



EVALUATION OF COMMUNITY-BASED EDUCATIONAL RESOURCES FOR IMPROVING UNDERGRADUATE STUDENTS' MOTIVATION IN BUSINESS EDUCATION: A CASE STUDY OF FACULTY OF EDUCATION, RIVERS STATE UNIVERSITY, NIGERIA

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Cite this article:

Wagbara, E. S., Ovutor, W. J. (2025), Evaluation of Community-Based Educational Resources for Improving Undergraduate Students' Motivation in Business Education: A Case Study of Faculty of Education, Rivers State University, Nigeria. *International Journal of Entrepreneurship and Business Innovation* 8(2), 88-96. DOI: 10.52589/IJEBI-N6HEFE2N

Manuscript History

Received: 12 May 2025

Accepted: 15 Jun 2025

Published: 13 Jul 2025

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ABSTRACT: *This study evaluated community-based educational resources for improving undergraduate students' motivation in business education: A case study of the Faculty of Education, Rivers State University, Nigeria. Using a descriptive survey research design, the study examined the practicalities, challenges, and areas for motivating undergraduate business education students. Seventy-four (74) final-year students in the Department of Business Education, Rivers State University, made up the population for the study. To guarantee equitable representation and to realize total precision, the entire population was studied as total enumeration without sampling. The instrument used for data collection was a validated structured closed-ended 4-point rating scale questionnaire titled: Community Educational Resources for Improving Undergraduate Business Education Students' Motivation Questionnaire (CERIUBESMQ). The instrument was validated by expert judgment of three lecturers in measurement and evaluation in the department of guidance and counselling, all at Ignatius Ajuru University of Education, Port Harcourt. The experts assessed the instrument in terms of content, suitability of language, and appropriateness. 74 copies of the well-filled questionnaires were retrieved and used for data analysis. Mean and standard deviation were used for data analysis; while the t-test was used to test the null hypothesis at a 0.5 level. Findings revealed that teachers promote students' motivation through the invitation of experts from markets and factories. It was recommended that University administration should endeavour to make the teaching of Business education practical-oriented through the utilization of material resources in the community. This act would change the wrong perceptions about business education among students.*



INTRODUCTION

Education is one of the important aspects in non-industrialized countries, because it is through education that societies develop their human capital. As opined by Agina-Obu (2004), education is the procedure of awakening the innate but latent potentialities of an individual and nourishing and sustaining them for personal collective resources. In education, internal and external forces lead to over-changing scenarios in classrooms, the changes in the environment, new understanding of how student learn outside the school and in formal school settings as well as dynamic changes in curriculum and digital technology result in the need of pedagogic retooling. Quality education requires good assessment and evaluation. Evaluation as described by Buller & McMunn (2006), is "a process of obtaining information that is used to make decisions about students; programmes, and schools, and educational policy." As stated in Asuru (2015), evaluation is a purposeful, systematic and careful collection and analysis of information used for the purpose of reflecting and assisting in the identification of future change and improvement for the effectiveness and bestow of programmes, mastery accountability, ascertain the degree of achievement or value of a giving construct. According to Nwagu (2017), with the current economic meltdown and dwindling government resources, there is need to restructure the educational curriculum at all levels with a view to providing students with an education capable of adequately preparing them for self-reliance.

The importance of any educational programme is to ensure that the products of the system are equipped with the relevant skills, basic scientific knowledge and a kind of attitude needed to enable students face the challenges in the world (Ahmed, 2015). For nation to possess ability of bringing about behavioural changes in the individual and witness rapid development, such a nation must give the right value and education that is capable of developing the students into a sound and effective citizen that will make them to be fit and responsible to themselves and the society at large (Ezimoha, 2016).

