sustainable Development Goals (UNSDGs) born out of a passion to solve the generic problems of humanity. Sustainable development goals on education were developed having observed through planning and forecasting that only quality education can sustain a nation's economy. It is on record that the World Bank amongst others contributed greatly to the developing countries' educational sector. Thus, this research study seeks to provide additional knowledge on the influence of educational interventions bodies such as TETFund and World Bank in promoting five quality indicators of University Business Teacher Education programme in South-West Nigeria.

The education system that is established and updated to support sustainable growth and national development is a major determinant of a country's progress. The education system of a country has a significant impact on its political, economic, and social spheres. According to the National Policy on Education (2013), education must be qualitative, comprehensive, functional, and relevant to the needs of society. The implication of this statement is that education is the key to empowering the people and the nation, an essential tool for societal, economic, technological, and human development. It is the means through which individuals in society are transformed to become productive members thereby contributing to societal growth and development. Among the 17 sustainable goals of the United Nations is quality education, which took a frontal position and is aimed at improving the world education system; to ensure standardization and quality, especially in underdeveloped countries.

Information technology service quality is a field of learning that has been defined by various experts. In academics, it is a tool that has positive influence on various occupations. Umoru and Ademiluyi (2020) described ICT as a fundamental determinant of organizational survival, growth, and success. Daily, information technology services witness new advancement and innovation. According to Nwanewezi (2013), information technology (IT) serves as strength for the uses of computers and telecommunication devices for data information interchanged. Most especially in Business Teacher Education programme; new and modern technologies serve as a tool for effective and efficient teaching and learning. Oketunji in Silas, Kubba and Yunana (2017) defined information technology (IT) as the use of computer and other technologies in the acquisition, retrieval, storage, and dissemination of information.

Research and development combine two approaches to create some innovative curriculum and learning. The nature of R & D is systematic and relevant between research activities and development activities (Wichal & Marut, 2020). Research and development have been used for creating many innovations to increase students learning and teaching quality. R&D processes according to Wichal are composed of four steps: analyzing foundation data for designing innovation; implementing the innovation; and evaluating or improving the innovation. Most research topics conducted are about developing curriculum, developing teaching methods, developing teaching models or developing assessment models. Universities' education is meant to conduct research to stimulate national economic development, innovations, and human advancement. Most leading universities developed new products and services, because of research findings that benefit individuals and society as a whole. Today's issue of solar



discovery and energy saver is also a result of research and development through university education (Nathan, 2015).

However, since the greatest weapon against poverty is education, hence the need for Business Teacher Education programme, which some institutions also shorten to Business Education. Umoru and Bala (2018) stated that Business Teacher Education prepares individuals for gainful employment in specific business and office occupations. Skills which include management of records, time management skills, creativity, human relations skills, independence skill, perseverance and persistence skills, technical skills, personal entrepreneurial skills, employability skills, business management skills and innovative skills are all sophisticated skills to be acquired in business teacher education. Umoru further stated that Business Education is all-encompassing and dynamic discipline which cut across all the levels of educational delivery system, (primary, secondary, and post-secondary). They opined that since Business Education is provided to meet both general and vocational education needs, Business Teacher Education is considered the most preferred education course in Nigerian Universities and Colleges of Education. Amour (2012) stressed that to keep organizations working smoothly and providing the products and services required by customers, there is need for skilled and competent workers to perform various tasks. Ademiluyi and Oyedele (2020) asserted that Business Education is the key to economic and industrial development in any given society, because it focuses on the development of useful and employable skills needed for self-reliance.

Evidence from Babalola (2012) and Ogunniran et al. (2019) suggests that the World Bank, among other international organizations, offers the highest level of global educational support for Nigeria. Their studies affirmed that involvement and funding to education have primarily gone toward the improvement of primary and secondary education in Nigeria since 1958. Of recent, NUC (2015) confirmed the establishment of the World Bank African Centre of Excellence (WBACE) into the Nigerian University education system which began in 2014. According to NUC Secretary, this move will significantly improve the University education quality indicators in Nigeria, involving the Business Teacher Education programme.

