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## AVAILABILITY AND UTILIZATION OF INSTRUCTIONAL FACILITIES FOR LEARNING OF BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS IN DELTA STATE.

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### ABSTRACT

*The study assessed the availability and utilization of instructional facilities for learning of business studies in technical schools in Delta State. Four research questions were raised to guide the study and two null hypotheses were tested at 0.05 level of significance for the study. The descriptive survey research design was used for this study. The population of the study comprised of 55 teachers and 200 students of business studies, located in the six (6) Technical Schools in Delta State. There was no sampling as the entire population was used for the study. The instruments used for data collection were checklist and structured questionnaire. The instrument used was validated by three experts. Cronbach Alpha method was used to compute reliability of the instrument which yielded correlation coefficient of 0.89 and 0.72 for teachers and students respectively. Data collected were analyzed using descriptive statistics of mean and standard deviation. The t-test was used to test the hypotheses. From the results of the analysis, it was discovered that learning facilities are scarcely available: however, the available facilities are adequate and greatly utilized even as some factors such as unqualified and inexperienced teachers affect the utilization of facilities for learning business studies in technical schools in Delta State. Business studies teachers with respect to experienced and less experienced did not differ significantly in their rating on the availability, adequacy and utilization of business studies facilities, however rural and urban school respondents differ significantly in their rating availability, adequacy and utilization of business studies facilities in technical schools in Delta State. Consequently, it was recommended that government school administrators, corporate organizations, philanthropists as well as spirited individuals should ensure that there is adequate and regular provision of learning facilities for business studies programme. There should be consistent in-service training for business studies teachers and school leaders so as to give them cutting edge strategies for instructional delivery and facilities utilization. Furthermore, recruitment, promotion and retention business studies teachers should be free from favoritisms so as to attract the best brains and retain them as well. Finally, recommendations were made for further studies.*

**Keywords:** Instructional Facilities, Business Studies, Junior Secondary Schools, Delta State, Availability, Utilization, Education

## INTRODUCTION

### Background to the Study

Business studies under the universal basic education (UBE) in junior secondary school is an aspect of vocational and technical subjects taught at the junior secondary school levels. It is one of the business subjects offered as a prevocational subject to give the learner the basic knowledge and skill of business activities. It is offered to prepare the students for career in business. It is a combination of five skilled subjects, which include; office practice, commerce, book-keeping, typewriting (keyboarding) and shorthand. These subjects are the basics for Office Technology and Management (OTM), Accounting, Marketing, and Business Administration, among others at the tertiary levels. Business studies equip its recipients with the skills to be self-employed or secure employment at the completion of junior or senior secondary technical school education as stated in the National Policy on Education. Business studies involves the acquisition of practical skills, understanding and knowledge relating to occupation. This means that for business studies students to acquire the relevant skill and knowledge for useful living within Nigeria and prepare them for further studies in business related subjects. The following are the goals of business studies: to provide basic business skills for personal use now and in the future; prepare students for future training in business studies; relate the knowledge and skills for National economy; develop basic skills in office practice; and provide the orientation and basic skills to start on occupation for those who may not have the opportunity to further their training beyond junior secondary school.

Based on the aforementioned objectives, there is need to utilize instructional facilities in the teaching and learning process for effective learning of business studies, Instructional facilities are tangible and intangible inputs which a teacher utilizes in the course of teaching a lesson in order to make the content of the lesson understandable to the students. The National Board for Technical Education (NBTE) (2004) defined instructional facilities as those equipment and materials employed by the teacher to illustrate both written and spoken instructions, while imparting knowledge, attitude and ideas. Some of these instructional facilities used in the teaching of business studies include manual and electronic typewriter, computer, shorthand laboratory, headphone, tape recorder, multimedia, projector, and scanner, among others. Therefore, to ensure effective utilization of these facilities in the learning of business studies, the facilities should be made available.