Business activity affects all daily lives of all Nigerian as they work, spend, save, invest, and travel. It influences jobs, incomes and opportunities for personal enterprise. Business education has a significant effect on the standard of living and quality of Nigeria and on the environment in which they live and which future generations will inherit. Eventually all students will encounter the world of business. Whether they work in urban or rural areas they must be prepared to engage in business activity with confidence, motivation and competence. Students need to understand how business functions, the roles it plays in the society, the opportunities it generates, the skills it requires and the impact it can have on their own lives and on the society, today and in the future. Business education programme will build a strong foundation for those who wish move on further study and training in specialization such as marketing, accounting, office and information, accounting, technology or entrepreneurship, it will also provide practical skills for those which to move directly into the workplace.

Engaging in the world of business involves studying individual's communities and organizations, assessing and evaluating their needs and problems and generating solutions. Business education draw upon facts, concepts and processes from many other fields of study. For example, a close link exists between marketing and communication, accounting and mathematics, entrepreneurial studies and technology. As reported by Ahmed (2015), business education is an integral part of vocational education, which encourages the use of the head and the hands in acquiring specific practical trainings required in business and industry. As opined by Oluwalola (2018), business education is economic education not of the academic sort, long



in theory and short on fact, but that which gives the students' knowledge of basic realities of business life and relationships.

However, despite the importance of business education in fostering entrepreneurship and economic growth, students' motivation remains a significant concern. Existing educational resources often fall short in engaging students and fail to provide real-world experiences. Thus, limited relevance of traditional teaching method to real-world business scenarios, Business education requires the integration of various community-based resources that would make teaching a real-life experience. Human, infrastructure, capital and material resources that are community-based constitute the real-life instructions that motivate students' interest in learning a concept (Nwagu, 2017). As noted in Obadiah (2015), the dwindling in attendance of students in business education classes is as a result of the lack of community-based educational resources to support the teaching and learning process. Also, the researcher observed that there is inadequate exposure to practical experiences thus, hindering students' ability to apply theoretical knowledge. Insufficient community involvement in business education, resulting in a disconnection between theory and practice and difficulty in evaluating the effectiveness of community-based resources in enhancing student motivation. It is on these notes that the researchers sought to evaluate community-based educational resources for improving undergraduate students' motivation in business education: a case study of Faculty of Education Rivers State University, Nigeria.

Purpose of the Study

1. Determine the extent community-based human resources improves undergraduate students' motivation in business education in Faculty of Education Rivers State University, Nigeria.
2. Ascertain the extent community-based material resources improves undergraduate students' motivation in business education in Faculty of Education Rivers State University, Nigeria.

Research Questions

1. To what extent do community-based human resources improve undergraduate students' motivation in business education in Faculty of Education Rivers State University, Nigeria?
2. To what extent do community-based material resources improve undergraduate students' motivation in business education in Faculty of Education Rivers State University, Nigeria?

Hypotheses

1. There is no significant difference in the mean responses of male and female undergraduate students on the extent to which community-based human resources improve their motivation in business education in Faculty of Education Rivers State University, Nigeria.
2. There is no significant difference in the mean responses of male and female undergraduate students on the extent to which community-based material resources



improve their motivation in business education in Faculty of Education Rivers State University, Nigeria.

METHOD

The study adopted descriptive survey research design. The study was carried out in Rivers State University, Nigeria. The study was limited to final year undergraduate students in the department of Business Education, Faculty of Education, Rivers State University, Nigeria. The population was seventy-four (74) final year students. The entire population was studied as total enumeration without sampling, this was because the population size was small and the researchers wanted to realize total precision. A well-designed questionnaire containing 10 items was used for data collection. The instrument was titled: Community Educational Resources for Improving Undergraduate Business Education Students' Motivation Questionnaire (CERIUBESMQ). The items of the questionnaire were structured on a 4-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very low Extent (VLE). The instrument was validated by expert judgments of three lecturers in measurement and evaluation in the department of guidance and counselling in Ignatius Ajuru University of Education, Port Harcourt. The experts assessed the instrument in terms of content, suitability of language and appropriateness. Their corrections and modification were incorporated before distribution of the instrument. The reliability of the instrument was established using Cronbach Alpha method, a reliability co-efficient of 0.79 was obtained which showed the instrument was reliable, 74 copies of the questionnaire were administered and were properly filled and returned and was used for analysis. Mean and standard deviation were used in answering the research questions, while t-test statistical tool was used to test the null hypotheses at 0.5 level

RESULTS

Research Question 1: To what extent do community-based human resources improved undergraduate business education students' motivation in Faculty of Education Rivers State University, Nigeria?

