



## Teachers' Perception on the Availability and Usability of Instructional Facilities for Teaching Business Education in Public Colleges of Education in Bauchi State

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### ABSTRACT

*This study examined teachers' perception on the availability and functionality of instructional materials for teaching business education in Public Colleges of Education in Bauchi State. Two research questions guided the study. Survey research design was used in this study. The population of the study was comprised of 173 lecturers and 9 administrators of Business Education. Simple random sampling was used to select the respondents. The instrument used for data collection were check list and structured questionnaire, check list was used for research question one, which contained 15 items while structured questionnaire was used for research question two, which contained same list of 15 items. The instruments were subjected to face and content validation by three experts in Business Education. The data collected were analyzed using descriptive statistics which comprises percentage. The findings from the study revealed that majority of the instructional facilities required for teaching business education in public colleges of education in Bauchi State were not available considering the provision of the minimum standards and all the facilities identified were functional as instructional facilities for teaching business education in public colleges of education in Bauchi State. The study recommends that instructional facilities for teaching business education should be made available by the government, college management and other donor agencies in all the public colleges of education in Bauchi State to enable teachers and students teach and learn effectively and college management should organize regular workshops, conferences and seminars for Business Education lecturers on using instructional facilities for efficient teaching delivery in public colleges of education in Bauchi State.*

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### INTRODUCTION

Effective teaching of any subject depends on the availability and utilization of suitable instructional facilities. Instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Hilda and Bernard, 2015). Lockheed (1991) stated that instructional materials are critical

ingredients in learning and that the curriculum could not be easily implemented without them. Instructional materials are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways (Hilda and Bernard, 2015). The role of instructional facilities in the school system can be said to be unquantifiable. If educational objectives are to be met, the school system must integrate learning with instructional materials. Hilda and Bernard (2015) stated that adequate



and quality instructional resources are basic ingredients for quality education to achieve the intended goal of tertiary institution. To bring out the best of teaching and learning, modern instructional facilities are required to be applied in the process. Both the instructor and the learner benefits immensely when it is used. Learning will be meaningless to a student that feels bored when a teacher instead of physically exemplifying what is been taught will resort to under utility of instructional facilities.

Bhola (2010) emphasized that instructional facilities are intrinsic part of teaching and learning process and the achievement of the aims and objectives of education depends primarily on the proper utilization of instructional materials. Instructional facilities are those tools, equipment, machines and consumables materials that are being used from time to time for teaching and learning a trade (Bello and Shuaibu, 2013; Akpabio and Ogiriki, 2017). Ajidagba and Jakeyinfra (2010) noted that instructional materials have direct contact with the sense organs. Pupils are able to use a combination of sense (smell, hearing, touch, taste and sight) for easier and better acquisition of concepts and facts they are being taught. Instructional materials enable pupils to see as a whole certain relationships that are difficult to conceptualize in parts.

According to Ibrahim (2012), business studies is an aspect of vocational education, which equips individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job occupations or for self-employment. Okolocha and Ile (2008) viewed business education as education for and about business which aim at preparing its recipients to acquire skills necessary for paid employment or be self-dependent as an entrepreneur. Okoro (2013) define business education as that part of the total educational process that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and/ or consumer. In another view, Business education provides students with the needed competencies, skills, knowledge, understanding and attitudes to perform as workers in industries, civil service and also as proprietors of business (Utore and Amiaya, 2014). Moreover, Business Education is that part of the total

educational process that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and/ or consumer (Ayeni, 2016). Business Education is that aspect of educational training which an individual receives with the primary motive of enabling him to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage in careers as an administrator, manager or teacher wherever he may find himself in the business world (Afework and Asfaw, 2014). The primary purpose of teaching and learning is to bring significant change in behavior through active participation and critical thinking of the learner and this cannot take place without the availability of instructional materials (Afework and Asfaw, 2014). The material resources are all instructional facilities and equipment needed in the workshops and laboratories (Ubulom and Ogwunte, 2017). They include spaces, building and other infrastructural facilities, real life situations or objects from the community, abridge 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 (Oghurhu, 2009).

Therefore, it is important to examine teachers' perception on the availability and functionality of instructional facilities for teaching business education as the idea of using materials and equipment to enhance effectiveness in the instructional process is as old as mankind, the wise teacher will always use equipment or aids in form of instructional materials to help the learners understand and learn better. This is supported by the argument of Aramide and Bolarinwa (2010) who opined that instructional materials have the potential for enhancing students' learning. Hence the needs to find out the teachers' perception on the availability and functionality of instructional facilities for teaching business education in public colleges of education in Bauchi State.

