

ASSESSMENT AND UTILIZATION OF MODERN INSTRUCTIONAL FACILITIES FOR TEACHING BUSINESS EDUCATION IN COLLEGES OF EDUCATION IN NORTH CENTRAL, NIGERIA

Eka, Samuel

Department of Vocational and Technology Education

Faculty of Technology Education, Atbu Bauchi

Samuelekka@gmail.com

ABSTRACT

The study assessed the utilization of modern instructional facilities for Teaching Business Education in Colleges of Education in Colleges of Education in North Central State, Nigeria. The study had four specific objectives. In line with the specific objectives, four research questions and four hypotheses were raised. Descriptive survey research design was used for the study. The populations of the study were 150 business teachers in State's Colleges of education in the North Central State zone. A total of 107 questionnaires were administered, however, all were returned and used for the study. The instruments for data collection were 5-point Likert scale structured questionnaire. The instruments were validated by 4 experts and pilot study using College of Education Gidan Waya was carried out. Cronbach Alpha of 0.7 was obtained in testing the reliability of the instrument. The data were collected by the researcher using direct contact and the exercise lasted for three weeks. Description Statistics of mean and standard deviation were used to answer the research questions and the hypotheses were tested using independent t-test at the significant level of 0.05. The result revealed among others that modern instructional facilities are somehow available for teaching of business education. Also, it was found that modern instructional facilities are moderately adequate for teaching of business education. It was concluded that modern instruction facilities are somehow available for teaching business education hence; teachers used them occasionally to teach business education. The study recommends among others that the management of the colleges should ensure that teachers used the available modern instructional facilities for teaching of business education. This can be achieved by ensuring that all departmental courses are accompanied with practical and should be supervised thoroughly.

Keywords: Assessment, Utilization, Modern Instructional Facilities,

INTRODUCTION

Background of the Study

Business Education being a skilled area of study cannot be learnt by the students sitting and folding their arms and nodding their heads. One of the main objectives of Business Education is to prepare its graduates for work and for the development of the society (Odunaike, & Amoda, 2013). In Business Education, instructional resources include the business educators (teachers) type-writer, laboratories, shorthand studio, model offices, facilities as classroom, library, as well as equipment such as computers, typewriters among others.

Aliyu (2010) explained that business education programme incorporates all business courses these include Business Administration, Marketing, Accounting, Purchase and supplies, and

Secretarial Studies. While at the teacher education level three major components are identified, thus Accounting, Distributive Marketing Education, Office Technology Management Education (George, 2016). Office Education is part of Business Education programme that equips students with all office technology management domains to be effective and efficient in their office activities. In this regard, Aliyu (2015) stated that Business Education programme is expected to be equipped with instructional facilities such as Computers, Photocopier, Scanners, Projectors, Standby electric plant generator, air conditioners, executive tables and chairs, executive cushiness, among others with qualified teachers that could use varied instructional method and techniques for teaching and learning.

Building on the above, for teaching and learning process to effectively take place generally, both modern facilities and human resources need to be provided adequately. No matter how good teaching staff are they may not be able to function effectively and efficiently without appropriate teaching facilities, equipment and adequate infrastructure like lecture hall, laboratory, studio and other facilities. To this end Nolan; Hayden & Malsburg, (2013) argued that the schools that desire to offer a modern Business Education programme must include in that programme a thorough training in the use of business facilities. To give such training, the school must be equipped with the facilities on which it intends to give instruction. More so, (Nolan, 2014 & Oyedele, 2015) further emphasized that items of facilities used for effective instruction in business education should be a replica of what is obtainable and use in modern business office. This calls for proper selection and utilization of instructional facilities for business education in this era of technological revolution. In line with this, Ille (2015) observed that mastery in business education will be difficult (if not impossible) in the absence of the requisite facilities.

It is on this fact that learning would be less meaningful without the use of modern facilities and students are left behind for long before they can grasp what the teacher says. Similarly, Aranide and Bolarinwe (2014) are of the view that instructional facilities and its 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 at all levels. Therefore, if teaching and learning is to be more effective, the need to assess instructional facilities to support both teacher and learner is inevitable.

