

## **INFLUENCE OF AVAILABILITY AND ADEQUACY OF INSTRUCTIONAL FACILITIES ON TEACHING AND LEARNING OF BUSINESS EDUCATION COURSES IN UNIVERSITY OF DELTA, AGBOR**

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### **Abstract**

*The study examined the influence of the availability and adequacy of instructional facilities on teaching and learning business courses at the University of Delta, Agbor. Two (2) research questions and two (2) hypotheses were raised to guide the study. The study adopted the descriptive survey research design. The sample size for the research work was drawn from the entire population through the random sampling technique, consisting of 100 students (20 males and 80 females) in the department of Business education at the University of Delta, Agbor. A well-structured*

*questionnaire was used to obtain information for the research. The findings revealed that six out of the ten identified instructional materials were neither available nor adequate for teaching office skills in business studies at the secondary school level in Delta State. Based on the findings, the study recommended that adequate funds be made available to provide instructional facilities in the Business Education department and that the Internet and other modern communication facilities should be installed in the Business Education department.*

**Keywords:** Instructional Facilities, Teaching and Learning and Business Education

### **Introduction**

Business Education as a component of technical and vocational education is said to be a set of instructions that prepare students for jobs in the business world. Like many other programmes, business education aims to provide an individual with the knowledge, skills, aptitudes and methods required in business training. Thus, Business education is the preparation of individuals for enterprises or employment. The philosophy behind Business education is to prepare its graduates for work and society's development. Aliyu (2014) explained that the Business Education programme is a programme that incorporates all business courses. These include Business Administration, Marketing and Business education, Purchase and Supply, Business Studies, Secretarial Studies, etc. In contrast, at the teacher education level, three major components are identified, thus: Business education, Distributive/Marketing Education, and Office Technology and Management.

Adeshina and Aliyu (2011) stated that Office Education is part of the Business Education programme that equips students with all office technology management domains to be effective and efficient. Office Education is a programme of study in Business Education programme is expected to be equipped with instructional facilities such as typewriters, computers, photocopiers, scanners, projectors, standby electric plant/generator, air-conditioners, radios/tape-recorders, video recorders, television, executive tables and chairs, executive cushion, stopwatch,

console headphones among others, with qualified teachers that could use varied teaching methods and techniques for teaching and learning.

Instructional materials are tools for supporting teaching and learning. They are facilities used by the teacher to aid teaching. It helps the teacher in disseminating information to the students. Instructional materials enable the learner to get a better understanding of the lesson. According to Janovsky (2013), instructional materials are resources designed to assist the teacher in transmitting knowledge to the students. Iyunade (2014) noted that instructional materials facilitate teaching and learning and direct teaching activities toward achieving set objectives. He further stated that learning is more interesting when instructional materials are utilized in instruction delivery. Hence, instructional materials are often employed in teaching office skills, enabling the teacher to demonstrate the skills practically. Using instructional materials in teaching and learning is indispensable in capturing the learners' interest. It also allows the students to familiarize themselves with the facilities/equipment needed to perform office jobs effectively. The instructional materials in the classroom are used to teach the students the skills of handling the various machines, and they are of great importance as they give students first-hand information on how to use the devices.

Kemenanaebi (2017) posited that the use of instructional materials lies in their potential to facilitate students' learning. A study by Onyesom and Okolocha (2013) revealed that the decline in students' achievement in learning is largely connected to the poor instructional materials available for teaching and learning. This implies that using instructional materials in teaching and learning is an important aspect of resource input. Asogwa, Onu and Egbo (2013) added that using instructional materials facilitates the achievement of teaching and learning objectives. Therefore, instructional materials must be available in adequate quantity and quality at the teachers' disposal.