Business Education is one of the trade in Vocational Education in Nigerian Colleges of Education which equip individuals with the necessary skills and knowledge needed for business world. Therefore it is expected that



students that undergone Business Education should possess certain skills. Some research works reveal that Business Education students graduating from colleges of education lacked occupational competencies. Eric (2015) highlighted that it is pathetic that nowadays graduates of Business Education cannot teach or deliver their services effectively. Haruna (2017) stated that parents and teachers are continuously disturbed with the college graduates' inability to perform in the world of work and this as they said is due to the fact that the colleges of education lack most facilities needed for teaching and learning. Ugbe (2018) stated that non-availability of instructional facilities in teaching business education make it difficult to teach and prepare student for the world of work. Therefore, this is worthy of research so as to determine teachers' perception on the availability and functionality of instructional materials for teaching business education in public colleges of education in Bauchi State.

#### Research Questions

The following research questions were formulated to guide the study;

1. What is the extent of the availability of instructional facilities for teaching Business Education in Public Colleges of Education in Bauchi State?

2. What is the extent of the functionality of instructional facilities for teaching Business Education in Public Colleges of Education in Bauchi State?

#### METHODOLOGY

The research design for this study was Descriptive Survey. Area of the study was Bauchi state, located in the North Eastern Sub-Region of Nigeria. The population of the study comprised all lecturers and administrators of Business Education in Public Colleges of Education in Bauchi State, which comprised of 173 lecturers and 9 administrators of Business Education. Simple random sampling was used to select the respondents. The instrument used for data collection were check list and structured questionnaire, check list was used for research question one, which contained 15 items while structured questionnaire was used for research question two, which contained same list of 15 items. The instruments were subjected to face and content validation by three experts in Business Education. The reliability coefficient was found to be 0.87. The data collected were analyzed using descriptive statistics which comprises percentage using Statistical Package for Social Science (SPSS) version 23.

#### RESULTS

**Table 1:** Extent of Availability of Instructional Facilities for Teaching Business Education in Public Colleges of Education in Bauchi State

S/No.	Facilities	FE	%	FO	%	Remarks
1.	Typewriters/prototype	30	100	02	06%	Not Available
2.	Computers	1:3	100	20	28%	Not Available
3.	Printers	10	100	05	50%	Available
4.	Scanners	3	100	01	33%	Not Available
5.	Projectors	3	100	01	33%	Not Available
6.	Photocopier/Prototype	3	100	01	33%	Not Available
7.	Television	3	100	01	33%	Not Available
8.	Triumph Boards	1	100	00	00%	Not Available
9.	Model Office	1	100	00	00%	Not Available
10.	Shorthand Laboratory	1	100	00	00%	Not Available
11.	File Cabinet	2	100	02	100%	Available
12.	Punching Machine	4	100	02	50%	Available
13.	ICT Laboratory/Room	1	100	01	50%	Available
14.	Typing-Pool	1	100	00	00%	Not Available
15.	Departmental Library	1	100	00	00%	Not Available

**Source:** Field Survey, 2020



Table 1 reveals the extent of availability of instructional facilities for teaching business education in public colleges of education in Bauchi State. The table revealed that items 11, 12 and 13 were available and above average, items 2, 4, 5, 6, and were available but below minimum standards while items 8, 9, 14 and 15 were not

available. This indicates that majority of the instructional facilities required for teaching business education in public colleges of education in Bauchi State were not available considering the provision of the minimum standards.

**Table 2:** Extent of Functionality of Instructional Facilities for Teaching Business Education in Public Colleges of Education in Bauchi State

S/No.	Facilities	FE	%	FO	%	Remarks
1.	Typewriters/prototype	30	100	00	00%	Not Functional
2.	Computers	1:3	100	20	28%	Functional
3.	Printers	10	100	05	50%	Functional
4.	Scanners	3	100	01	33%	Functional
5.	Projectors	3	100	01	33%	Functional
6.	Photocopier/Prototype	3	100	01	33%	Functional
7.	Television	3	100	01	33%	Functional
8.	Triumph Boards	1	100	00	00%	Nil
9.	Model Office	1	100	00	00%	Nil
10.	Shorthand Laboratory	1	100	00	00%	Nil
11.	File Cabinet	2	100	02	100%	Functional
12.	Punching Machine	4	100	02	50%	Functional
13.	ICT Laboratory/Room	1	100	01	50%	Functional
14.	Typing-Pool	1	100	00	00%	Nil
15.	Departmental Library	1	100	00	00%	Nil

**Source:** Field Survey, 2020

Table 2 reveals the functionality level of instructional facilities for teaching business education in public colleges of education in Bauchi State. The table revealed that with exception of items 8, 9, 10, 14 and 15 all the facilities identified were functional as instructional facilities for teaching business education in public colleges of education in Bauchi State.

### CONCLUSION

The study found that less than fifty percent (50%) of the instructional facilities for teaching business education were available in public colleges of education in Bauchi State. It was also observed that out of those facilities identified, more than eighty percent (80%) are either low or not functional at all in public colleges of education in Bauchi State.

### RECOMMENDATIONS

1. Instructional facilities for teaching business education should be made available by the

government, college management and other donor agencies in all the public colleges of education in Bauchi State to enable teachers and students teach and learn effectively.

2. College management should organize regular workshops, conferences and seminars for Business Education lecturers on using instructional facilities for efficient teaching delivery in public colleges of education in Bauchi State.

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