



Availability and Utilization of Facilities and Equipment for Teaching and Learning of Business Studies in Private Secondary Schools in Yobe State, Nigeria

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ABSTRACT

The study was carried out to determine the availability and utilization of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria. Four research questions in line with the purposes of the study were formulated to guide the study. Descriptive survey research design was adopted for the study. Population of the study was consists of 450 business studies teachers and 150 proprietors from private secondary schools in Yobe State, Nigeria. Random sampling technique was adopted to select 210 business teachers and 90 school proprietors from private secondary schools in Yobe State, Nigeria. Structured questionnaire and checklists was the instruments used to collect data for the study. The data collected for the study was analyzed using descriptive statistics using SPSS to obtained mean and standard deviation. The findings of the study revealed that, Textbooks, Staplers, Perforators, Demonstration stand, Photocopying Machines, Typing table, Wall clock and Cabinets, Binder and Recorder are some of the levels of availability of facilities and equipment for teaching and learning of Business Studies. The findings of the study also revealed that, availability of business studies resources for teaching and learning will help students to learn faster and effective use of business education resources for teaching business studies will improve the performance of students. The findings of the study further revealed that, over population, insufficient fund for procurement and management of available Business studies facilities and equipment, lack of Business studies facilities and equipment, inadequacy in quantity and quality of both human and materials resources, are some of the Factors Militating against Effective used of Available School Facilities and Equipment in Teaching and Learning of Business Studies in Private Schools. The findings of the study also revealed that, enrollment of Business Studies students with the ratio of Business Studies facilities, provision of infrastructure for effective teaching and learning of Business Studies, are some of the way forward on the effective use of available school facilities and equipment for teaching and learning of Business Studies in Private Schools in Yobe State, Nigeria. It was recommended that, government, private sectors and parents should contribute teaching materials for better understanding of a lesson that will enhance education in Private secondary schools.

Keywords: Availability, Utilization, Facilities, Equipment, Teaching, Learning,

INTRODUCTION

In order to have a desirable change in the learner, good teaching must take place. To bring about good teaching, the teacher should be able to convey their message in the simplest, most convincing and practical way to the learner using available resources. Teaching at any level requires that the students be exposed to some form of simulation. Adekunle (2018) noted that teaching facilities and equipment in Business Studies means anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they can learn faster and easier. The use of facilities and equipment provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more. Furthermore the

teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic.

It is indeed very necessary that the teachers especially the business teachers use instructional materials so that students can have the opportunity of seeing, touching and manipulating them. This would ultimately increase the students' interest and achievement in the subject matter. Agreeing with this state, Aliyu (2015) postulated that business education being a vocational education programme cannot do without adequate use of instructional materials like typewriting machines, dictation machines and tape recorders among others.

Business education is defined by Anao (2016) as the sum total of knowledge, skills and attitude that are required for successfully promoting and administering business enterprise either as an employee or entrepreneur. In the same vein, Nwaokolo (2018) also described business education as skills, attitude and knowledge acquired from schools for performing business operations of personal or corporate nature. Business education at the Junior Secondary School level comprised of the following subjects taught as pre-vocational and as an integrated subjects: Introduction to Business Studies, Office practice, Commerce, Book-keeping Shorthand and Keyboarding/Typewriting. According to Obi (2018) state that business subjects are made up of the following vocational subjects: Accounting, Economics, Commerce, Computer Studies/Keyboarding, Business method, Shorthand in Secondary School level. Whether at the junior or senior secondary school levels, the principal objective of this subject remain to bequeath the students with the relevant job skills, knowledge and attitude necessary for paid or self-employment as well as for higher education in business areas.

Osuala (2012) stated that the business studies curriculum in the junior secondary school is a special area of instruction that deals directly with business skills and techniques, business knowledge and facts, business understanding, economic understanding, business attitudes and business appreciations necessary to understand and adjust to economic and social institution called business. According to Olowodun (2016) business education is full of demonstrable skills; hence instructional materials are required and needed for effective teaching and learning in the classroom learning process. The materials for teaching business education subject such as: the recommended textbooks, to the more sophisticated overhead projectors, manual/electric typewriters, calculating machines, duplicating/photocopying machines, stopwatches, file cabinets, punching machines, models, chalkboard, or their representatives that help the teacher to communicate effectively to the students. These materials make learning more permanent and to develop continuity of thought among the learners.