For education to be qualitative, comprehensive, functional, and relevant to the needs of the society (NPE, 2013:13e), UNESCO recommended minimum government budget standard of 26 percent from whole budget to finance education yearly. However, evidence from fund allocated as attached shown highest percentage of budget released to education in Nigeria is 12.46 percent in 2015, 2021 budget to education was 8.60 percent. Thus, relying on government alone to finance all programmes for quality will worsen issues for Nigerian educational system. This study therefore seeks to determine Business Teacher Education programme' exposure to the benefits of shared prosperity and quality enhancement proposed by the international organizations for University education, so that Business Education hurdles will be minimized, and student teacher competence will match the global market, while ensuring that professional careers for business educators are fully realized.

### **Statement of Problem**

In Nigerian universities Business Teacher Education Departments, almost all the equipment available at the computer laboratories and model offices seems to be archaic and there is no regular maintenance. Lecture facilities such as lecture rooms, lecture theatres, teaching aids, instructional materials, public address system, and so on are usually less inadequate in relation to the number of students admitted. Sometimes, most of these facilities are out-dated or not in good working conditions, which often frustrate the lecturers who end up giving shallow teaching to get out of the class as fast as he/she can. On the part of the students, overcrowding makes some students skip lectures since they know their lecturer cannot detect when they are available or not. It also affects the level of seriousness of the students because some students use such time to catch fun while some others cause distractions. There is no alternative power supply such as - generator or solar power during lectures in the Departmental labs than National Power Holding Company that supplies and is erratic and very frustrating. The Departmental and Institutions libraries are choked with inadequate virtual or standard library for research oriented for educators; there is still shortage of resources across educational sectors for effective teaching and learning delivery. It is quite evident, that there is contextual neglect of all various stakeholders responsible for educational growth in Nigeria (see evidence of funds) allocated to whole education in Nigeria yearly.

If this research project is not completed, Business Teacher Education in Nigeria may continue to face several challenges. To the best of the researcher's knowledge, no empirical study of University education has combined the results of national and international intervention bodies on quality indicators of Business Teacher Education in South-West Nigeria. The researcher hopes to close this gap to improve the standard for Universities Business Teacher Education programme in Nigeria.



### Research Questions

The following research questions were raised to guide the study.

1. To what extent does World Bank intervention influence information technology services for quality University Business Teacher Education programme in South-West Nigeria?
2. To what extent does the World Bank intervention influence research and development for quality University Business Teacher Education programme in South-West Nigeria?

### Research Hypotheses

The following hypotheses are formulated for the study to be tested at the 0.05 level of significance.

- Ho<sub>1</sub>** There is no significant difference in mean response scores of respondents on the extent to which World Bank intervention influence research and development of University Business Teacher Education programme, based on Business Educators' qualifications.
- Ho<sub>2</sub>** There is no significant difference in mean response scores of respondents on the extent to which World Bank intervention influence information technology services of University Business Teacher Education programme, based on Business Educators' years of experience.

### Method

A descriptive survey research design was employed for the study. The target population for the study was 147 comprising lecturers and working-class Postgraduate students from 11 Universities offering Business Education programme in South-West Nigeria. For the researchers to get accurate figure of years of experience of Business Educators that teaches in the University, all 147 population were selected for the study, as a result there is no sample size for the study. The data collected were presented in Tables, to analyse the demographic characteristics of the respondents. Mean and standard deviation were used to answer the research questions. The null hypotheses were tested using one way Analysis of Variance (ANOVA) to test hypothesis one, while independent Samples T-test was used to test hypothesis 2 with a significant level of 0.05. //

### Results

**Table 1: Mean and standard deviation of responses on the influence of World Bank intervention on information technology services for quality.**