Availability of adequate facilities, equipment and supplies as well as their utilization are important ingredients in business studies programme. In recent times it has been observed that business studies seem to be losing steam in almost all the secondary schools in Delta State. This is being considered as part of the reason why some of these students lack the necessary skills and knowledge needed to function efficiently in the world of work after graduation. This situation may likely persist if there are not adequate facilities, especially instructional materials or if those available are not adequately utilized. The level of success of most business studies programmes is greatly dependent on the degree of availability, adequacy and utilization of up-to-date facilities, equipment and supplies needed in the classroom. This is because they form the hub around which such programmes revolve.

Availability in this context refers to the personnel, equipment and material that can be obtained in the discharge of certain functions. Longman (2003) asserts that availability refers to facilities ready to be used, able to be used or that can easily be found and used. Availability is a state of making provision for a satisfactory standard requirement in terms of teaching facilities to enhance effective instructional activity in a particular subject. In other words, availability may be seen as equipment and material ready for use in teaching business studies education. In recognition of the importance of availability of instructional facilities in

teaching, Olaitan, Igbo, and Ekong, (2004) noted that no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant materials and activities as well as concrete experiences. The importance of availability of instructional facilities cannot be over-emphasized in teaching of business studies in schools. The availability of equipment and material as well as adequate personnel motivates the learners to learn, increases the teacher's efficiency and promotes the productivity of the teacher. Facilities and equipment provision are important aspect of business studies programme. It appears that standard facilities and equipment are essential prerequisites to good and impressive performance and lack of adequate and standard facilities and equipment hamper business studies programme in the school. It might be impossible to achieve satisfactory results from students whose training facilities and equipment are inadequate or of sub-standard. The scarcity of business facilities, supplies of equipment could therefore constitute a big cog in the successful teaching of business subjects in schools.

Adequate facilities may constitute a strategic factor in organizational functioning. This is because they determine to a very large extent, the smooth functioning of any educational programme. The researcher further stated that their availability and adequacy influence efficiency and high productivity in teaching. Adequacy of facilities, equipment and supplies in schools may promote effective teaching and learning activities in the school while their inadequacy may affect the academic performance negatively. Adequacy is a condition in which something is enough or good enough in quantity for a particular purpose or need. Adequate availability of equipment and facilities and their proper utilization have been positively correlated to good performance in examinations while poor performance has been blamed on inadequacies. It appears that where instructional facilities are lacking, teaching may be poorly executed.

The Federal Ministry of Education (2003) made a more elaborate recommendation of business studies facilities needed for teaching business studies in schools. See Appendix B, p.49). Utilization of instructional facilities in teaching may bring about fruitful learning outcome since it stimulates students' senses and motivates them to learn.

It appears therefore that there is a relationship between knowledge of a skill and the actual utilization of such knowledge. The author added that the expected outcome in a program will not come from mere acquisition of knowledge but from its utilization. Utilization as used in this study is the actual patronage of the school business studies facilities, equipment and supplies by the teacher. To achieve the objectives of Business studies as a well-planned activity programmed as well as adequate, personnel, equipment, and materials) for implementing the programme are necessary and should be put in place.

The availability and utilization of facilities are predictors to the successful implementation of any academic programme. According to Offorma (2002), teaching is usually facilitated and is more effective through the active participation of the learners and utilization of appropriate facilities. Active participation of the learner in business studies is facilitated by the availability and effective utilization of adequate instructional facilities, personnel, equipment and supplies. It appears that teaching and learning are better and easier done through one's interaction with one's environment. Environment here refers to facilities and equipment utilized in teaching business subjects. The process of teaching-learning depends upon the different types of equipment available in the teaching environment or classroom. Teaching facilities are therefore all the equipment, material and supplies utilized by the teacher in teaching the subject. The author summarized the following as some of the importance of teaching facilities in learning. Teaching facilities help the teacher present concepts in a way that the learners can retain more concepts permanently; it helps the teacher

to motivate the students, by making the environment more interesting to the students. Teaching facilitate encourage proper understanding by the students and discourage the act of cramming, it also makes the classroom or learning environment lively and active.

