
Business Educators Utilization Of Modern Instructional Facilities' In Teaching Employability Skills In College Of Education Warri, Delta State

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Abstract

This study investigated business educators utilization of modern instructional facilities' in teaching employability skills in College of Education Warri, Delta State. Two research objectives and two research questions guided the study. The population and sample of the study comprised of 42 Business education lecturers who were chosen using the simple sampling random technique. The main instrument for data collection was a self-developed questionnaire titled "Business educators' utilization Questionnaire" (BEUMIFTESQ). Face and content validity was done for the instruments by two experts. The instruments had reliability coefficient (r) of 0.82. Data was analyzed using average mean method and standard deviation. The findings of the study revealed that there is low level of utilization of modern instructional facilities' in teaching Business education for employability skills in College of Education Warri, Delta State and there are various factors affecting effective utilization of modern instructional facilities in teaching Business education in College of Education Warri, Delta State. Hence, the study concluded that facilities in business education in College of Education Warri were fairly available and utilized. It was recommended that the government and other stakeholders should endeavour to organize trainings and retrainings in Information and Communication Technology to continually improving the competencies of Business Educators in the use of new technological facilities

Keywords: Facilities, Business Education, Modern Instructional Facilities, Employability Skills.

Introduction

Generally, utilization refers to how well a particular thing is made use of, for a specific purpose. It involves creation of values to something and making use of

something for a particular purpose. (Asogwa, Onu & Egbo, 2013). This implies that utilization is the use of tangible and intangible resources meaningfully. With reference to this paper, Utilization therefore, simply refers to how Business education lecturers make use of instructional facilities for effective skill acquisition among students. To this, Jiriko, et. al. (2015) noted that it is not enough for instructional facilities to be available in schools rather, they must be put to good use in order to facilitate and enhance learning.

Instructional materials on its own do not have any attribute of value except when properly utilized and that the usefulness of instructional materials to learning depends on what the teacher, who is the key implementer of educational curriculum make out of them. This is why Iyunade (2014) stressed that unless the teacher uses the instructional materials to teach, demonstrate and direct the learners' attention to what they should look for and learn, the materials are as good as not being available. He further stated that learning is more interesting when instructional materials are utilized in the delivery of instructions. Similarly, Asogwa, et. al. (2013) added that utilizing instructional facilities for teaching is a needed prerequisite for skilled programme such as Business education.

Business Education is a skill driven programme that instils in its learners the right aptitude to participate and survive in the business world. Ubulom (2012) viewed business education as that aspects of education or training process which an individual receives with the primary motive of enabling him acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for his personal or for vocational usage, for career as an administrator or manager or teacher, wherever he may find himself in the business world. Val-Ossai and Akpomi (2017) opined that Business Education is a programme in education that prepares students for entry into and advancement of jobs within the business. They stressed further that it is an education programme which involves acquisition of skills, knowledge and competencies which make the recipient/beneficiary proficient. Thus, the issue of utilization of necessary facilities for instructional delivery of Business Education cannot be overemphasized; as it stands as the only means of gaining mastery and necessary skills needed to function effectively in the world of work. Messum Wikes, and Juckson (2015) defined employability skill as the skill required not only to gain employment but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic direction.

Ikegwuani (2015) made it clear that in some schools modern instructional facilities are available but left to deteriorate due to lack of utilization. This is probably as a result of the incompetency of most of lecturers in tertiary institutions. Chiazor (2013) in her study found that the modern instructional facilities for teaching business education were inadequate and underutilized in teaching Business education in Delta State. Umah and Nwokike (2015) averred that in most cases instructional facilities were available but not properly utilized by teachers due to the lack of the required knowledge and skills to utilize them. The researchers from empirical studies gathered that few studies has focused on Business educators utilization of modern instructional facilities in teaching employability skills in College of Education Warri, Delta State. It's this gap identified that this paper intends to bridge.

Statement of Problem

The effective implementation of a school system is dependent of several resources of which school facilities is an indispensable factor. Studies have shown that material resources have a great impact on the academic performance of students and it is required that facilities are made available to improve the teaching and learning process. Business Education is a skill impacting programme required to make use of several facilities as been used in the business world. Studies had shown that the Business Education programmes in our institutions are in dire need of relevant facilities and materials that would boost teaching and learning. Uchendu (2012) revealed that most universities have little or no infrastructure for cyber-centres, computer-equipped classrooms or high speed internet and may not have the funds to implement such infrastructure.

Accordingly, Ubulom and Enyinket (2017) in a recent study argued that school plants in business education departments fall below the required minimum academic standards of the programme as stipulated by regulatory bodies; National University Commission and National Commission for Colleges of Education). However, observations show that where these facilities are fairly available, they are not optimally utilized; especially the utilization of new technologies. Does this have anything to do with the ability of business educators in the use and manipulation of available facilities for instructional delivery of the Business Education programme?