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Business education department benefitted from the following set of modern computers donated to my university by the World Bank intervention for quality delivery: a- 3 in One Desktops	1.57	0.50	Very Low Extent
	b- Laptops or Notebook computers	1.31	0.47	Very Low Extent
2.	Provision of multimedia projectors to deliver lectures was made possible for business education department through the World Bank Intervention grants.	1.57	0.50	Very Low Extent
3.	Donation of standard Printers by the World Bank intervention cut across all the departments in my university such as LaserJet M635dn (50 to 65 pages).	1.34	0.48	Very Low Extent
4.	Following the donation of new computers to my school by the World Bank, scanning of documents, send and receive email messages within and outside the campus was made easy for business educators.	1.57	0.50	Very Low Extent
5.	My department has benefitted donations or grants for modern facilities or equipment from the World Bank intervention to the best of my knowledge.	2.17	1.21	Low Extent
6.	World Bank intervention provision of high internet bandwidth for my university gave business educators access to internet within the office environment regularly.	1.54	0.50	Very Low Extent
7.	The World Bank intervention on provision of solar system gave lecturers access to alternative power supply to deliver lectures.	1.29	0.45	Very Low Extent
8.	New development on ICT received by the World Bank			



	intervention gave lecturers access to information on modern storage devices using:			
	a- Cloud and Network storage	1.29	0.45	Very Low Extent
	b- One drive and Share drive	1.52	0.50	Very Low Extent
	c- Research Data Storage	1.29	0.45	Very Low Extent
9.	I can use web-conferencing for meetings, lectures, seminar and so on, powered by the World Bank interventions grant to my university such as:			
	a- Zoom	1.30	0.46	Very Low Extent
	b- Meet.google.com	1.52	0.50	Very Low Extent
	c- Slack	1.33	0.47	Very Low Extent
10.	There is provision for high internet network by the World Bank intervention for staff and students in my university such as:			
	a- wireless eduroam	1.27	0.45	Very Low Extent
	b- ipv6	1.53	0.50	Very Low Extent
11.	World Bank provided the following modern information technology system software to broaden business educator's knowledge such as:			
	a- SPSS	1.50	0.50	Very Low Extent
	b- Anaconda Navigator	1.26	0.44	Very Low Extent
	c- Microsoft office 365	1.23	0.42	Very Low Extent
	Weighted average	1.44	0.51	Very Low Extent

Source: Field Survey, 2023

Data in Table 1 show the mean and standard deviation of responses on the influence of World Bank intervention on information technology services for quality University Business Teacher Education programme. The Table reveals that the respondents indicate that Business Education Departments benefitted from the set of modern computers donated to the Universities by the World Bank intervention for quality delivery: (3 in One Desktops and Laptops or Notebook computers, provision of multimedia projectors) of deliver lectures; and donation of standard Printers by the World Bank intervention cut across all departments in the universities such as LaserJet M635dn (50 to 65 pages) were to a very low extent (mean = 1.57, 1.31, 1.57 and 1.34 respectively). Same way the respondents indicate that their Department has benefitted donations or grants for modern facilities or equipment from the World Bank intervention to the best of their knowledge to a low extent with a mean score of 2.17; while the respondents indicated that following the donation of new computers to the institutions by the World Bank, scanning of documents, sending and receiving email messages within and outside the campus was made easy for business educators. Again, World Bank intervention provision of high internet bandwidth for the universities provided business educators access to internet services within the office environment regularly; the World Bank intervention on provision of solar system gave lecturers access to alternative power supply to deliver lectures; new development on ICT tools received by the World Bank intervention gave lecturers access to information on modern storage devices using: Cloud and network storage, one drive and Share drive and Research Data Storage to a very low extent (mean = 1.57, 1.54, 1.29, 1.29, 1.52 and 1.29 respectively). Also, the respondents indicated that they can use web-conferencing for meetings, lectures, seminar and so on, powered by the World Bank interventions grant to the Universities through Zoom, Meet.google.com and



Slack; while there was provision for high internet network by the World Bank intervention for staff and students in the Universities through wireless eduroam and ipv6 were to a very low extent (mean = 1.30, 1.52, 1.33, 1.27 and 1.53 respectively). In addition, the respondents indicated that World Bank provided modern information technology system software to broaden Business Educators knowledge through the use of SPSS, Anaconda Navigator and Microsoft office to a very low extent (mean = 1.50, 1.26 and 1.23 respectively).

All the 11 items constructs have standard deviation ranging from 0.41 to 1.21. This means that the responses of the respondents were not widespread as they are close to the mean. Table 1 show a grand calculated weighted average mean and standard deviation of 1.44 and 0.51, which indicate that all the constructs influence information technology services for quality University Business Teacher Education programme. This implies that World Bank intervention positively influence information technology services, for quality University Business Teacher Education programme, to a very low extent (mean = 1.44, SD = 0.51).

