



Availability of Instructional Facilities In Teaching And Learning In Business Education Department In Rivers State University

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ABSTRACT

The study assessed the Availability of Instructional Facilities in Teaching and Learning in Business Education department in Rivers State University. The study adopted the survey research design and was guided by two research questions null hypotheses tested at 0.05 level of significance. The population of the study consisted of 1,310 business educators and students in business education department in Rivers State University. A sample size of 316 of business educators and students was randomly selected using the stratified random sampling techniques. The research instrument used was the questionnaire developed by the researcher based on the insight gained from the review of empirical studies. The first section sought demographic information on the respondents, while the second section contained 18 items in two clusters part A and part B according to the research questions. The instrument was designed on a four point scale. The consistency and reliability was assured. Data collected were analyzed using mean and standard deviation for research questions, and t-test for the hypotheses. Recommendations shows that adequate funds should be made available for the provision of instructional facilities, internet and other modern facilities should be installed in the department and population of students in the department should be considered along with the instructional facilities. Also students' attitudes towards instructional facilities should be checked to avert destruction and wastage.

Keywords: Instructional, facilities, teaching, learning.

INTRODUCTION

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. Khal and Igbal (2012) 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. The need for teacher's awareness in utilizing instructional materials is paramount if job is to be done. Fafunwa (2010) is of the view that a large number of students are crowded in classrooms, using inadequate and obsolete equipment and with disillusioned teachers. Business Education is also a part this narrative which education administrators have failed to solve over the years. The many causes of scarcity of instructional facilities have not been properly addressed to curtail the scourge in the

school system. Education managers have not seen the need to solve this problem giving the consistent decline of instructional facilities in our campuses and school system. Priye (2016) is of the view that corruption has crippled the provision of instructional resources to a sorry level that some government owned institutions do not have the necessary materials for effective teaching and learning.

Management of facilities in schools involves keeping records of the facilities, supervising the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available facilities (Asiyai, 2012). The extent of decay of instructional materials has been discouraging. These facilities when made available are mostly over used or wrongly used. There is no clear responsibility to who coordinates these facilities and who should take proper inventory of them so that necessary plans will be put in place to repair them for further use. Ololube (2015) posit that there is actual lack of educational facilities and the few available ones are in a terrible state. This is a visible case in Business Education and there is urgent need to curtail this occurrence and forestall a new direction that will bring the deserved pride that is accrued to Business Education.

Business Education as a concept should be taught along with the relevant instructional facilities and classrooms that wilt contain students in practical courses like short hand and type writing. If these facilities are scarce or unavailable then the real motive of the course will be unattainable.

The term theory has been defined in different ways by many authors based on their various views and perspective. Abend (2008) explained that theory is a general proposition or logically connected system of general propositions which establishes a relationship between two or more variables. To Simeon (2017), theory is logically comprised of concepts, assumptions and generalizations, and that its major function is to describe, explain and predict regularities in human behavior, as well as stimulate and guide the further development of knowledge. Johnwest (2017) defined theory as a set of statement about a phenomenon or ideas that can be verified whereas it must be understood and able to explain human thoughts and behaviors and must be applied to life situation as well as creating a basis for future research. Business dictionary (2018) defines theory as a set of assumption, proposition, or accepted facts that attempts to provide a plausible a rational explanation of causal-effect relationship among group of observed phenomenon. This however, stresses the fact that all theories are mental models of perceived reality. Based on the various definitions, theory could be defined as the set of statement which presents a correlation between facts and also provide an explanation on the relationship that exists between cause-effect of an event.

Instructional Theory

The instructional theory offers explicit guidance on how to better help people learn and develop. Instructional theories focus on how to structure materials for promoting the education of human beings, particularly young scholars.

Instructional theory is different from learning theory. Learning theory describes how learning takes place, while instructional theory describes how to better the process of learning. Learning theories often inform instructional theory, and three general theoretical stances that takes 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.

Originating in the United States of America, in the 1970s, the instructional theory is heavily influenced by the 1956 work of Benjamin Bloom, a university of Chicago professor, and the results of his taxonomy of education objectives which is one of the first modern codifications of the learning process. One of the first theorist was Robert Gagne, who in 1965 published his conditions of learning for the Florida state university's department of educational research.

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.