Adequacy means something satisfactory in terms of meeting its expectations and demands. Hornby (2010) defines Adequacy as sufficient in quantity and quality. When the instructional materials needed for teaching a particular subject can measure up to the expectations of the students in terms of quantity and quality, it is said to be adequate. In other words, the number of learners compared to the instructional materials available determines the adequacy of the instructional materials. It is meant to serve when the number or quantity of instructional materials available cannot equal the number of students. It is said to be inadequate. Adequacy in this study means when the instructional materials available for teaching office skills are available in quantity and quality compared to the student population. The instructional materials needed for the teaching of office skills should be available in enough quantity and able to give the value for which it is meant in other to achieve the goals of office skills education

The availability of school instructional facilities and their effective utilization are important factors that cannot be undermined if the desired educational output is to be achieved. In educational production, facilities are necessary for effective teaching and learning. They are required by the system to effectively and efficiently deliver educational services. As observed by Mgbodile and Onuorah (2010), the physical appearance and adequacy of school facilities are striking bases upon which stakeholders of any educational institution make their initial judgment

about the quality of what goes on in a school. They say this is not to underplay the paramount role of the human factor in properly harnessing and manipulating these facilities to bring about effective learning in schools.

Instructional facilities utilization measures the extent to which allocated instructional facilities (inputs) are being processed through the school production mechanism to ensure optimum performance by reducing wastage to the barest minimum. It is the relationship between the learning inputs and the school system's learning achievement (outputs). As a production function, the quality and quantity of inputs, ability and capability of the school system to comply with the set standard would largely determine its outputs and the efficiency of the production process.

Adequate instructional facilities provision is a precursor to effective utilization as there cannot be utilized without the availability of instructional facilities. There are expectations of adequate instructional facilities provision to schools because instructional facilities are an inevitable component of the teaching-learning process, as it is popularly acclaimed that the benefits of providing functional education far outweigh the investment in the sector. The World Bank (2010) stated that the stakes of providing functional education are high, and nations' choices will lead to divergent outcomes. Thus, countries that respond positively to the provision of functional education would experience progress. In contrast, those who treat functional education with levity would risk stagnation and even slip backwards, widening the already existing socio-economic gaps and consequently sowing the seeds of unrest.

Based on the variables of this study, this study, therefore, sets out to evaluate the influence of the availability of instructional facilities in the teaching and learning of Business Education at the University of Delta, Agbor.

### **Statement of the Problem**

The issue of falling standards of education at all levels has been a source of concern to Nigerians. Schools are faced with the challenges of providing functional and qualitative education that will prepare students for good living in a rapidly changing world of science and technology. Presently, schools in Nigeria seem to exist in the shadow of their glorious past. This has manifested in the poor academic performance of students at both internal and external examinations. (Delta State Ministry of Basic and Secondary Education Manual, 2014)

Education in Nigeria seems not to be receiving enough attention. Although efforts have been made to improve the quality of education in Nigeria since independence, the system appears not to have achieved its goal of providing functional education for Nigerian citizens (Bajah, 2011). Schools in Nigeria, especially public schools, have the problem of inadequate and decaying facilities and a high rate of student dropouts. The situation is even more pathetic as some schools with sizable facilities seem not to be putting them into effective use due to insufficient teachers in some subject areas to take the students through the learning process. This could explain why many school children are seen roaming the streets during school hours. Public schools seem to have a high repetition rate and dropouts. This may be attributed to the ineffective utilization of available educational instructional facilities.

There have been outcries by parents, media and stakeholders in the educational sector over the decline in the standards educational system in the country and the quality of the products. This has created many fears in the minds of stakeholders in the education sector, especially the government, parents, school authorities and educational managers. As the downward slide seems to continue unabated, stakeholders have advanced reasons on what could be responsible for this decline, which has nosedived to a pathetic level. Against this backdrop, this study analyses the educational instructional facilities availability and adequacy for teaching and learning Business education courses at the University of Delta, Agbor.

### **Purpose of the Study**

The main purpose of this study was to ascertain the influence of availability and adequacy of instructional facilities in teaching and learning Business education courses at the University of Delta, Agbor, Delta State, Nigeria. Specifically, the study determined;

- the availability of Business education instructional facilities at the University of Delta, Agbor;
- the adequacy of instructional facilities at the University of Delta, Agbor;

### **Research Questions**

The study answered the following research questions:

- What is the availability and adequacy of Business education instructional facilities at the University of Delta, Agbor;
- What is the level of adequacy of instructional facilities at the University of Delta, Agbor;

### **Hypotheses**

The following null hypotheses were tested at a 0.05 level of significance.