Teaching is the process where an expert, a more experienced person with more knowledge and skill assists a less experience or knowledgeable individual to gain knowledge and experience, Onwuka (2015) viewed teaching as a process of making impression on passive students, hammering in the facts. The preoccupation of teachers involved in this method is to hand over to the students whatever the teachers themselves received from others. This conception of teaching was based on the misconception that the students' heads were empty and blank.

Freder (2010) defines learning as changes in perception; knowledge of an individual, the acquisition of new knowledge and skills is generally regarded as a constructive activity such as working-memory capacity and general knowledge. Gibbs (2012) suggests that learning is much more an evolutionary, sense making, experimental process of development than simple acquisition. Therefore, learning is a process which causes a change in behavior of an individual. Teachers should endeavour to teach their students how to learn.

The available facilities and equipment are the instructional materials used in teaching and learning. The instructional facilities and equipment make teaching easy and practical for the learners to understand the subject. These objects according to Umoh-Mac and Nkume (2015) are regarded as instructional materials. They enhance real and meaningful teaching and learning. Appropriate instructional materials are imperative for implementing good quality education programmes. Unless adequate and quality facilities and superlative human resource are available, quality of the programme will be reduced and learning will be deterred.

Material for teaching business subject range from the common textbooks to more sophisticated machines, chalkboards real objects or their representatives which the teacher use to communicate effectively with the students. These materials make learning more permanent and develop continuity of thought among the learner. Teaching materials and aids for the acquisition of required skill for business studies should be on regular supply to school where business studies subject are taught.

According to Umoh-Mac Nkume (2015) many researchers on the availability of available resources carried out in Nigeria, in schools offering business studies programme often revealed the presence of inadequate training facilities in the schools. They further stressed that even the few available ones are not being maintained. There are poor storage facilities for them and so they become non – functional. Obi and Akume (2017) warned that any school that desire to offer modern Business Education programme must include in its programme a through training in the use of these appliance. Also to give such training the school must be equipped with appliances with which it intend to give instructions. To take the point further, they stated that for the teaching process to effectively taken place generally, both human and materials resources need to be provided adequately. No matter how good the teaching staff are, they may not be able to function effectively and effectively without appropriate teaching materials, equipment and adequate infrastructural, like workshop, conductive classrooms and laboratories, especially when is over loaded with lesson and practical courses. A well planned programme, they say, will fail if at implementation stage the necessary instruments are not supplied. The world at large is going technological and if Nigeria schools must keep abreast with the global technological advancement than the training must be borne in mind and they are adequate supply, proper maintenance and judicious usage of the materials (Obi and Akume, 2017). According to Obi (2018) observed that many schools are unable to teach business studies due to inadequate business education teachers and equipment. The poor performance of students in business education subject as lamented by Odoh (2019) that their deterioration in students’ achievement must have been due to the non- utilization of instructional materials in classroom.

The question to ask is who provides these resources materials to schools? Eze (2015) in his contribution, opines that instructional materials produced commercially play a key role in functional education in our schools that when these are understand, our next alternative is in improvisation, provide the improved equally delivers the goods. Fortunately, some sources of improvisation are available where around us by nature, human re – arrangement of nature only requires our initiative and creative to tap them fully towards the attainment and mastery of some skills. Nigeria must realize that findings pragmatic solution to the problem to setting the growth and development, business studies in the country should not be left to a few person but rather it should be seen as a collective, philanthropists, corporate bodies, government agencies churches and other religion organization etc must join hand and regard the task of solving these problems as one that must be done. When this is solved, business studies will be according its pride of place in the nation’s education system as salvation of modern civilization.

Therefore it becomes necessary to Survey on the Availability of Facilities and Equipment for Teaching and Learning of Business Studies in Private Secondary Schools in Yobe State, Nigeria.

Statement of the Problem

In spite of the importance of school facilities and equipment to academic performance of students, it is observed that most students complain of being taught business studies that seem to be abstract in nature. It was the Indian axiom that says ‘‘What I hear, I may forget, what I see I may forget but what I see, hear and touch I will never forget’’ the great problem and question in the Nigerian educational system is, to what extent are facilities and equipment made available.