David Ausubel Subsumption Theory

David Ausubel's theory is concerned with how individuals learn large amount of meaningful materials from verbal/textual presentations in a school setting (in contrast to the theories developed in the context of laboratory experiments). According to Ausubel, representational and combinational processes that occur during the reception of information. A primary process in learning is subsumption in which new material is related to relevant ideas in the existing cognitive structure on a substantive, non-verbatim basis. Cognitive structures represent the residue of all learning experiences; forgetting occurs because certain details get integrated and lose their identity.

A major instructional mechanism proposed by Ausubel is the use of advanced organizers; these organizers are introduced in advance of learning itself, and are also presented at a higher level of abstraction, generality, and inclusiveness; and since the substantive content of a given organizers or series of organizers is selected on the basis of its suitability for explaining, integrating, and interrelating the material they precede. This strategy simultaneously satisfies the substantive as well as the programming criteria for enhancing the organization strength of cognitive structure.

Ausubel clearly indicates that his theory applies only to reception (expository) learning in the school settings. He distinguishes reception learning from rote and discovery learning; the former because it does not involve subsumption (i.e. meaningful materials) and the latter because the learner must discover information through problem solving. A large number of studies have been conducted on the effects of advanced organizers in learning.

Ausubel (1962) further explained that the common factor between learning and forgetting is that they both represent a change in the availability or future reproducibility of the learning material, with learning representing an increment in availability and forgetting representing a decrement in availability.

The theory has two principles which are:

- The most general ideas of a subject should be presented first and then progressively differentiated in terms of detail and specificity.
- Instructional materials should attempt to integrate new material with previously presented information through comparisons and cross referencing of new and old ideas.

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 advancement 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 habit. 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 its relevance to the need of the individual as well as in terms of the kind of society desired in relation to the environment, realities of the modern world and rapid social changes. The Nigeria's education reform of 2013 shifted focus to entrepreneurship, skill training and realignment of curricula to meet emerging need of a global economy and knowledge society which Business Education is a part of.

In common parlance the word learning carries at least two meaning. There is a general one of some kind of change, often in knowledge but also in behavior. However, learning cannot be defined merely in terms of changes in behavior. But there is also a more intense sense of the verb to learn meaning memorize, to learn by heart Roger (2003). Similarly, Rogers posit 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 ones patterns of acting, thinking and/or feeling.

Learning has been defined by educational psychologist in different ways and meaning. In most times it has been defined 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 as a product of revelation of unknown knowledge.

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

According to Brockett & Rogers (1994), learning is a personal act of individual to make full use of his potential. It is a process of self actualization to its maximum level. The success of the learning process demands that the instructional activities must be based on the learners perceived needs. For learning to be more appreciated, it must be subjected to unveiling ideas to the learner on how to be an improved person. Without the motivation of an individual to seek for knowledge, learning will be out of reach and knowledge a mirage.

A learning event takes place when the stimulus situation affects the learner in such a way that his performance changes from a time before being in that situation to a time after being in it; the change in performance is what leads to the conclusion that learning has occurred, Gagne (1970). Meanwhile in 1972, he identified the following five domains or type of learning outcomes;

- (1) Verbal information or declarative knowledge
- (2) Intellectual skills or procedural knowledge
- (3) Cognitive strategies or strategic knowledge
- (4) Attitudes and,
- (5) Motor skills

Teaching is of central concern to the study of education. It could be called the central educational activity. In other to give a befitting description to teaching, one can say teaching is any sort of activity aimed at learning. The teacher is the focal point of any teaching activity. He dictates what is learned in the classroom and decides the disposition of his learners. He is to focus the attention of his students upon himself and then directs their attention to what is to be learned. The teacher then directs the students in those activities which are designed to bring about the desired learning. For effective teaching to take place, it must be conducted with the intention of bringing about learning, it must as a matter of fact indicate what is to be learnt and it must be done with intelligence and within the capacities and ability of the learner. Teaching should be intended to unveil the unknown knowledge to the ready learner and the subsequent effect of change in attitude and manner of reasoning. The objective of teaching is to create new knowledge and foster hypothesis which will lead to further study. In teaching, the teacher has not taught if the learner has not learnt. Learning should be seen as a product of teaching. To teach is deliberately to try to promote certain learning. When other factors intrude to prevent such learning, teaching fails. Sometimes the factors come from the teacher and in some times it comes from the learner; sometimes in the very air both breaths, but as long as the effort was there, then we can say indeed there was teaching. In all, teaching can be said to be the task for which learning is the outcome. Any teaching whose ending does not lead to learning is a futile exercise.