Teaching facilities refers to a varieties of material used for teaching and learning purposes. It is also a collection of materials and equipment that may be used effectively for classroom communication, adding that they could as well be described as variety of products of educational technology. In other words, teaching facilities are information carriers designed specifically to fulfill objectives in a teaching learning situation. To achieve this, teachers employ varieties of teaching facilities to arouse all the senses in the learning process. It is believed that the more the senses are activated during teaching learning encounter, the greater the effectiveness of such instruction as their (senses) are get-way to knowledge. The application of educational technology materials and equipment in the classroom improve the teaching and learning and permit teachers and learners to interact as human beings in a climate where people control their environment for their own best purposes. Hargreaves (2006) defined teaching as the activity of educating or instructing learners on some specific skills and knowledge in a particular discipline. It involves activities that impart knowledge and skill. It is also the art as well as science of instruction and pedagogy activity. There is the need to provide the background for such pedagogy activity in teaching (with availability of adequate teaching facilities). With reference to this study, teaching means the act of giving guidance to learners so as to help them acquire knowledge and skills in business studies. Effective teaching is the instructional techniques which make the teaching appealing to the learners, thereby enhancing easier acquisition of knowledge and skills in business subjects offered at the secondary technical school.

Secondary school is a form of education which has (3) years duration at the junior secondary school and (3) years duration at the senior secondary school. It is the level of school where students who have completed their six years of primary education are admitted to continue their last three year of secondary school at the junior school level. The broad goals of secondary education are to prepare the individuals for useful living within the society and higher education (National Policy on Education, (NPE), 2004). For the Business studies programme to be successfully accomplished there is the need to achieve the curriculum goals. Manross (2009) noted that one of the problems with business studies programs in schools is that sometimes the business studies teacher has too many classes to teach in a day or week. This problem is also coupled with the fact that there may be inadequate facilities, in such schools. The availability of adequate facilities, as well as their utilization help the teacher achieve the objectives of the programme more effectively. Business studies education and business activities need varieties of instructional facilities in different geographical locations where business studies are offered. Similarly, Nigeria Secondary Schools in urban and rural, require a variety of facilities, that will meet their curriculum needs.

### **Statement of the Problem**

Considering the importance of facilities and equipment to the success of business studies programmes, it would be expected that school's administrators would ensure the provision, availability, adequacy and utilization of up-to-date business studies facilities, equipment and supplies as one of paramount interest in the Nigeria secondary schools. The prevailing problem in Nigerian secondary schools is that facilities for teaching business subjects are not adequate and this may be declining steadily without the school administrators giving attention to it. This unfortunate development has become a source of worry to many stakeholders in the teaching of business subject in schools. The average business studies teacher is faced with a lot of challenges as a result of the scanty and often poorly maintained

business studies facilities coupled with the increased number of students in different secondary schools in Delta State. The downward trend in business studies facilities in schools have continued unabated since the early 90s. Since then many governments, local, state and federal seems to pay lip service to its resuscitation.

Observation by the researcher indicates that in some schools where there are no business studies teachers or there are inadequate numbers of business studies teachers teaching business studies. Such arrangement may affect the utilization of the available business studies facilities in the schools. Observation by the researcher indicates that many business teachers in schools in Delta State also find it difficult to demonstrate certain skills that would bring about effective teaching and learning in the classroom owing to non-availability of necessary equipment and material needed for effective learning. Secondary schools require a variety of instructional facilities to meet the teachers and students' needs. Besides, the non-availability, inadequacy and non-utilization of equipment and supplies for teaching the subjects may be a factor in the inability of the few teachers in the schools to sustain students' interest, leading to poor performance in the subject. From the examiners' report of students' performance in business studies for three years 2016/2017-2018/2019, poor performance was recorded.