Purpose of the study

The main purpose of this study is to investigate business educators utilization of modern instructional facilities in teaching employability skills in College of Education Warri, Delta State. Specifically, the study sought to:

1. Ascertain the modern instructional facilities' utilized by business educators in teaching for employability in College of Education Warri, Delta State
2. Determine the Constraints in Utilization of modern instructional facilities' by business educators in teaching for employability in College of Education Warri, Delta State.

Research Questions

The following research questions were answered:

1. What are the modern instructional facilities' utilized by Business educators in teaching for employability skills in College of Education Warri, Delta State?
2. What are the Constraints in Utilization of modern instructional facilities' by Business educators in teaching for employability in College of Education Warri, Delta State?

Methodology

The study was carried out in College of Education Warri, Delta State. The study adopted a descriptive survey design. The population of the study was a total of sixty-five (65) comprising of 15 Business Education lecturers and fifty (50) final year Business education students in College of Education Warri, Delta State. The study adopted a census sampling technique because the population was of manageable size.

The instrument for data collection was a structured questionnaire titled “Business educators utilization of modern instructional facilities in teaching employability skills Questionnaire” (BEUMIFTESQ). The questionnaire was partitioned into two sections. Section A was for demographic information while section B was to elicit information from the respondents regarding the questions posed and structured in the pattern of four-point rating scale of Utilized (4), moderately utilized, (3), fairly utilized (2), Not utilized (1) and Strongly Agreed (4), Agreed (3), Disagreed (2), and Strongly Disagreed (1).

The instrument was face and content validated by two experts. The reliability of the instrument was established using Person Product Moment Correlation method. The reliability coefficient (r) achieved was 0.82. Out of the 65 questionnaire distributed, fifty-five (55) were collected and used for analysis. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance with a criterion mean of 2.50 and above as accepted or 2.49 below as rejected.

Results

Research Question 1 : What are the modern instructional facilities’ utilized by Business educators in teaching for employability skills in College of Education Warri, Delta State?

Table 1: Mean and Standard Deviation Computation of modern instructional facilities’ utilized by Business educators in teaching for employability skill in College of Education Warri, Delta State

N=55

S/n	Facilities	X	SD	Remark
1	Computer systems	3.26	0.81	Utilized
2	Projectors	2.12	0.41	Not utilized
3	Automated teller machines	2.10	0.40	Not utilized
4	Digital printers	2.30	0.55	Not utilized
5	Electric typewriters	2.41	0.89	Not utilized
6	Typing pool laboratory	2.36	0.54	Not utilized
7	Model Office	2.19	0.51	Not utilized
8	Electronic library	2.30	0.32	Not utilized
9	Shorthand laboratory	2.20	0.32	Not utilized
10	Internet connection equipment	2.10	0.38	Not utilized
Average mean and Standard deviation		2.3	0.5	Not Utilized

Source: field work 2023

From the Table 1 show that items 1 – 10 have mean scores below 2.5 cut –off point. This show that there is low level of utilization of modern instructional facilities’ in teaching Business education for employability skills in College of Education Warri, Delta State.

Research Question Two

What are the Constraints in Utilization of modern instructional facilities by Business educators in teaching for employability skills in College of Education Warri, Delta State?

Table 2: Means and standard Deviation computation of Constraints in Utilization of modern instructional facilities’ by Business educators in teaching for employability skills N=55

S/N	Items	X	SD	Remark
11	Poor attention to the business education programme	2.62	0.70	Agree
12	Poor internet connectivity	2.72	0.57	Agree
13	Over population of students above availability of facilities	3.45	0.70	Agree
14	No connection with any course of study in school	3.20	0.57	Agree
15	Poor Procurement of modern facilities	3.18	0.70	Agree
16	Lack of adequate skilled manpower	3.10	0.52	Agree
Average mean and standard deviation		3.0	0.7	Agree

Source: field work 2023

In the table two above, items 11 – 16 have means scores above cut of point of 2.5. This is an indication that there are factors affecting effective utilization of modern instructional facilities in teaching Business education such as with a mean score of 3.0 and standard deviation of 0.7. This implies that there are various factors affecting effective utilization of modern instructional facilities in teaching Business education in College of Education Warri, Delta State.

Discussion of Findings

From the Table 1 show that items 1 – 10 have mean scores below 2.5 cut –off point. This show that there is low level of utilization of modern instructional facilities’ in teaching Business education for employability skills in College of Education Warri, Delta State. This findings correlate with the study of Uchendu (2012) who revealed that most universities have little or no infrastructure for cyber-centres, computer-equipped classrooms or high speed internet and may not have the funds to implement such infrastructure.

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Conclusion

The study revealed that the utilization of facilities for instructional delivery is very important and that the competency level of utilizing modern technological facilities by Business Educators in both institutions studied is not in fairutilized. However, there are several constraints that hamper the effective utilization of these facilities for instructional delivery by business educators.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Government and other stakeholders should endeavour to organize trainings and retrainings in Information and Communication Technology to continually improve the competencies of Business Educators in the use of new technological facilities.
2. Government and other stakeholders should ensure they give the Business Education programme the needed attention and required funding as to encourage the use of modern facilities for effective instructional delivery of Business Education.

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