Oren (2015) observed that, being a skill oriented subject, business studies requires the use of machine and other equipment for effective teaching to take place. It is therefore expected that these private school preparatory see to the provision or availability of the necessary resources for teaching and learning of the requirement skills. According to Oyedele (2017) cited in Atakps (2019) Nigeria children and youths are being educated more in accordance with yesterday’s world rather than in preparation for tomorrow’s living. This is in agreement with what Umoh-Mac and Nkume said about the obsolete equipment found in Nigeria schools. Emphasizing the need for the provision of instructional materials in school, Business education subject being skilled areas of study cannot be learnt by the students sitting and folding their arms and noddling their heads.

Resources materials are means of making teaching and learning process easy, more meaningful and understandable, these materials are not just textbooks, but it includes machine, chalkboard and real objects. Instructional aids on the other hands are those that teachers prepare mainly to help him/her pass on the message easier and more effectively, these include: cardboard drawings, real objects brought into the class for learners to physically see and touch (Visual aids).

However, reverse is the case in many schools in the study area where teachers engage in abstract teaching which make learning more difficult for learners to comprehend. Hence, students' poor performance in Business Studies. In view of the foregoing, the aim or purpose of the study is to determine the Availability and Utilization of Facilities and Equipment for Teaching and Learning of Business Studies in Private Secondary Schools in Yobe State, Nigeria.

Purpose of the Study

The main purpose of the study is to determine the Availability and Utilization of Facilities and Equipment for Teaching and Learning of Business Studies in Private Secondary Schools in Yobe State, Nigeria. Specifically the study seeks to:-

1. Determine the levels of availability of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria.
2. Ascertain the roles of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria.
3. Find out the factors militating against effective use of available school facilities and equipment in teaching and learning of business studies in private secondary schools in Yobe State, Nigeria.
4. Find out the way forward on the effective use of available school facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria.

Research Question

The following research questions were formulated to guide the study;

1. What are the levels of availability of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria?
2. What are the roles of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria?
3. What are the factors militating against effective use of available school facilities and equipment in teaching and learning of business studies in private secondary schools in Yobe State, Nigeria?
4. What are the way forward on the effective use of available school facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria?

Significance of the Study

The result of this study will be of utmost benefit to the Ministry of Education, Business Education Teachers, Students, Researchers, Society and Curriculum Planners.

The outcome of this study would be beneficial to the government in planning and decision making. It would help in policy formulation, implementation, evaluation and reformation. The findings of study will reveal to the government the instructional materials needed for effective teaching and learning of business subjects. Government would use the outcome of this study to design an effective training package for teachers as it concerns the availability and utilization of instructional materials in teaching and learning of business subjects in secondary schools. The knowledge of the findings would also help government to provide adequate instructional materials for the teaching and learning of business education subject in the schools.

The finding of this study will also be beneficial to the business education teachers. The study would reveal appropriate teaching materials that could improve the teachers' effectiveness as well as ways to improve the utilization of instructional materials for the teaching and learning of business subjects. It is hoped that the teachers will employ them; thereby improving the teaching of business subjects by utilizing appropriate materials in the classroom. Through the findings of the study, the teachers would seek professional development in the use of the instructional materials in their learning.

Business education students would also benefit from the findings of this study. The findings of the study would help the students the benefit from the effective utilization of the instructional materials that will follow from the adoption of the strategies identified from the study while the teachers would from the findings adopt effective strategies for utilizing the instructional materials in their teaching, the students would understand the lesson better and also use the instructional materials well during their private learning and peer tutoring.

The society would also benefit from the result of the study the youth be occupied when the knowledge and skills gained by the students. . When the students acquire functional and saleable skills, the issue of unemployment would be reduced to the barest minimum and every individual would be useful to

himself and to the society. The students would become self-reliant and gain employment after graduation. This will improve the economy of the society.

Curriculum planners will also benefit from the result of this study. The curriculum planners would obtain the necessary information which will help to improve the business education syllabus. It is hoped that the result of the study would assist the curriculum planners in the review and update of business education curriculum especially in relation to the instructional materials and their usage.

The findings of this study will serve as a guide to researchers who would want to conduct further study on the effectiveness of instructional materials in teaching and learning of business education subjects in secondary schools. The findings of the study would provide reference materials to future researchers in business education teaching and learning.