In line with the foregoing, Amoor (2013) observed that graduates of business education have problems in using technologies in a work environment due to their inadequate exposure to modern instructional facilities and other rudiments of managing modern offices. He stressed that lack of these office facilities affects the nature of programme offered to learners. Business education courses in most tertiary institutions lacks basic modern instructional facilities (Briggs, 2019). Therefore, there is need for improvement of instructional facilities for effective teaching and learning of courses especially those related to office administration.

In the same view, the 2012 NCCE Minimum Guideline Standard states in clear term the facilities and equipment required for teaching and learning business education course at NCE level to include shorthand laboratory, model office fully equipped, functional typing pool, functional ICT laboratory, comfortable students waver chairs and desks, standby

plant/generator, fully equipped staff office and standard lecture theatres, functional toiletry facilities among others.

It is on the basis above, Osuala (2010) and Udoh (2013) are of the view that many Colleges of Education tend to prepare students with inadequate facilities and equipment thereby making Business Education graduates half-baked and incompetent to compete effectively in the world that is full of challenges of modern instructional facilities. As noted by Giddens (2017) the knowledge of Business Education demand modern instructional facilities literate workforce. Consequently, the input that is the quality of knowledge and the kind of facilities up-day or obsolete. Among others determine the output that is the level of changing a person experience in term of learning will have effect on the person output which in turn will affect the NCE graduates in one way or the other. But is the Colleges of Education really meeting this need? Are there enough facilities to facilitate teaching and learning? Is the modern instructional facilities up-date or obsolete? This study focused on doing justice to the above questions in order to proffered answers to the challenges pose to Business Education modern Instructional facilities. This study therefore is set out to assess the use of modern instructional facilities of teaching business education at Colleges of Education in North Central State Nigeria.

Statement of the Problem

For all the objectives of Business Education to be achieved, adequate modern instructional facilities, needs to be provided for and be in good shape for maximum utilization for teaching and learning. In this regards, Amanchukwu and Ololube (2015), maintained that there is actual lack of educational facilities and the few available ones are in a terrible state. More so, Aromolara (2013) noted that lack of instructional facilities had been great significance problems in Nigeria educational system.

Business Education programme at the tertiary level is expected to produce competent business educators, who will serve a dual function as competent teachers in commercial subjects/courses, skilled and knowledgeable labor for the competent sector of the economy. Gana (2012) observed that graduates of Business Education are not competent in the labour market. The author added that Ninety-nine percent of business education students' incompetencies are as a result of inadequate modern instructional facilities for teaching and learning process. This may be due to the lack of regular practical experience. In view of this, Jespson and Credighton (2014) mention that there should be variety of facilities available to students as they need to look real world touch, see and explore at a level appropriate to their development.

The complaints may arise from the inadequacy of modern teaching facilities which give rise to poor implementation of the programme in North Central State Nigeria. In affirmation to this, the researcher observed that almost all course offered at tertiary institutions in Nigeria are theoretical in nature instead of practical. In addition, they may be a lag in the implementation of the programme, and the few computers available are not put into use. The results of this indicate that business education products usually become redundant and ineffective both in the class and office. According to Oyedosu (2015) is appalling as the modern teaching equipment and facilities are not only inadequate but obsolete. Commenting on the status of teaching facilities in department running business education programme.

With all the foregoing, Isyaku (2016) noted that modern facilities motivate learners towards self-reliance in teaching and learning Process. This indicates that Business Education has been

bedeviled by lack of facilities and equipment necessary for acquiring skills and competencies for self-reliance. It is sad to observe that graduates of Business Education have to attend training in computer and other modern equipment after completing NCE programmes in Colleges of Education, to acquire skills to make up for their deficiencies and there is little or no literatures known to the researcher on that issue. It is in view of the above that this study was conducted to assess the use of modern instructional facilities for effective teaching and learning of business education in Colleges of Education.

AIM AND OBJECTIVES OF THE STUDY

The main purpose of this research is to assess the utilization of modern instructional facilities for teaching business education courses at colleges of education in North Central State Nigeria.