The federal government of Nigeria in 2004, 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 its relevance to the need of the individual as well as in terms of the kind of society desired in relation to the environment, realities of the modern world and rapid

social changes. The Nigeria's education reform of 2006 shifted focus to entrepreneurship, skill training and realignment of curricula to meet emerging need of a global economy and knowledge society which business education is a part of.

Aramide and Bolarinwa (2010) are of the view that instructional material and It roles in teaching and learning is one of the most important and widely discussed issues in contemporary education policy. However, the delivery of 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 is to be made meaningful and be more effective, the need to make available of instructional facilities to support both the teacher and the learner is inevitable. (Oyinloye & Olowalola, 2014) support the view that availability of educational facilities enhances students learning by allowing them to be involved in demonstrations and practice which would continue to build their skills.

The current deficit of instructional facilities in business education department has affected both students and teachers alike. Students do not acquire the overall skills to function well during lectures and after graduation. While the teachers do struggle to teach effectively due to the unavailability of instructional aid to support what they are teaching. Fafunwa (2010) depicts that a large number of students are crowded in classrooms, using inadequate and obsolete equipment and with disillusioned teachers. This trend must stop for students in business education to appreciate their decision to enroll in the course. The existing facilities on ground need to be maintained and coordinated for teaching and learning. These facilities need to be periodically maintained for greater efficiency. Management of facilities in schools involves keeping records of the facilities, supervising the facilities, panning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available facilities (Asiyai, 2012). If facilities are not maintained, it will lead to a complete decay of existing ones and affect teaching and learning in business education.

Business education is one of the occupational areas that are richly provided by the vocational and technical education in Nigeria. It is one of the units of vocational education perceived by the 1959 Ashby commission's report as commercial education according to Koko (2010). Business education refers to a programme of instruction that offers various skills in accounting, marketing, and office and information management. Major topics include; office practice, book keeping, business mathematics, business communication, secretarial studies, word processing, and advertising (Ajisafe, Bolarinwa & Edeh, 2015). Business studies (education) are a subject or concept designed to enable students acquire practical and vocational skills, attitudes, knowledge and competencies necessary for self employment or function effectively in the society (Ogwunte & Okolocha, 2016).

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

Facilities can be generally defined as buildings, properties and major infrastructure which include materials that contribute to teaching and learning. Facilities in schools are material resources that enhance teaching and learning thereby making the process meaningful and purposeful they can also be entire school plant which 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 for enhancing student's learning. The material resources are all instructional facilities and equipment needed in the workshops and laboratory. They include spaces, building 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).

However, vocational Business Education is for business majors and emphasizes job competency, career preparation and work adjustments. Subjects such as accounting, advanced type-writing, data processing/word processing, distributive education, office procedure, secretarial procedures and shorthand are taught for achieving this desired result. The general business education is designed for all students and it emphasizes on economic competency (literacy), career exploration and social adjustment. The appropriate subjects that could be taught for achieving the purpose include basic Business beginning type-writing, general business, Business law, consumer economics, introduction to business and marketing.

Business Education forms part of the four departments in the faculty of technical and science education in Rivers state University. The department which was established in 1981 was in line with the national policy on education. The courses offered are developed to expose the students to core areas in the curriculum like general education, skill development. professional education, general business (Marketing and Management), Accounting, Teaching Methodology and Industrial Work Experience. The objectives are; to equip the graduates with the necessary competencies to teach business subjects in institutions of learning, to produce teachers who will engage in professional studies in Business Education, to produce strong advocates and promoters of viable industries and business enterprises, and to enable graduates of the programme to have an intelligent understanding of the increasing complexity of Business (www.rsu.edu.ng).

Business Education as an integral part of vocational education should strive to lead the way in the effective availability of instructional facilities in teaching and learning because instructional facilities play vital role in the teaching and learning process. It enhances the memory level of the students.