METHODOLOGY

Study Area

The study was carried out in Yobe state located in the North-Eastern region of Nigeria. The state, covers an area of 45,502 sq. km and is located between latitudes 12; O'N and 11 A °30'N and longitudes 7; °50'E and 8A °22'E and is bounded by Diffa Region and the Zinder Region of Niger Republic to the north. It also has borders with Bauchi, Borno, Gombe and Jigawa States. Yobe State has rich cultural values 'with annual rainfall ranging from 800mm to 1000mm.

Research Design

This study adopted the descriptive survey research design. Akuezuilo and Agu (2003) submitted that a survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The design therefore suitable for this study since it involves the Survey of the Availability of Facilities and Equipment for Teaching and Learning of Business Studies in Private Schools in Yobe State, Nigeria.

Population of the Study

The population of this study was comprises of entire 450 Business studies teachers and 150 proprietors in private schools in Seventeen (17) Local Government Areas of Yobe State, Nigeria.

Sample and Sampling Procedure

Random sampling technique was adopted to select 210 business teachers and 90 school proprietors from private secondary schools in Yobe State, Nigeria to constitute the sample size of the study.

Research Instrument

Checklist was used to answer the research question one and structured questionnaire was used as the instrument to collect data for other research questions. The researcher was design the questionnaire titled "Availability and Utilization of Facilities and Equipment for Teaching and Learning of Business Studies in Private Secondary Schools in Yobe State, Nigeria (AUFETALBSPS)". The questionnaire items was design based on each stated research question for the respondents to response to using four points rating scale Highly Available (HA), Available (A), Not Available (NA) and Not Available (NA) for research question one and Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) for research question 2, 3 and 4 respectively.

Validation and Reliability of Research Instrument

The instrument used for data collection was validated by three experience lecturers, one from School of Education and the other two from School of Business Education, Federal College of Education (Technical) Potiskum, Yobe State. The validates will be requested to examine and scrutinize the items in terms of content, relevance, suitability, item clarity and coverage of the dimensions of the study. After the validates examined the items, the suggestions and comments made were incorporated in the final draft of the instruments.

To also ensure that the data to be obtained are reliable, an analysis of internal consistency of the instrument was carried out. A total number of 40 copies of the questionnaires were administered to Business studies teachers and private school proprietors in Bauchi State that was not be included in the study. The split – half method of reliability was used and a reliability co – efficient (r – value) of 0.75 which is good enough for the instrument as this indicates a 75 percent reliability.

Method of Data Collection

Both primary and secondary data was used for the study. The primary data was collected through the use of checklists and structured questionnaire to obtain information from the respondents. Secondary

data was obtained from published materials like books, journals, reports and magazine, unpublished project and also from the internet.

A structured questionnaire was used to collect data from the respondents. The structured questionnaire was consists of closed ended questions. A total 300 questionnaires was administered.

Procedure for Data Collection

The researchers was administered the questionnaire with the help of four (4) research assistants. The research assistants were trained by the researchers on how to administer and collect the questionnaire back after completion by the respondents. The items of the questionnaire were discussed point by point during the training. Before proceeding for data collection, the cooperation of school heads was sought. The question items were explained to the respondents where necessary to remove any possible misinterpretation of the questions.

Method of Data Analysis

The data collected for this study was analyzed using SPSS statistical tool to obtained mean and standard deviation. A four point likert scale was used to rate responses of 4, 3, 2 and 1 respectively for:

- Highly Available - 4points
- Available - 3points
- Not Available - 2points
- Highly Not Available - 1point

The decision rule was that any mean score equal to or greater than (\geq) 2.50 was considered as available/agreed response and any mean score less than ($<$) 2.50 considered was as not available/disagreed responses.

RESULTS AND DISCUSSION

Research Question 1: *What are the levels of availability of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria?*

Table 1: Mean and Standard Deviation on the levels of availability of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria

S/N.	Items	X	SD	Remarks
1.	Textbooks	2.93	1.10	Available
2.	Typewriters	2.10	0.77	Not Available
3.	Staplers	2.97	0.97	Available
4.	Perforators	2.90	0.83	Available
5.	Demonstration stand	3.49	0.92	Available
6.	Computers	1.65	1.06	Not Available
7.	Photocopying Machine	3.38	0.85	Available
8.	Printers	1.14	0.44	Not Available
9.	Swivel chair	1.25	0.43	Not Available
10.	Typing table	2.95	1.07	Available
11.	Scanner	1.40	0.73	Not Available
12.	Wall clock	3.87	0.34	Available
13.	Cabinets	3.73	0.61	Available
14.	Binder	3.34	1.07	Available
15.	Recorder	3.73	0.61	Available
16.	Model Office	1.00	0.00	Not Available

From table 1 above, the findings of the study revealed that, Textbooks, Staplers, Perforators, Demonstration stand, Photocopying Machines, Typing table, Wall clock and Cabinets, Binder, and Recorder are some of the levels of availability of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria while other school facilities such as Typewriters, Computers, Printers, Swivel chairs, Scanners and Model Office are not available for teaching and learning of Business Studies in Private schools in the study area.