**Table 2: Mean and standard deviation of responses on the influence of World Bank intervention on research and development for quality.**

S/N	Item Statements	$\bar{X}$	SD	Remark
1	Business Educators have received grant for national conference papers presentation sponsored by the World Bank intervention.	1.52	0.50	Very Low Extent
2.	Business Educators have been sponsored by World Bank intervention to publish in the national journal.	1.31	0.47	Very Low Extent
3.	Business Educators papers have been published internationally through World Bank intervention grant.	1.53	0.50	Very Low Extent
4.	World Bank grants received on research activities in my university, enhances development of quality curriculum for Business Teacher Education programme.	1.31	0.47	Very Low Extent
5.	World Bank contributions towards education quality research journal publications reduced challenges Business Education faced in my University.	1.55	0.50	Very Low Extent
6.	World Bank intervention project for the development of University Education has helped to turn my school Library to global world.	1.31	0.47	Very Low Extent
7.	Utilization of e-research has been made easy in my department due to assistance from the World Bank.	1.54	0.50	Very Low Extent
8.	World Bank intervention sponsorship has helped Business Educators to collaborate with other international educators.	1.30	0.46	Very Low Extent
9.	World Bank intervention has helped to link Business Education departmental library with the school internet for easy research download by staff and students.	1.56	0.50	Very Low Extent
Weighted average		1.44	0.48	Very Low Extent

Source: Field Survey, 2023

Data in Table 2 shows the mean and standard deviation of responses on the influence of World Bank intervention on research and development for quality University Business Teacher Education programme. The Table reveals that the respondents indicated that business educators received grants for national conference attendance; and paper presentation sponsored by the World Bank; Business Educators were sponsored by the World Bank intervention to publish in national journals to a very low extent (mean = 1.52, 1.31 and 1.53 respectively). Same way the respondents indicated that World Bank grants received on research activities in their Universities, enhanced development of quality curriculum for Business Teacher Education programme; World Bank contributions towards quality educational research journal publications, reducing the challenges business educators face in the Universities; and World Bank intervention projects for the development of University education has helped school Libraries to access global facilities to a very low extent (mean = 1.31, 1.55 and 1.31 respectively). Also, respondents indicated that utilization of e-research has been made easy in the departments due to the assistance from the World Bank; World Bank intervention sponsorship also helped business educators to collaborate with



other international educators and World Bank intervention has helped to link Business Education departmental libraries with institutional internet for easy research download by staff and students to a very low extent (mean = 1.54, 1.30 and 1.56 respectively).

All the nine item constructs have standard deviation ranging from 0.46 to 0.50. This revealed that the responses of the respondents were not widespread as they are close to the mean. Table 2 showed a grand calculated weighted average mean and standard deviation of 1.44 and 0.48, which indicate that all the constructs influence research and development for quality University Business Teacher education programme. This implies that World Bank intervention positively influence research and development for quality University Business Teacher education programme to a very low extent (mean = 1.44, SD = 0.48).

**Test of Hypotheses**

**Table 3: Summary of ANOVA result of the difference in the mean response scores of respondents on the extent to which World Bank intervention influence information technology services.**

Years of Experience	N	Mean	SD	F	Df	Sig.	Decision
0-10 years	27	2.11	0.00	324.917	3,143	0.00	Rejected
11-20 years	33	1.78	0.25				
21-30 years	42	1.23	0.21				
31 years and Above	45	1.00	0.00				
Total	147	1.44	0.45				

Source: Field survey, 2023

The result of analysis of variance as presented in Table 3 reveals that the calculated value of F was 324.917 ( $F_{3,143} = 324.917$ ) and the observed probability value is 0.00 which is less than the fixed probability value of 0.05 ( $P < 0.05$ ). This indicates that the null hypotheses which states that, there is no significant difference in mean response scores of respondents on the extent to which World Bank intervention influence information technology services of university Business Teacher education programme based on business educators' years of experience is rejected ( $F_{3,143} = 360.513$ ;  $P < 0.05$ ). This implies that respondents based on years of experience, differ significantly in their responses regarding their perception about the extent to which World Bank intervention influence information technology services of University Business Teacher education programme.