Amesi and Giami (2018) posit that the primary purpose of teaching and learning is to bring about permanent change in behavior through active participation and critical thinking and this cannot take place without the availability and proper use of instructional facilities and other needed facilities, Hence, at this time that education has spread wide and entirely, oral teaching cannot be the key to successful pedagogy, therefore the teacher has to utilize instructional materials to make teaching and learning process interesting. Its usage must be appreciated by both students and lecturers alike. Facilities in school are material resources enhance teaching and learning thereby making the process meaningful and purposeful. Facilities in school can be defined as the entire school plants which school administrators, teachers, and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objectives of bringing about effective and purposeful teaching and learning experiences (Asiyai, 2012). Orheruata, Abubakar & Aminu (2014) posit that without the available infrastructural (instructional) materials students will not perform well. Paulley (2013) suggested that teacher's education programmes should be structured to equip teachers for the performance of their duties. The teacher should be given proper orientation on the use of instructional materials and be skilled in using them for the benefit of his/her students. Teachers and students should appreciate the rudiments of instructional facilities and always insist on its availability for usage in the teaching and learning process. Osuala (2010) in his opinion said it does not only help to motivate and develop interest on the part of the student, but also help bring about an enhance respect for teachers knowledge of the subject matter.

Bongotons and Onyenwe (2010) mentioned that one of the pillars of a successful implementation of effective business teacher education is the availability and adequacy of teaching and learning materials. In their view, availability of the teaching and learning materials implies that they are easily, readily, publicly and generally found and enough in quantity and quality for use. These instructional facilities need to be there for optimum utilization by the instructor and the students.

In most cases in business education instructional facilities are either not there or dilapidated. Koko (2010) is of the view that the importance of adequate equipment and facilities provisions in the implementation of business education in Nigerian tertiary institutions cannot be overemphasized. This is more prominent in the teaching of skill courses which requires basic machines and materials such as typewriter, computers, dictating machines etc. A major requirement of the course at all levels demand the practical use of the hands and exposure of the students to various office equipment. Thus, it becomes mandatory that these machines are readily available and in required quantity. In addition, according to Oyinloye & Oluwalola (2014), availability of educational facilities enhances students learning by allowing them to be involved in demonstrations and practice which would continue to build their skills Ohiremi (2013). Good buildings, good environment and equipment, special services and others can provide favorable learning but the learning experiences must be directed by competent teacher. Akerele and Afolabi (2012) is of the view that the use of instructional materials in teaching process provides the basis for improved teaching and learning of a subject. In a study on the effect of teaching method, choice of discipline and student-lecturer relationship on academic performance, it was found among others that while 46% of female students reported rushed lectures, 29.69% of in all reported lack of access to learning facilities as reasons for low performance.

Statement of the Problem

For the overall objectives of Business Education to be achieved, the need for the provision of instructional facilities is not negotiable. These facility needs to be provided for and be in good shape for maximum utilization for teaching and learning. This is why Amanchukwu and Ololube (2015), maintained that there is actual lack of educational facilities and the few available ones are in terrible state.

The unavailability of instructional facilities can be attributed to some factors which need to be investigated and proffered solutions for the greater good of students and teachers. These hindrances are visible giving the state of instructional facilities in Business Education. Solomon (2012) opined that there is little or no concern on the part of government, lecturers, and students for the improvement of the present state of facilities in tertiary institution.

Purpose of the Study

The purpose of this study was to investigate the availability of instructional facilities in teaching and learning of Business Education in Rivers State University.

Specifically, the study seeks to;

1. Determine the provision of instructional facilities for teaching and learning of Business Education in Rivers State University.
2. Assess the constraints hindering the availability of instructional facilities in teaching and learning in Business Education in Rivers State University.

Research Questions

In cause of doing this study the following questions was posed;

- (1) To what extent are instructional facilities provided in Business Education?
- (2) What are the constraints hindering the availability of instructional facilities in Business Education?

Hypotheses

The following hypothesis was formulated and tested:

- (1) There is no significant difference in the mean ratings of Business Educators and students on the provision of instructional facilities in Business Education.
- (2) There is no significant difference in the mean ratings of Business Educators and students on the constraints hindering the availability of instructional facilities in Business Education.

RESEARCH METHOD

The study adopted the survey research design. The population consisted of 1,310 respondents. The stratified random technique was used with the sample size of 316. The research instrument used was developed by the researcher and validated by Business Educators. The first section of the instrument sought the demographic information of the respondents. The instrument was designed on a four point scale with the part A with a response option of highly provided (HP) - 4, provided (P) - 3, moderately provided (MP) - 2, not provided (NP) - 1. The part B of the instrument have the response option of strongly agreed (SA) - 4, agreed (A) - 3, disagree (D) - 2, strongly disagree (SD) - 1.