SPECIFICALLY, THE STUDY SEEKS TO

1. Find out the level of availability of modern instructional facilities for teaching of Business Education in Colleges of education in North Central State, Nigeria.

RESEARCH QUESTIONS

This study was guided by the following questions.

1. What is the level of availability of Modern Instructional Facilities for teaching Business Education in Colleges of Education in North Central State, Nigeria?

HYPOTHESES

The following null Hypotheses are formulated and were tested at 0.05 alpha level of Significance.

H01 There is no significance difference in the mean responses of Male and Female Business Education teachers on the level of availability of Modern Instructional Facilities for teaching Business Education in Colleges of Education in North Central State, Nigeria.

Significance of the Study

It is hoped that results of this research will be useful to Government, Management of Colleges of Education, Students and future Researchers in the following ways. The government will benefit from the findings of this study on Modern Instructional Facilities for teaching and learning of Business Education in Colleges of Education by identifying the adequacy, utilization of modern instructional facilities in the Business Education departments, so that it can use the findings to come up with policies that will ensure adequate provision of the facilities as well as their utilization.

Similarly, the Management of Colleges of Education will also find this study useful in ensuring efficient allocation of resources by paying priority to the provision of modern facilities in Colleges of Education in Nigeria so as to increase their global competitiveness. Findings of the study will also provide information to management of the Colleges to form basis for decision making.

Finally, the study will add to the existing literatures on modern instructional facilities for teaching and learning of business education and thus, serve as an indispensable reference material for future researchers and students.

SCOPE OF THE STUDY

This study is on accessing the use of modern instructional facilities for teaching of business education at colleges of education in North Central State Nigeria. The study covered only the State Colleges of Education that offers Business Education as a course in the zone. These colleges of education are: College of Education, Akwanga; College of Education Gindiri, College of Education Katsina-Ala, College of Education Mina, College of Education Ilorin, and College of Education Lokoja.

METHODOLOGY

The methodology for this study were discussed under the following sub-headings: Research Design, Area of the Study, Population of the Study, Sample and Sampling Techniques, Research Instrument, Reliability of Instrument, Validity of Instrument, Method of Data Collection, and Data Analysis.

RESEARCH DESIGN

The research design for this study was descriptive survey design. This type of research design focuses on people, their beliefs, attitudes and behaviors, and it helps a researcher to systematically document current opinions and information (Udoh, 2010; Ibrahim, 2011). Therefore, it is an effective way to gather data through the use of questionnaire. This method enables the researcher to describe an event, situation or phenomenon as it were at the time of study. Hence, descriptive survey is adopted for accuracy and efficiency. This design is appropriate for this research because the variable is not subjected to any manipulation.

AREA OF THE STUDY.

The study was conducted in North Central State Nigeria. It covered only State's Colleges of Education in the zone. North Central State Nigeria (also known as the Middle-Belt region) consists of the seven states situated geographically spanning from the west, around the confluence of the River Niger and the River Benue. The region itself is rich in natural land features and boasts some of Nigeria's most exciting scenery

POPULATION OF THE STUDY

Kothari (2004) defines population as all the items in a field of inquiry. Therefore, the population of the study refers to all the subjects, people or objects that are to be studied. For the purpose of this study, the target population is all business education lecturers in State Colleges of Education that teaches Business Education in North-central geopolitical zone, Nigeria. The target population for this study comprised of 150 Business Education lecturers in North Central State Colleges of Education in Nigeria.

SAMPLE AND SAMPLE TECHNIQUE

The sample of this study comprises 150 some members selected from the population (Sekaran & Bougie, 2009). The sample size of the study was determined using the Krejcie and Morgan (1970) Table of sample size determination. Based on the table: the population of approximate 150, the sample size is 107. Stratified random sampling technique was used in this study. The

proportionate stratified random sampling technique were used to determine the proportion of the number of Business Education lecturers contacted in each of the State's Colleges of Education on the basis of their population as presented in table 1. The questionnaires were then administered to the Business Education teachers of each of the Colleges of Education using the balloting type of simple random sampling technique in which each of the staff have an equal chance of being chosen.