**Table 4: Post Hoc Tests**

(I) Experience	(J) Experience	Mean Difference (I-J)	Sig.
0-10YEARS	6-10YEARS	.33018*	.000
	11-15YEARS	.87848*	.000
	16-20YEARS	1.10530*	.000
11-20YEARS	1-5YEARS	-.33018*	.000
	11-15YEARS	.54830*	.000
	16-20YEARS	.77512*	.000
21-30YEARS	1-5YEARS	-.87848*	.000
	6-10YEARS	-.54830*	.000
	16-20YEARS	.22682*	.000
31YEARS AND ABOVE	1-5YEARS	-1.10530*	.000
	6-10YEARS	-.77512*	.000
	11-15YEARS	-.22682*	.000

Source: Field survey, 2023

Data in Table 4 shows the Scheffe Post Hoc test, which indicated the pair wise comparison of the mean ratings of the respondents' responses based on their years of experience. The Table reveals that significant difference lies between all the groups.



**Table 5: Summary of t-test of the difference between the mean response scores of respondents regarding the influence of World Bank intervention on research and development**

Qualification	N	Mean	SD	t-cal	Df	p-value	Decision
Masters	8	2.00	0.00	3.97	145	0.00	Rejected
Doctoral	139	1.41	0.42				

Source: Field survey, 2023

P<0.05

Data in Table 5 reveal that there are 5 respondents with masters and 139 with doctoral qualification. The respondents' responses show that World Bank intervention positively influence research and development of University Business Teacher education programme to great extent ( $\bar{x} = 2.00$ ;  $SD = 0.00$ ) and ( $\bar{x} = 1.41$ ;  $SD = 0.42$ ). Their responses are close to the mean as the standard deviations are very low. The table reveals that there is significant difference between the mean response scores of respondents regarding the extent to which World Bank intervention influence research and development of University Business Teacher education programme ( $t_{145} = 3.97$ ,  $P < 0.05$ ). Therefore, the null hypothesis that states that there is no significant difference between the mean response scores of respondents on the extent to which World Bank intervention influence research and development of University Business Teacher education programme based on business educators' qualifications was rejected. This implies that respondents' responses differ significantly. Their responses show that the respondents with masters qualification rated the influence of World Bank intervention on research and development of University Business Teacher education programme higher than respondents with doctoral qualification (mean difference = 0.59).

### Discussion

Findings from research question one revealed that World Bank positively influences research and development for quality University Business Teacher education programme to a very low extent. This simply means that World Bank intervention on research and development for business educators on publications in national and international journals, utilization of e-library, collaboration with international educators, research grants, sponsorship of seminars, workshop, and conferences and so on is to a low extent. That is, business educators scarcely enjoy aids on research and development provided by World Bank. Findings of the study agrees with the findings of Babalola (2011) who stated that research and development receive lowest allocation from World Bank as its lending is based on cost-benefit analyses. Although, World Bank intervention has not been adequate, Ogunniran et al (2019) observed that research is one of the three main areas in which World Bank had impacted Nigerian higher education. Research is a scientific way of answering questions, solving problems, or generating new knowledge through systematic collection and analysis of information for the purpose of decision making (Kabir, 2016). Therefore, Yusuf (2015) noted that the conduct, quality, and impact of research is determined by fund. According to Lucky and Samson (2013), growth in research has led to a boost in science and technology which in turn triggered industrialization. Research is a crucial tool for human progress and development; thus, majority of modern products and services are products of research (Onwucheka 2016).