Year	No. enrolled	No. passed/%	No. failed/%
2016/2017	120	72 (60%)	48 (40%)
2017/2018	136	48 (35.3%)	88 (64.3%)
2018/2019	142	42 (29.6%)	100 (70.4%)

Fig.1 Trend of students 'performance in Business Studies

Source: Ministry of Basic Education, Asaba

From fig 1, what could be responsible for the continued failure rate of these students? Could it be unavailability of instructional materials? Or the facilities available are not adequately utilized? If this trend continues unattended to, before long students may stop enrolling for business studies in their junior secondary school examinations. If this happens it will portend danger to our educational system that will undermine the goals of business studies education. This is the worry of the researcher.

### **Purpose of the Study**

The purpose of the study is to ascertain the availability and utilization of instructional facilities for effective teaching and learning of business studies in junior secondary schools in Delta State. Specifically, the study seeks to determine;

1. The available facilities for teaching business studies in technical schools in Delta State;
2. The availability of business studies equipment and supplies for effective teaching and learning.
3. The adequacy of business studies facilities for effective learning of business studies in JSS schools in Delta State;
4. The extent of utilization of the available facilities for effective learning of business studies in JSS schools in Delta State;
5. Factors affecting availability and utilization of facilities for learning business studies in JSS schools in Delta State.

### **Research Questions**

The following research questions were posed to guide the study.

1. To what extent are teaching facilities available in junior secondary schools in Delta State?
2. What are the available business studies equipment and supplies in technical schools in Delta State?
3. To what extent are business studies equipment adequate in JSS in Delta State?
4. To what extent are available instructional resources utilized in JSS in Delta State?
5. What are the factors affecting utilization of available business studies facilities for effective learning in JSS in Delta State?

### **Hypotheses**

The following null hypotheses will be tested at 0.5 level of significance.

1. There is no significant difference in the availability, adequacy and utilization of business studies facilities between rural and urban schools.
2. There is no significant difference in the availability, adequacy and utilization of business studies facilities between experienced and less experienced teachers.

### **Methods**

The study adopted a descriptive survey research design and ex-post facto. The population of the study consist of 55 teachers and 200 students of business studies located in six (6) technical schools in Delta State. Data collected was a checklist and structured questionnaires. The checklist will be used to determine the availability of instructional facilities for teaching and learning of business studies as stipulated by the Federal Ministry of Education Business Studies Curriculum (2017). In addition, a structured questionnaire will be used to determine the utilization of the instructional facilities and material for teaching and learning of business studies. The questionnaire was divided into two sections: **Section A** for the teachers was designed to help address the personal data for the respondents. **Section B** for the students to help elicit the utilization for the questionnaire of instructional facilities for teaching and learning of business studies. Questionnaire comprises of a 4-point rating scale. The scale for the questionnaire item was coded as: 4= A Very High Extent; 3= High Extent; 2= Low Extent; 1= Very Low Extent for the teacher while for the students; 4= Strongly Agreed; 3= Agreed; 2= Strongly Disagreed. 1= Disagreed.

The instrument was validated by the two experts. One from the Department of vocational and Technical Education VTE and the other from Measurement and Evaluation, Faculty of Education, University of Benin, Benin city. The eternal consistency method was employed by using Cronbach alpha formula. The instrument was administered to 20 students and 8 teachers of government science and technical colleges, Benin City.

Their response was analyzed to determine the coefficient for the scale. The value obtained was 0.89 for teachers and 0.72 for students.

The data collected will be analyzed using simple percentage (%) mean and standard deviation (SD) and t-test statistics tools while the independent t test will be used to analyze the hypothesis at 0.05 level of significance. The decision rule will be based by any calculated mean (x) equal or greater than 2.50 as high extent, while any mean (x) less than 2.50 will be regarded as low extent.

On the basis of hypothesis, the probability value (P) will be used. If P-value is less than or equal to 0.05, the null hypothesis will be rejected, but if the p-value was greater than 0.05, the null hypothesis will be retained.