Table 1: Mean responses on extent of community-based human resources improved undergraduate Students' motivation in business education in Faculty of Education Rivers State University, Nigeria

S/N	Item Statements	Students (n=74)		
		M	SD	Rmk
1	Use of resource persons in classroom delivery will boost students' motivation in business education as a career	3.30	0.80	VHE
2	Inviting production industries personnel to enlighten students on the prospects in production enhances students' motivation in business education.	3.54	0.67	VHE
3	Teachers promote students' motivation through invitation of experts in markets and factories.	3.29	0.95	VHE



4	Organizing secretarial training facilitated by senior technologists could improve students' motivation in business education.	3.64	0.66	VHE
5	Using business owners in the community as resource persons to teach students about tips for business enables students develop motivation in business education.	3.60	0.64	VHE
Grand Mean		3.47	0.74	VHE

Source: *Field Work, 2024*

Table 1: showed the mean and standard deviation on the extent of community-based human resources have on undergraduate students' motivation in business education in faculty of education Rivers State University. Based on the table, it was observed that the respondents agreed that integrating volunteers as resource person in classroom delivery will boost students' motivation in business education as a career (3.30 & 0.80), inviting production industries to enlighten students on the prospects in production enhances development of students' motivation in business education (3.54 & 0.67), students' motivation are promoted through invitation of experts in markets and factories (3.29 & 0.95), organizing secretarial training facilitated by senior technologists improves students' motivation in business education (3.64 & 0.66), and using business owners in the community as resource persons to teach students about tips for business success enables students develop motivation in business education (3.60 & 0.64).

Table 2: Mean responses on extent of community-based material resources improved undergraduate Students' motivation in business education in Faculty of Education Rivers State University, Nigeria

S/N	Item Statements	Students (n=74)		Rmk
		M	SD	
1	Use of field trips teaching method motivates students.	3.43	0.75	VHE
2	Students' use of computers in learning activities promotes their motivation in business education.	3.16	0.84	VHE
3	Use of visual materials like real objects improves teaching and learning.	3.73	0.65	VHE
4	Provision of books to both teachers and students enhances efficient teaching and learning.	3.55	0.64	VHE
5	Provision of audio materials improves teaching and learning.	3.28	0.97	VHE
6	Provision of audio-visual materials enhances efficient teaching and learning of business education.	3.32	0.76	VHE
7	Provision of charts promotes efficient teaching and learning of business education.	3.23	0.93	VHE
Grand Mean		3.38	0.79	VHE

Source: *Field Work, 2024*

Table 4.2: showed the mean and standard deviation on the extent community-based material resources improved undergraduate students' motivation in Business education in faculty of education Rivers State University. The table revealed that taking students on fields trips make teaching and learning of business education motivating (3.43 & 0.75), provision of computers



promotes efficient teaching and learning of business education (3.16 & 0.84), use of visual materials like real objects improves teaching and learning (3.73 & 0.65), provision of books to both teachers and students enhances efficient teaching and learning (3.55 & 0.64), provision of audio materials improves teaching and learning (3.28 & 0.97), provision of audio-visual materials enhances efficient teaching and learning of business education (3.32 & 0.76) and Provision of charts promotes efficient teaching and learning of business education (3.23 & 0.93)

Testing of Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of male and female undergraduate students on the extent to which community-based human resources improves their motivation in business education in Faculty of Education Rivers State University, Nigeria.