Findings from research question two revealed that World Bank positively influences research and development for quality University Business Teacher education programme to a very low extent. This simply means that World Bank intervention on research and development for business educators on publications in national and international journals, utilization of e-library, collaboration with international educators, research grants, sponsorship of seminars, workshop, and conferences and so on is to a low extent. That is, business educators scarcely enjoy aids on research and development provided by World Bank. Findings of the study agrees with the findings of Babalola (2012) who stated that research and development receive lowest allocation from World Bank as its lending is based on cost-benefit analyses. Although, World Bank intervention has not been adequate, Ogunniran et al (2019) observed that research is one of the three main areas in which World Bank had impacted Nigerian higher education. Research is a scientific way of answering questions, solving problems, or generating new knowledge through systematic collection and analysis of information for the purpose of decision making (Kabir, 2016). Therefore, Yusuf (2015) noted that the conduct, quality, and impact of research is determined by fund. According to Lucky and Samson (2013), growth in research has led to a boost in science and technology which in turn



triggered industrialization. Research is a crucial tool for human progress and development; thus, majority of modern products and services are products of research (Onwucheka 2016).

Finally, hypothesis one revealed that there was significant difference in mean response score of respondents on the extent to which the World Bank Intervention influences information technology services of University Business Teacher education programme based on business educator's years of working experience. This implies that business educators with varying years of working differ in their assessment of information technology services as influenced by World Bank intervention. In this era of technology, Ghavifekr and Rosdy (2015) argued that it is important to integrate computer-based aided learning tools communication into the regular classroom instructional process. This is because; information and communication technology has been recognised as one of the major skills that promote quality Business Teacher education programme as it exposes and prepares students for practical rather than theoretical learning. That is, it improved the quality and efficiency of learning. Fayemi in Ademiluyi & Ademiluyi (2019) noted that ICT skills form part of the employability skills needed by business educators in order to compete favourably in the labour market. Sathya (2020) affirmed that information technology is a globally accepted educational instrument. Sharepoint, planner, zoom, teams, Media Hopper Replay (MHR) are examples of IT learning tools. Individualised learning, utilisation of a variety of digital learning tools and resources, expansion of learning beyond the classroom are some of the roles of technology in education (National Education Technology Plan Update, 2017).

The study in hypothesis two revealed that there was significant difference between the mean response scores of respondents regarding the extent to which World Bank Intervention influence research and development of University Business Teacher education programme based on business educators' qualifications. This indicated that business educators with Master's qualifications and Doctoral qualifications differ in their opinions on research and development intervention by World Bank with the mean ratings of 0.61. Research is a scientific way of solving problems or generating new knowledge through systematic collection of data and analysis of information for decision making (Kabir, 2016). Research is an enquiry made to learn new information. Research is very important as it brings about advancement of knowledge. Research is an essential tool for human progress as most modern products and services are product of research (Onwucheka, 2016). Yusuf (2015) Opined that research is one of the major goals of Universities in Nigeria; hence funding is a vital tool that determines its conduct and quality. Therefore, Ogunniran et. al. (2019) noted that research is one of the key areas of World banks interventions in Nigeria. In addition, Babalola (2011) added that World Bank disbursed \$120 million to improve teaching and research in Federal Universities in Nigeria

### **Conclusion**

In conclusion, based on these findings, the World Bank interventions have only exerted minimal influence on research and development, and provision of information technology services that sustain and enhance the quality of University Business Teacher education programme in South-West Nigeria. Conversely, this suggests that while World Bank educational grants are beneficial to University education in general, their impact on Business Teacher education programme in the South-West is limited. It is evident that continued investment and support from international educational interventions such as the World Bank can significantly enhance the quality of education in the field of Business Teacher education within the South-West geopolitical zone.

Furthermore, the conclusion was also drawn that overall, this underscores the fact that University education, particularly in South-West Nigeria, has received limited support from international World Bank bodies for quality enhancement. This highlights the urgent need to re-assess the effectiveness and target of World Bank initiatives within the Nigerian education sector. This re-evaluation should prioritize aligning interventions more closely with the specific needs and objectives of Business Teacher education programmes; to maximize their influence and contribute to overall educational quality and development. The result may be attributed to lack of awareness among professional business educators regarding available World Bank provisions or a failure of the World Bank officials to recognize the importance of this programme to national development.

### **Recommendations**

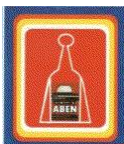
1. To boost research and development in University Business Teacher education programme, the World Bank should partner with universities to establish research centres dedicated to advance research in Business Teacher education. Offer research grants and funding opportunities that incentivize educators and students to engage in impactful research projects and publications.