**Table 1: Analysis for Checklist**

S/N	Item Statement	Mean(x)	SD	Remarks
1	Computers	2.45	1.13	N/Available
2	Computer desk and chairs	2.47	1.02	N/Available
3	Computer laboratory	2.44	1.11	N/Available
4	Typewriting studio	2.51	1.21	Available
5	Entrepreneurship Resource Centre	2.33	1.18	N/Available
6	School Library	2.91	1.08	Available
7	Business Studies Textbooks	3.32	0.97	Available
8	Motion Pictures and Still Diagrams	2.44	0.84	N/Available
9	Graph and Maps	3.11	1.87	Available
10	Audio and Video Recorder	2.39	0.84	N/Available
11	Overhead Projector	2.29	1.05	N/Available
12	Generator	2.52	1.01	Available
13	Close Circuit Television	2.70	0.89	Available
14	Filing Cabinet	2.87	1.08	Available
15	Posters and Banners	3.09	1.03	Available
16	Electronic Chalks Board	2.22	0.79	N/Available
17	Stop Watch	2.87	1.18	Available
18	Dictating Matching	2.59	1.12	Available
	<b>Grand Mean</b>	<b>2.64</b>	<b>1.08</b>	<b>Available</b>

Source; Field Study, 2020

### Analysis of Research Questions

#### Research Question 1

To what extent are learning facilities available in technical schools in Delta State?

**Table 2: Extent of availability of learning facilities**

S/N	Item Statement	Mean(x)	SD	Remarks
1	Computers	2.45	1.13	Low Extent
2	Computer desk and chairs	2.47	1.02	Low Extent
3	Computer laboratory	2.44	1.11	Low Extent
4	Typewriting studio	2.51	1.21	High Extent
5	Entrepreneurship Resource Centre	2.33	1.18	Low Extent
6	School Library	2.91	1.08	High Extent
7	Business Studies Textbooks	3.32	0.97	High Extent
8	Motion Pictures and Still Diagrams	2.44	0.84	Low Extent
9	Graph and Maps	3.11	1.87	High Extent
10	Audio and Video Recorder	2.39	0.84	Low Extent
11	Overhead Projector	2.29	1.05	Low Extent
12	Generator	2.52	1.01	High Extent
13	Close Circuit Television	2.70	0.89	High Extent
14	Filing Cabinet	2.87	1.08	High Extent
15	Posters and Banners	3.09	1.03	High Extent
16	Electronic Chalks Board	2.22	0.79	Low Extent
17	Stop Watch	2.87	1.18	High Extent
18	Dictating Matching	2.59	1.12	High Extent
	<b>Grand Mean</b>	<b>2.64</b>	<b>1.08</b>	<b>High Extent</b>

Source; Field Study, 2020

The data shown on table 2 revealed that mean ratings of the respondents ranged from 2.22 to 3.32. The table shows that all the variables (except one= 2.45, two=2.47, three-2.44, five-2.33, eight-2.44, ten-2.39, eleven=2.29, and sixteen=2.22) were rated as high extent.

The result shows that learning facilities are scarcely available in technical schools in Delta State.

### Research Question 2

To what extent are available learning facilities adequate for learning business studies in technical schools in Delta State?

The data collected in respect of research question two are presented in table 7

**Table 3: Extent of Adequacy of Learning Facilities**

S/N	Item Statement	Mean	SD	Remark
19	Typewriting machines adequate for effective learning of business studies	2.94 2.82	0.97	High Extent
20	Computer adequate for effective learning of business studies	3.10	0.99	High Extent
21	Skill diagram Adequate for effective teaching and learning of Business Studies	2.90	0.96	High Extent
22	Business Studies Textbook adequate for teaching business studies	3.03	1.07	High Extent
23	Audio and Video Recorder adequate for effective teaching and learning	2.59	1.13	High Extent
24	Overhead projector adequate for learning	<b>2.90</b>	1.84	High Extent
	<b>Grand Mean</b>		<b>1.16</b>	<b>High Extent</b>

Source: Field Study, 2020

The data shown on table 3 revealed that mean ratings of the respondents ranged from 2.59 to 3.10. The table shows that all the variables rated as high extent. The result shows that available learning facilities are adequate for learning of business studies in technical schools in Delta State.

### Research Question 3

To what extent are facilities utilized for learning business studies in technical schools in Delta State?