Research Question 2: *What are the roles of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria?*

Table 2: Mean and Standard Deviation on the roles of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria

S/N.	Items	\bar{X}	SD	Remarks
1.	Availability of business studies resources for teaching and learning will help students to learn faster.	3.66	0.75	Agreed
2.	Effective use of business education resources for teaching business studies will improve the performance of students.	3.28	0.82	Agreed
3.	Students pay close attention to teaching with the use of business education resources for teaching and learning	3.64	0.61	Agreed
4.	Effective utilization of business education resources makes illustrations clearer to students	3.05	0.86	Agreed
5.	Teachers' effective use of available educational resources for business education helps students to easily understand facts being taught.	3.01	1.04	Agreed
6	Adequate utilization of the available educational resources in teaching of business education subjects makes facts more real to students.	3.86	0.47	Agreed
7.	The adequacy of instructional facilities for teaching business education subject encourages students to offer the subject.	3.40	0.92	Agreed
8.	Effective use of business education resources makes class delivery effective.	3.73	0.58	Agreed

From table 2 above, the findings of the study also revealed that, availability of business studies resources for teaching and learning will help students to learn faster, effective use of business education resources for teaching business studies will improve the performance of students, Students pay close attention to teaching with the use of business education resources for teaching and learning, Effective utilization of business education resources makes illustrations clearer to students, Teachers' effective use of available educational resources for business education helps students to easily understand facts being taught, Adequate utilization of the available educational resources in teaching of business education subjects makes facts more real to students, adequacy of instructional facilities for teaching business education subject encourages students to offer the subject and effective use of business education resources makes class delivery effective are some of the roles of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria.

Research Question 3: *What are the factors militating against effective use of available school facilities and equipment in teaching and learning of business studies in private secondary schools in Yobe State, Nigeria?*

Table 3: Mean and Standard Deviation on the factors militating against effective use of available school facilities and equipment in teaching and learning of business studies in private secondary schools in Yobe State, Nigeria

S/N.	Items	\bar{X}	SD	Remarks
1	Over population	3.83	0.56	Agreed
2	Insufficient fund for procurement and management of available Business studies facilities and equipment	3.13	0.77	Agreed
3	Lack of Business studies facilities and equipment	3.04	0.87	Agreed
4	Inadequacy in quantity and quality of both human and materials resources	3.50	0.75	Agreed
5	Ignorance on proper use of Business studies facilities and equipment	3.20	0.93	Agreed
6	Inadequate power supply of electricity to support the use of Business studies facilities and equipment	2.96	0.66	Agreed

From table 3 above, the findings of the study further revealed that, over population, insufficient fund for procurement and management of available Business studies facilities and equipment, lack of Business studies facilities and equipment, inadequacy in quantity and quality of both human and materials resources, ignorance on proper use of Business studies facilities and equipment and inadequate power supply of electricity to support the use of Business studies facilities and equipment are some of the factors militating against effective use of available school facilities and equipment in teaching and learning of business studies in private secondary schools in Yobe State, Nigeria.

Research Question 4: *What are the way forward on the effective use of available school facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria?*

Table 4: Mean and Standard Deviation on the way forward on the effective use of available school facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria

S/N.	Items	\bar{X}	SD	Remarks
1	Enrollment of Business Studies students with the ratio of Business Studies facilities.	3.11	0.85	Agreed
2	Provision of sufficient fund for procurement and management of available Business Studies school facilities	3.14	0.95	Agreed
3	Provision of infrastructure for effective teaching and learning of Business Studies	3.23	1.12	Agreed
4	Provision of adequate human and materials resources in quantity and quality.	3.17	0.67	Agreed
5	Allocation of more time/periods for Business Studies classes	2.97	0.97	Agreed
6	Provision of training and retraining on proper use of school facilities	2.90	0.83	Agreed
7	Provision of spacious and well ventilated Business Studies classroom	3.05	0.94	Agreed

From table 4 above, the findings of the study also revealed that, enrollment of Business Studies students with the ratio of Business Studies facilities, provision of sufficient fund for procurement and management of available Business Studies school facilities, provision of infrastructure for effective teaching and learning of Business Studies, provision of adequate human and materials resources in quantity and quality, allocation of more time/periods for Business Studies classes, provision of training and retraining on proper use of school facilities and provision of spacious and well ventilated Business Studies classroom are some of the way forward on the effective use of available school facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria.