- There is no significant difference in the mean rating between the availability of instructional facilities and the teaching and learning of business education courses at the University of Delta
- There is no significant difference in the mean rating between adequacy of instructional facilities and teaching and learning of business education courses at the University of Delta

### **Theoretical framework**

The theoretical framework of this study hinges on the instructional theory.

The instructional theory offers explicit guidance on how to help better people learn and develop. Instructional theories focus on how to structure materials for promoting the education of human beings, particularly young scholars. The instructional theory is different from the learning theory. Learning theory describes how learning takes place, while instructional theory describes how to better the learning process. Learning theories often inform instructional theory, and three general theoretical stances take part in this influence; Behaviorism (learning as a response acquisition), Cognitivism (learning as a knowledge acquisition), and Constructivism (learning as a knowledge

construct). Instructional theory helps us create conditions that increase the probability of learning.

The instructional theory identifies what instruction or teaching should be like. It outlines strategies that an educator may adopt to achieve the learning objectives. They are used as teaching guidelines/tools by both teachers/learners to facilitate learning. It encompasses different instructional methods, models and strategies.

### **Review of Empirical Studies**

Education as an agent of transformation is structured and organized to meet the needs of man and society. It accounts for all discoveries and advancements in the modern world. The concept of Education, according to Wikipedia, is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Recently, the quality of education delivery has been on the lips of education administrators and policy formulators within and outside the field of Education (Business education inclusive).

The Federal Government of Nigeria, in 2013, through the Nigeria education policy, redefined and adopted education as an instrument par excellence for effective development. Education goals were then defined in terms of relevance to the needs of the individual and the kind of society desired concerning the environment, realities of the modern world and rapid social changes. Nigeria's education reform of 2013 shifted focus to entrepreneurship, skill training and realignment of curricula to meet the emerging need of a global economy and knowledge society that Business Education is a part of.

In common parlance, the word learning carries at least two meanings. There is a general one of some change, often in knowledge and behaviour. However, learning cannot be defined merely in terms of changes in behaviour. But there is also a more intense sense of the verb to learn, meaning memorize, to learn by heart Roger (2003). Similarly, Rogers posits that to say that learning is change is too simple. Not all change is learning. What we usually mean by learning are those more or less permanent changes and reinforcements brought about voluntarily in one's patterns of acting, thinking and feeling.

Educational psychologists have defined learning in different ways and meanings. It has often been described as a quantitative increase in knowledge, memorizing facts, skills, and methods that can be retained and used as necessary. The concept can also be viewed as a systematic change in attitude and perception due to the revelation of unknown knowledge.

According to Thorndick (1928), learning is a permanent change in behaviour due to experience. The behaviour includes the individual's external and internal actions, which are observed and remain unobserved by the outside world. If learning has taken place, the evidence of such activity will be visible to the learner. If, on the contrary, it proves otherwise, then the learning motive has not taken place in such a learner. Other factors might lead to such negative outcomes, and learning facilities should be utilized to help the learner acquire the desired knowledge.

Aramide and Bolarinwa (2010) believe that instructional material and Its roles in teaching and learning is one of the most important and widely discussed issues in contemporary education

policy. However, delivering quality education to the growing number of youths should be of paramount importance to government and education administrators at all levels. Therefore, if teaching and learning are made meaningful and more effective, the need to make available instructional facilities to support both the teacher and the learner is inevitable (Oyinloye & Olowalola, 2014) support the view that the availability of educational facilities enhances students learning by allowing them to be involved in demonstrations and practice, which would continue to build their skills.

Availability relates to how many instructional facilities are on hand, to which teachers and learners can access. It refers to the condition of being obtainable or accessible at a particular point in time. It expresses how the material can easily be gotten and used for a specific purpose and time Uzuegbu, Mbadiwe and Anulobi (2013). As a concept, it is an umbrella term that denotes a component instrument's serviceability, resilience, reliability and maintainability. In summary, it tells of the ability to perform its required functions at a stated or overstated period.