The data collected in respect of research question three is presented in table 4.

**Table 4: Extent of learning Facilities Utilization**

S/N	Item Statement	Mean	SD	Remark
25	Maps well utilized in learning business studies	3.04	0.77	High Extent
26	Graphs are well utilized in learning of business studies	3.12	0.89	High Extent
27	Students of business studies in your school utilized business studies textbooks when learning	2.94	1.06	High Extent
28	Classroom well utilized for learning	3.21	0.99	High Extent
29	Shorthand studio well utilized for learning	2.73	1.02	High Extent
30	Keyboarding lab well utilized for learning	2.91	1.05	High Extent
	<b>Grand Mean</b>	<b>2.99</b>	<b>0.96</b>	<b>High Extent</b>

Source: Field Study, 2020



The data shown on table 4 revealed that mean ratings of the respondents ranged from 2.73 to 3.21. The table shows that all the variables were rated as high extent. The result shows that learning facilities are utilized to a high extent in the learning of business studies in technical schools in Delta State.

#### Research Question 4

What is the extent of factors affecting utilization of available facilities for learning business studies in technical schools in Delta State?

The data collected in research question 4 are presented in table 5.

**Table 5: Extent of Factors Affecting Utilization of Facilities**

S/N	Item Statement	Mean	SD	Remark
31	Teachers in your school well experienced	2.51	1.21	High Extent
32	Teachers competent in the usage of instructional facilities	2.91	1.08	High Extent
33	Qualified teachers for teaching business studies	3.32	0.97	High Extent
34	The business studies teacher competent in teaching of business studies	3.11	1.87	High Extent
35	Are the teachers train in the use of instructional facilities	2.52	1.01	High Extent
36	Unqualified and inexperienced teacher hinder effective learning	2.70	0.89	High Extent
37	Inability of business studies teacher to communicate with students' effect students learning	2.87	1.08	High Extent
38	Inability of the teachers to access and use the right facilities during instruction affect student learning	3.09	1.03	High Extent
39	Inability to identify student needs and help them to measure up affect student learning	2.87	1.18	High Extent
	<b>Grand Mean</b>	<b>2.88</b>	<b>1.15</b>	<b>High Extent</b>

Source: Field Study, 2020

The data shown on table 5 revealed that mean ratings of the respondents ranged from 2.51 to 3.32. The table shows that all the variables were rated as high extent. The result shows that factors affecting utilization of learning facilities is high in the learning of business studies in technical schools in Delta State.

#### Hypotheses Testing

Two hypotheses were formulated and tested at 0.05 level of significance to provide useful information for the study.

#### Hypothesis 1

There is no significant difference in the availability, adequacy and utilization of business studies facilities between rural and urban schools.

The data meant to test hypothesis 1 were calculated and the results are summarized in table 6.

**Table 6: t test result of the difference between the Mean Ratings of urban and rural respondent's female students in the availability, adequacy and utilization of business studies facilities.**

Gender	N	Mean	SD	t value	Df	P	Remark
Urban	112	101.09	7.99	-0.102	253	-0.448	Rejected
Rural	143	106.13	9.34				

Source: Field Study, 2020

The data shown on table 6 revealed that the t-value indicated -0.102. The P value indicated -0.448. The mean response of urban and rural respondents showed 101.09 and 106.13 respectively. The standard deviation of urban and rural respondents showed 7.99 and 9.34 respectively. The degree of freedom showed 253. The number of urban respondents showed 112 while the number of rural respondents showed 143. The null hypothesis that there is no significant difference in the availability, adequacy and utilization of business studies facilities between rural and urban Schools was rejected based on the fact that the P value of -0.448 was less than the t-value -0.102.

### Hypothesis 2

There is no significant difference in the availability, adequacy and utilization of business studies facilities between experienced and less experienced teachers.

The data meant to test hypothesis 2 were calculated and the results are summarized in table 7.