DISCUSSION OF FINDINGS

The findings of the study revealed that, Textbooks, Staplers, Perforators, Demonstration stand, Photocopying Machines, Typing table, Wall clock and Cabinets, Binder, and Recorder are some of the levels of availability of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria while other school facilities such as Typewriters, Computers, Printers, Swivel chairs, Scanners and Model Office are not available for teaching and learning of Business Studies in Private schools in the study area. The findings of the study is collaborated with the work of Umoh-Mac & Nkume (2015) who reported that many researchers on the availability of available resources carried out in Nigeria, in schools offering business studies programme often revealed the presence of inadequate training facilities in the schools. They further stressed that even the few available ones are not being maintained. There are poor storage facilities for them and so they become non – functional

The findings of the study also revealed that, availability of business studies resources for teaching and learning will help students to learn faster, effective use of business education resources for teaching business studies will improve the performance of students, Students pay close attention to teaching with the use of business education resources for teaching and learning, Effective utilization of

business education resources makes illustrations clearer to students, Teachers' effective use of available educational resources for business education helps students to easily understand facts being taught, Adequate utilization of the available educational resources in teaching of business education subjects makes facts more real to students, adequacy of instructional facilities for teaching business education subject encourages students to offer the subject and effective use of business education resources makes class delivery effective are some of the roles of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria. The findings of the study is collaborated with the work of Eze (2015) who reported that instructional materials produced commercially play a key role in functional education in our schools that when these are understand, our next alternative is in improvisation, provide the improved equally delivers the goods. The findings of the study further revealed that, over population, insufficient fund for procurement and management of available Business studies facilities and equipment, lack of Business studies facilities and equipment, inadequacy in quantity and quality of both human and materials resources, ignorance on proper use of Business studies facilities and equipment and inadequate power supply of electricity to support the use of Business studies facilities and equipment are some of the factors militating against effective use of available school facilities and equipment in teaching and learning of business studies in private secondary schools in Yobe State, Nigeria. The findings of the study in agreement with the work of Obi (2018) who observed that many schools are unable to teach business studies effectively due to inadequate business education teachers and equipment. The poor performance of students in business education subject as lamented by Odoh (2019) that their deterioration in students' achievement must have been due to the non- utilization of instructional materials in classroom. The findings of the study also revealed that, enrollment of Business Studies students with the ratio of Business Studies facilities, provision of sufficient fund for procurement and management of available Business Studies school facilities, provision of infrastructure for effective teaching and learning of Business Studies, provision of adequate human and materials resources in quantity and quality, allocation of more time/periods for Business Studies classes, provision of training and retraining on proper use of school facilities and provision of spacious and well ventilated Business Studies classroom are some of the way forward on the effective use of available school facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State, Nigeria.

CONCLUSION

Based on the findings of this study, it is concluded that adequate fund should be sources for the procurement Business Studies teaching and learning facilities and equipment as well as maintenance of existing facilities and equipment at their disposal in private secondary schools. However, Business Studies teachers in private secondary schools should endeavour to improvised instructional facilities and equipment for teaching and learning Business Studies whenever, original or factorised made facilities and equipment are not available in their respective schools.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made that:-

1. There is need for organizing seminar, workshop for Business Studies teachers on the use instructional facilities and equipment in private secondary schools in Yobe State, Nigeria.
2. There is need for supplying of modern electronic teaching and learning materials for Business Studies in private secondary schools in Yobe State, Nigeria.
3. There is need for regular supervision by the school administration to ensure the use of available instructional facilities and equipment in private secondary schools in Yobe State, Nigeria.
4. Government, private sectors and parents should contribute teaching materials for better understanding of a lesson that will enhance education in Private secondary schools.

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