Facilities can be generally defined as buildings, properties and major infrastructure, including materials that contribute to teaching and learning. Facilities in schools are material resources that enhance teaching and learning, making the process meaningful and purposeful. They can also be an entire school plant that school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching aid learning experience (Asiyai 2012).

Aramide and Bolarinwa (2010) opined that instructional materials have the potential to enhance students' learning. The material resources are all instructional facilities and equipment needed in the workshops and laboratory. They include spaces, buildings and other infrastructural facilities, real-life situations or objects from the community, abridged versions or representations of real objects such as pictures, models, audio recorders, video recording machines, films, and the hardware for producing or using them-the hack equipment, different types of projectors, tape recorder, television and the computer Oghurba, 2008).

## **Methodology**

The research design used in this study is the descriptive survey design. The study population comprised 300 students at the University of Delta, Agbor. The stratified random technique was used. The sample for the study is 100 students (20 males and 80 females) from the Business education department. A well-structured questionnaire was used for data collection—the questionnaire comprised (20) items in a cluster of (10) items each. The instrument consisted of a four-point Likert rating scale of strongly Agreed (SD), Agreed (A), Disagreed (D) and strongly disagreed (SD). The questionnaire was validated by two experts from the department of Business education, Delta state, Abraka and was subjected to a reliability test with a coefficient of 0.75. Mean, and standard deviation was used to answer the research questions. The decision rule was that any value above 2.5 was regarded as agreed, while a value less than 2.5 was considered disagreed. Z-test was the mean statistics used for data analysis, and the hypothesis was at a 0.05 level of significance.

### Data Analysis

The data collected for the study were presented and analyzed in this chapter.

**Research question 1:** What is the availability and adequacy of Business education instructional facilities at the University of Delta, Agbor?

Table 1: **Respondents mean and standard deviation**

S/N	INSTRUCTIONAL FACILITIES	MEAN	SD	REMARK
1	Computer	1.95	0.03	Reject
2	Typewriter	1.58	0.02	Reject
3	Projectors	1.48	0.03	Reject
4	Recorders	1.09	0.07	Reject
5	Scanning machines	1.25	0.07	Reject
6	White boards	3.62	0.08	Accept
7	Public address system	3.58	0.04	Accept
8	Internet facilities	1.43	0.04	Reject
9	Electronic smart boards	1.29	0.04	Reject
	Grand mean	1.19	0.05	

The data presented in Table 1 revealed that respondents' mean scores ranged from 1.09 to 3.62, with a grand mean of 1.19. The table shows that 7 items concerning instructional facilities are not adequate and available, while two items can be accessed. Since the grand mean is 1.19, this implies that instructional facilities are not adequately available for teaching and learning at the University of Delta, Agbor

### Hypotheses 1

There is no significant difference in the mean rating between the availability of instructional facilities and the teaching and learning of business education courses at the University of Delta

Table 2: **Z –test difference between the mean responses of males and females**

Group	No	Df	$\bar{x}$	SD	Calculated value	Critical value	Decision
Males	20	98	3.06	0.91	0.23	1.98	Accepted
Females	80		3.01	0.94			

The above table shows the mean of both males and females as 3.06 and 3.01 and the standard deviation as 0.91 and 0.94, respectively. The observed z-calculated value of 0.23 is lower than the critical value of 1.98, and since the observed calculated value is lower than the critical value, the null hypothesis is accepted. It shows no significant difference.