Table 3: t-test Analysis of male and female Students on the extent community-based human resources improves undergraduate students' motivation in business education in faculty of education Rivers State University, Nigeria.

Groups	N	X	SD	Df	Std error	t-cal	t-crit	Decision
Male	33	3.47	0.74	72	0.05	0.55	1.96	accepted
Female	41	2.97	0.96					

Table 4.5 shows the t-test analysis of difference in the mean responses of male and female undergraduate students on the extent to which community-based human resources improves their motivation in business education in the faculty of education Rivers State University. The table revealed that the calculated t-value of 0.55 is less than the table value (critical; t-value) of 1.96 at 0.05 level of significance. Therefore, since the calculated F-value (0.55) is less than F-critical value (1.96) the null hypothesis that there is no significant difference on extent of community-based human resources improves undergraduate students' motivation in Business education in faculty of education Rivers State University was accepted. This shows that the alternative hypothesis is rejected

Hypothesis 2: There is no significant difference in the mean responses of male and female undergraduate students on the extent to which community-based material resources improves their motivation in business education in Faculty of Education Rivers State University, Nigeria.



Table 4: t-test Analysis of male and female Students on extent community-based material resources improves undergraduate students' motivation in business education in faculty of education Rivers State University, Nigeria.

Groups	N	X	SD	Df	Std error	t-cal	t-crit	Decision
Male	33	3.38	0.79	72	0.05	1.77	1.96	accepted
Female	41	3.22	0.84					

Table 4.6 shows the t-test analysis of difference in the mean responses of male and female students on the extent to which community-based material resources improves undergraduate students' motivation in business education in the faculty of education Rivers State University. The table revealed that the calculated t-value of 1.77 is less than the table value (critical t-value) of 1.96 at 0.05 level of significance. Thus, the null hypothesis that there is no significant difference on the extent to which community-based material resource improves undergraduate students' motivation in Business education in faculty of education Rivers State University was accepted. This indicates that the alternative hypothesis is rejected.

DISCUSSION OF FINDINGS

The tables above revealed that integrating volunteers as resource personnel in classroom delivery will boost students' motivation in business education as a career and inviting production industries to enlighten students on the prospects in production enhances development of students' motivation in business education also as a career. It was also revealed that teachers promote students' motivation through invitation of experts in markets and factories. These findings are in corroboration with the report of Xavier (2016) that students need to be motivated towards pursuing career in Business education. This motivation can be done by human resources such as Business education experts or professionals. The study is also in alignment with Thomas (2018) who observed that community members are often the unacknowledged heroes who strengthen a community. This they do by volunteering time, money and other resources to organize events, workshops, conferences and training. Without people taking part in their community, things would go wrong and the quality of life would be affected.

The findings are in line with Uko (2008), who stated that taking students to forest reserve improves students' knowledge on the maintenance of environmental resources, also, that the use of visual materials like real objects improves teaching and learn. The finding is in agreement with Jata and Ayua (2012) who observed that students show more motivation when they are made to explore the natural environment in their course of study. The findings are also supported by the null hypotheses as the result shows no significant difference in the responses on the extent of community-based material resources on undergraduate students' motivation in Business education in faculty of education Rivers State University, Nigeria.



CONCLUSION

Based on the findings, the study presumed that community-based educational resources are operative in developing final year undergraduate students' motivation in Business education. Hence, resources such as community-based human resources and material resources should be put to use so as to make learning of Business education more motivating and practical-oriented thus building students' learning experience.

Recommendations

1. Teaching and learning should be based on real life situations where students are guided by lecturers to acquire talent acquisition specialty. This method would enable students develop skills that will make them become self-reliant and be useful to themselves and the society at large.
2. University administration should endeavour to make the teaching of Business education practical-oriented through the utilization of material resources in the communities where they are situated. This act would change the wrong perceptions about Business education among students.

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