2. To enhance information technology services and digital literacy, the World Bank should provide funding for the development and maintenance of cutting-edge IT infrastructure. This ensures access to updated software and technology tools for educators and students, while also offering capacity-building programmes and workshops to enhance digital skills among business educators and integrate technology effectively into teaching methods.

### References

- ABEN, (2015). Mandate of Business Educators of Nigeria (ABEN) IV.
- Abdulaziz, I., Olokooba, I. N., Iyekolo, A. O. (2020). Tertiary Education Trust Fund intervention on academic staff capacity building in Lagos State University, Nigeria. *Journal of Education and Learning* 14(2), 155-161. ISSN: 2089-9823 DOI: 10.11591/edulearn.vi4i2.14544 <http://journal.uad.ac.id/index.php/EduLearn>.
- Ademiluyi, L. F. & Oyedele, J. F. (2020). Business Education: Status Quo, Challenges and Opportunities in the 21<sup>st</sup> Century. Essay and Studies in *Book of Readings* Honour of Prof. Ganiyu Titilayo Oladunjoye on Education in the Era of New Technologies: Issues, Challenges, Concerns and Panaceas. ISBN 978-978-759-3.
- Afolabi, S. O. (2020). *Business Education: Status Quo, Challenges and Opportunities in the 21<sup>st</sup> Century*. Essay and Studies in Book of Readings in Honour of Prof. Ganiyu Titilayo Oladunjoye on Education in the Era of New Technologies: Issues, Challenges, Concerns and Panaceas, ISBN 978-978-759-3.
- Arnold, R. D. & Wade, J. P. (2015). A Definition of Systems Thinking: Systems Approach. Accessed from <https://www.researchgate.net/publication/273894661>.
- Arowosaiye, Y. I. (2012). Fighting Economic and Financial Crimes for National Development. The Malaysians Vision 2020. *Current Law Journal*.
- Ashish, M. (2016). Teacher Preparation in a New Perspective: Quality Indicators in Teacher Education Programmes. *International Journal of Education and Applied Research*.6(1) ISSN:2348-0033.
- Asiyai, R. I. (2015). Improving Quality of Higher Education in Nigeria: The Roles of Stakeholders. *International Journal of Higher Education*. 4(1), 61-70. doi: 105430/IJHE.
- Babalola, J. B. (2011). University Funding Responses and Performance under a Declining Economy in Nigeria. *Staff Research and Seminar Series*. Department of Educational Management, University of Ibadan.
- Education Scotland (2007). Quality Indicators in Enterprise in Education. Scotland: HMIE.
- Ekua, B. (2019). World Bank Scales up its Support for Regional Higher Education Centres for Excellence
- Eze, U. W. (2015). Determinants of Effective Administration of Intramural Sports Programme of Secondary School in Nsukka Local Government Area of Enugu State, Nigeria. *World Bank Journal of Management and Behavioural Studies*. 3(2): 25-36.
- Ezeh, J. (2020). Effects of Unqualified Teachers on Students Academic Performance. Retrieved from <https://www.linkedin.com/on 28/3/2022>.
- Federal Republic of Nigeria (2013). *National Policy on Education*, Lagos: Federal Ministry of Information Press.
- Ghavifekr, S. & Rosdy, W.A.W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Educational Science (IJRES)*, 1(2), 175-191.
- International Development Association, (2019). The World Bank Second Africa Higher Education Centres of Excellence for Development Impact Project. *World Bank Official Page*.
- International Development Association, (2020). Sustainable Procurement, Environmental and Social Standards Enhancement Project. *World Bank Official Page*.
- Kabir, S.M.S. (2016). Methods of data collection. Basic guidelines for research: An introductory approach for all Disciplines. Forst edition, Publisher: Book Zone Publication, Chittagong-4203, Bangladesh. <https://www.researchgate.net/publication/325846997>.
- Nathan, S. L. (2015). Basic Research Needs for Solar Energy Utilization. A report on the Basic Energy Sciences Workshop on solar Energy Utilization, retrieved at <https://www.sc.doe.gov>.
- National Education Technology Plan Update (2017). Reimagining the role of technology in Education. <http://tech.edu.gov>.