**Research question 2:** What is the level of adequacy of instructional facilities at the University of Delta, Agbor?

Table 2: Frequency and Percentage Distribution of Adequacy of Instructional facilities in University of Delta, Agbor

S/N	Item Statements	Adequate Freq	%	Not Adequate Freq	%	Remark
•	Computer	70	70	30	30	A
•	Computer printer	65	65	35	35	A
•	Typewriting machine	80	80	20	20	A
•	Recording machine	25	25	75	75	NA
•	Perforating machine	45	45	55	55	NA
•	Fax machine	30	30	70	70	NA
•	Spiral binding machine	65	65	25	25	A
•	Laminating machine	26	26	74	74	NA
•	Scanning machine	19	19	81	81	NA
•	Photocopying machine	35	35	65	65	NA

Note: n = 100, A = Adequate; NA = Not Adequate; Benchmark = 50%

Table 2 reveals that the percentage rating of the adequacy of the spiral binding machine was 65%, the computer was 70%, the computer printer was 65%, and the typewriting machine was 80% which is above the benchmark of 50%, indicating that spiral binding machines, computer, computer printer and typewriting machine for teaching business education are adequate in University of Delta, Agbor. On the other hand, the percentage ratings of the recording machine, perforating machine, fax machine, laminating machine, photocopying machine, overhead projector and scanning machine range from (19% to 45%) were all less than the benchmark of 50%, which indicated that these instructional materials for teaching business education were not adequate in University of Delta, Agbor.

## Hypothesis 2

2. There is no significant difference in the mean rating between the adequacy of instructional facilities and teaching and learning business education courses at the University of Delta.

Table 4: **Z –test difference between the mean responses of males and females**

Group	No	Df	$\bar{x}$	SD	Calculated value	Critical value	Decision
Males	20	98	3.1	0.85	0.05	1.98	Accepted
Females	80		3.09	0.91			



The above table shows the mean of both males and females as 3.1 and 3.09 and the standard deviation as 0.85 and 0.91. It was observed that the t-calculated value of 0.05 is lower than the critical value of 1.98. This indicates that the null hypothesis is accepted, showing no significant difference.

### **Discussion of Findings**

The analysis of research question 1 indicates that facilities like computers, typewriters, projectors recorders, scanning machines, internet facilities and electronic smart boards are not adequately provided in the department of Business Education at the University of Delta, Agbor. These facilities would have helped expand the students' knowledge base and enhance teaching and learning. Business Education, as one of the largest departments in the institution, should have these facilities to meet the growing need of students admitted annually into the program. Most students would do better if facilities were rightly available in teaching and learning. And for students who may have difficulty understanding quickly, these facilities would have eased that deficiency.

Research question two found that spiral binding machine, computer, computer printer and typewriting machine out of the ten identified instructional materials was adequate for teaching business education at the University of Delta, Agbor. In contrast, the remaining six instructional materials were inadequate. The findings of this study are similar to that of Nwankwo, Nwogbo, Okorji and Egboka (2015), which carried out a study on the adequacy of learning facilities for implementing entrepreneurship education programmes and found that a greater percentage of the learning facilities were available but inadequate in secondary schools in Anambra State.

### **Findings**

The following findings were obtained: -

- Instructional facilities were not adequately provided at the University of Delta, Agbor;
- The instructional materials provided for the University of Delta, Agbor were inadequate;

### **Conclusion**

Instructional facilities are necessary ingredients for the attainment of Business Education objectives. If the lecturer must deliver well in the classroom, the provision or probably upgrade of instructional facilities is inevitable. Also, suppose students in Business education must live up to the tenets of the core objectives of the course. In that case, their learning pattern must be improved by providing modern instructional facilities. These facilities must not only be provided but must be coordinated and accounted for proper utilization. The facilities must be periodically maintained and replaced when necessary to meet the need of the end-users.

Business Educators should also see the need for these instructional facilities to be used in the cause of delivering their lessons at all times. It is good to provide these facilities, but if they are not efficiently managed, the motive for providing the instructional facilities will be defeated. In most cases, the student population has been an issue where some of these instructional facilities are overused or misused.

## Recommendations

On the bases of the findings, the following recommendations are made:

- Adequate funds should be made available to provide instructional facilities in the Business Education department.
- Internet and other modern communication facilities should be installed in the Business Education department.
- The population of students in the department should be considered, along with the instructional facilities on the ground for proper teaching and learning.

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