**Table 7: t test result of the difference between the Mean Ratings of experienced and less experienced teachers in the availability, adequacy and utilization of business studies facilities**

Gender	N	Mean	SD	t value	Df	P	Remark
Experienced	36	104.36	10.60	-0.253	53	0.801	Accepted
Less Experienced	19	105.05	10.65				

Source: Field Study, 2020

The data shown on table 7 revealed that the t-value indicated -0.253. The P value indicated 0.801. The mean response of experienced and less experienced teachers showed 104.36 and 105.05 respectively. The standard deviation of experienced and less experienced teachers showed 10.60 and 10.65 respectively. The degree of freedom showed 53. The number of experienced teachers showed 36 while the number of less experienced teachers showed 19. The null hypothesis that there is no significant difference in the availability adequacy and utilization of business studies facilities between experienced and less experienced teachers was accepted based on the act that the P value of 0.801 was greater than the t-value -0.253.

### Discussion of Major Findings

In view of the results obtained from the presentation and analysis of data, discussions of the major findings of the study are as follows:

The result of the analysis of research question one as shown in table 2 revealed that facilities for learning business studies in technical schools in Delta State are scarcely

available and that many of the ICT resources needed for the teaching are not available. It was revealed that the ICT resources needed for curriculum delivery are not available. Durosaro (2004) explained that there is a widespread shortage of classrooms, shortage of both pupils" and teachers" furniture. These are in consonance with the findings of this study. However, according to Okoro (2000) facilities, equipment and supplies are very vital, in teaching and learning in schools. Similarly, Awosika (2009) asserts that facilities and equipment are programme related in any teaching programme and should be provided in sufficient quantity too. These assertions are at variance with the findings of this study.

The result of the analysis of research question two as shown in table 3 revealed that available facilities for learning business studies in technical schools in Delta State are adequate to high extent. Ajayi and Ogunyemi (2010) reiterated that when facilities are provided in adequate quantity to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher but individual students will also learn at their own pace. Durosaro (2004) opined that the level of success of most business studies programmes is greatly dependent on the degree of availability and adequacy of up-to-date equipment and facilities as these form the hub around which such programmes revolve. These are in consonance with the findings of this study.

The result of the analysis of research question three as shown in table 4 revealed that available facilities for learning business studies in technical schools in Delta State are utilized to high extent. Also revealed that majority of the resources needed for teaching are not being used by the teachers. However, it was revealed that utilization of instructional materials yielded positive achievements of students in basic technology. This finding is in consonance with the findings of this study.

The result of the analysis of research question four as shown in table 5 revealed that the listed factors affect the utilization of facilities for learning business studies in technical schools in Delta State to high extent. It was revealed that inadequate teaching staff was found to be affecting the utilization of business studies teaching resources in the schools and that constraints to financial management and facilities utilization in secondary schools in Delta State included inadequate funding in the schools, mismanagement skills by the facility manager, inadequate knowledge by teachers, misappropriation by the school principals among other factors. These findings are in consonance with the findings of this study.

The result of the t-test analysis showed that the respondents (experienced & less experienced teachers) did not differ significantly in their rating on the availability, adequacy and utilization of business studies facilities hence the null hypotheses acceptance. However, there was significant difference between urban and rural schools on the availability, adequacy and utilization of business studies facilities in technical schools in Delta State. This implies the purchase, supply and distribution of facilities to technical schools in Delta State is location biased.

## **Conclusion**

Based on the findings of the study, the researcher concluded that learning facilities are scarcely available; however, the available facilities are adequate and greatly utilized even as some factors such as unqualified and inexperienced teachers affects the utilization of facilities for learning business studies in technical schools in Delta State. This implies that the availability of learning facilities for business studies at the current stage does not meet the yearnings of the curriculum planners, industry players and business studies students.

## Recommendations

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

1. Government, school, administrators, corporate, organizations, philanthropists as well as spirited individuals should ensure that there is adequate and regular provision of learning facilities for business studies programme.
2. There should be consistent in-service training for business studies teachers and school leaders so as to give them cutting edge strategies for instructional delivery and facilities utilization.

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