- National Light (2019). Incompetent Teachers or Half-baked Graduates? Article retrieved in March from National light publication at <https://www.google.com/amps/nationallight.ngr.com/2019/01/31/incompetent teachers>.
- National Universities Commission (2019). Official website: <http://www.nuc.edu.ng>
- Nnaemeka, J. N. & Yahaya, A. S. (2021). Influence of TETFund on Staff and Infrastructural Development for Improving Quality and Tertiary Education in Abia state, Nigeria. *International Journal of Management Studies and Social Science Research*. 3 ISSN: 2482-02.
- Nwabufo, N. B. (2020). Trade Subjects in Business Education: Veritable Tools for Sustainable Development of Small and Medium Scale Enterprises by Business Education Graduates from Tertiary Institutions. *Essay and Studies Book of Readings in Honour of Prof. Ganiyu Titilayo Oladunjoye on Education in the Era of New Technologies: Issues, Challenges, Concern and Panaceas*, ISBN>978-978-759-3.
- Nwanewezi, M. C. (2013). Information and Communication Technology (ICT): Office Application 1. *Jubes-Evans Books and Publications*, Bida-Nigeria.
- Nwangeka, R. (2020). Application of System's Theory in Education. Publication at Research gate. Retrieved at <https://www.researchgate.net>.
- Onwuchekwa, G. U (2016). Influence of tertiary education trust fund (TETFund) on educational research in Nigerian universities. *International Journal of Academia*, 2 (1), 1-12.
- Umoru, T. A. (2012). Barriers to the Use of Information and Communication Technologies in Teaching and Learning Business Education. *American Journal of Business Education*.5(5).
- Umoru, T. A. & Bala, Y. (2018). Office Technology and Accounting Skills Possessed by Business Education Students in Colleges of Education for Management of Small Scale Business in Adamawa State. Published in the *Nigerian Journal of Business Education (NIGJBED)* 5(1).
- Umoru, T. A. & Ademiluyi, A. B. (2020). Business Educators' Perception of IT and interpersonal Skills Required for Successful Entrepreneurship by Graduates of Tertiary institutions. *Essay and Studies Book of Readings in honour of Prof. Ganiyu Titilayo Oladunjoye on Education in the Era of New technologies; Issues, Challenges, concern, and panaceas*. ISBN>978-978-759-3.
- United Nations Educational, Scientific and Cultural Organization (2004). Understanding education quality in education for all: The Quality Imperative. *EFA global monitoring report*. Paris: UNESCO. 27-37.
- United Nations Educational, Scientific, and cultural Organization (2012). Quality Education: End of decade notes on Education for all. Paris.
- United Nations Educational, Scientific, and cultural Organization (2014). Education for all global monitoring report-teaching and learning: Achieving Equality for All.
- Wikipedia (2017). Demographics of Nigeria. [http://wikipedia.org/wiki/demographics\\_of\\_Nigeria](http://wikipedia.org/wiki/demographics_of_Nigeria).
- World Bank Group (2013). World Bank to Finance Nigerian Efforts to Improve Education Quality and Boost Job Opportunities for Young People. Retrieved in March 2020 at <https://www.worldbank.org/en/news/press-release>.
- World Bank Group Strategy (2015). Washington, DC. *World Bank Group*.
- World Bank (2017). *Learning for All: Investing in People's Knowledge and Skills to promote Development*. Washington DC.
- World Bank (2019). *World Bank Group Industry- Specific Support to Promote Industrial Competitiveness and its Implications for Jobs*. Washington, DC. World Bank.
- World Bank (2019). First Africa Higher Education Centres of Excellence for Development Impact project. Washington DC: World Bank. Retrieved from [projects Worldbank.org](https://projects.worldbank.org).
- World Bank (2019). About the World Bank Board: A Guide to the World Bank of Executive Directors-Member Countries. Retrieved from [projects.worldbank.org](https://projects.worldbank.org).
- World Bank (2020). Learning for All, investing in people's Knowledge and Skills to Promote Development: *World Bank Group Education Strategy, 2020*.
- Yusuf, A. K., (2015). An appraisal of research in Nigeria's University sector. *JORIND* 10(2), 1596-8308.