RESULTS

Research Question 1: *To what extent are instructional facilities provided in Business Education?*

Table 1: Mean and standard deviations of instructional facilities provided in Business Education department in Rivers State University

S/NO	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 the mean score of respondents ranged from 1.09 to 3.62 with the grand mean of 1.19. From the table, it shows that 7 items concerning instructional facilities is not adequate, while on 2 items can be accessed. Since the grand mean is 1.19, this implies that instructional facilities are not adequately available for teaching and learning in Rivers State University.

Research Question 2: *What are the constraints hindering the availability of instructional facilities in Business Education?*

Table 2: Mean and standard deviation of constraints hindering the availability of instructional facilities in Business Education

S/NO	HINDRANCES	MEAN	SD	REMARK
1	Inadequate funding	3.43	0.03	Accept
2	Poor student attitude	3.15	0.03	Accept
3	Poor maintenance	3.19	0.04	Accept
4	Poor policy formulation & implementation	1.81	0.03	Reject
5	Substandard materials	1.40	0.04	Reject
6	Under utility	1.64	0.04	Reject
7	Poor power supply	1.67	0.03	Reject
8	No coordination and control	3.15	0.03	Accept
9	Student population	3.00	0.02	Accept
	Grand mean	2.58	0.04	

The data presented in table 2: revealed that the mean scores of respondents ranged from 1.40 to 3.43 with a grand mean of 2.58. It reveals that 5 (1,2,3,8 & 9) items are the major constraints in the availability of instructional facilities in Business Education department in Rivers State University. With a grand mean of 2.58, it shows that there hindrances to the availability of instructional facilities in Business Education in Rivers State University.

Hypothesis 1

There is no significant difference in the mean ratings of Business Educators and students on the provision of instructional facilities in Business Education.

Table 3: t-test mean scores of Business educators and students on the provision of instructional facilities in Business Education department in Rivers State University

Category	N	X	SD	DF	&	t-cal	t-crit	Decision
Students	306	23.11	4.81	314	0.05	0.26	1.960	Accepted
Lecturers	10	22.5	4.75					

From the t-test in table 3, the t-calculated value of 0.26 is less than t-critical value of 1.960 at 0.05 levels of significance and 314 degree of freedom. The null hypothesis is accepted.

Hypothesis 2

There is no significant difference in the mean ratings of Business Educators and students on the constraints hindering the availability of instructional facilities in Business Education.

Table 4: t-test mean scores of Business Educators and students on constraints hindering the availability of instructional facilities

Category	N	X	SD	DF	&	t-cal	t-crit	Decision
Students	306	23.45	4.85	314	0.05	0.19	1.960	Accepted
Lecturers	10	21.3	4.62					

From t-test in table 4, the calculated value is 0.19 while the t-critical value is 1.960 at 0.05 level of significance. The t-calculated is less than t-critical value, the null hypothesis is therefore accepted.

DISCUSSION

The results of 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 in Rivers State University. These facilities would have helped in expanding the knowledge base of the students 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 that get admitted annually into the program. Most students would do better if facilities are rightly available in teaching and learning. And for students that may have difficulties in understanding quickly, these facilities would have eased that deficiency.

Research question 2 perused through the constraints that have hindered the availability of instructional facilities in Business Education department. From the questionnaire items that was put together by the researcher, funding, students attitude, poor maintenance and the rest have contributed to the provision of instructional facilities in the department. These constraints are

either from the school management or students. These problems have persisted over the years and have adversely affected the learning process in the department.

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, if students in Business education must live up to the tenets of the core objectives of the course, their learning pattern must be improved with the provision of 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 cause of delivering their lesson at all time. It is good to provide these facilities, but if they are not efficiently managed the motive of the provision of the instructional facilities will be defeated. In most cases, students population has been an issue were some of these instructional facilities are overused or misused.

However, on the basis of this research, it could be concluded that instructional facilities in Business Education department is not adequately provided and that there are existing problems that hinder the provision of these facilities in the department.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Adequate funds should be made available for the provision of instructional facilities in Business Education department.
2. Internet and other modern communication facilities should be installed in Business Education department.
3. The population of students in the department should be considered along with the instructional facilities on ground for proper teaching and learning.
4. Students attitude towards instructional facilities should be checked to avert destruction and wastage.

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