INSTRUMENTS FOR DATA COLLECTION

The research instruments used for this study were structured questionnaire developed by the researcher. The questionnaire consisted of five (5) sections labelled sections A to E. Section A covers the demographic data of the respondent, section B contained eleven items on the level of available Modern Instructional Facilities; Section C contained eleven items on adequacy of modern instructional facilities; section D contained ten items on the effectiveness of Modern instructional facilities; while Section E contained eleven items on the utilization of modern instructional facilities. All the questionnaire items were measured on a 5-point likert type scale. The five point Likert scale used in Section B were: Not Available (1); Slightly Available (2); Somehow Available (3); Moderately Available (4) and Extremely Available (5). The Five point section C was: Very Inadequate 1; Inadequate 2; Moderately Inadequate 3; Adequate 4 and Very adequate 5. In D section, the five point Likert scale were: Never utilize 1; rarely utilize 2; occasionally utilize 3; often utilize 4 and always utilize 5. In section E, the five point Likert scale used were: Strongly Agree 5; Agree 4; undecided 3; Decided 2 and Strongly Disagree 1.

VALIDITY OF THE INSTRUMENT

The questionnaire was subjected to scrutiny and vetting by three experts in Business Education in the department of Vocational and Technical Education and another teacher in Measurement and Evaluation drawn from the Faculty of Technology Education, Abubakar Tafawa Balewa University, and Bauchi. Their observations and suggestions were incorporated in the instrument.

RELIABILITY OF THE INSTRUMENT

Reliability refers to the extent that the instrument yields the same results over multiple trials (Sekaran, & Bougie, 2009). In this study, the internal consistency reliability method were used to ascertain the reliability of the data collection instrument. Reliability of the instrument were established by computing Cronbach alpha and the acceptable criterion were based on the recommended threshold value equal to or greater than 0.70 (Nunnally, 1978).

PILOT STUDY

A pilot study was conducted using business education teachers in College of Education, Gidan Waya Kaduana State. The choice of the location is based on the fact that College of Education, Gidan waya is a State College of Education that has the same characteristic as the other state Colleges of Education offering Business Education. Secondly, all colleges of education business education teachers in Nigeria operated the same curriculum. The result of the pilot test was used to determine the reliability of the measurement items.

METHOD OF DATA COLLECTION

The researcher obtained a letter of introduction from the Department of Vocational and Technology Education, Abubakar Tafawa Balewa University, Bauchi, which introduced the researcher to the respondents.

The researcher personally administered the instruments with the help of one trained research assistant.

The administration and retrieval of the instruments took four weeks. The respondents were requested to fill the questionnaire on the same day they were given. This is to avoid loss of instruments and possible extraneous influences in filling the questionnaire. With this method, 100% return rate has been achieved.

METHOD OF DATA ANALYSIS

The researcher after data collection based its analysis on frequency percentage, mean, standard deviation and t-test. Frequency count and simple percentage were used to analyze the demographic data of the respondents; while Mean and Standard Deviation were used to answer the research questions.

In addition, the hypotheses of the study were tested using independent sample t-test analysis. The analyses were done with the aid of the Statistical Packages for the Social Sciences (SPSS) Version 23. The SPSS has the incredible capabilities and flexibilities of analyzing huge data within seconds and generating simple and sophisticated statistical results. Hence, the justification for the use of it.

The hypotheses were tested at 0.05 (5% level of significance), in taking decision, when the p-value is ≤ 0.05 , the null hypotheses were rejected while alternative hypothesis were accepted. However, when the p-value is > 0.05 , the null hypotheses were accepted while alternative hypothesis were rejected. In summary, the decision rule can be stated as follows:

If $p < 0.05$, Reject Null Hypothesis and Accept Alternative Hypothesis

If $p > 0.05$, Accept Null Hypothesis and Reject Alternative

RESULTS AND DISCUSSION

Results of Research Questions

Research Question One

What is the Level of Availability of Modern Instructional Facilities by Teachers of Business Education in Colleges of Education in North Central State, Nigeria?

Results on the level of Availability of Modern Instructional Facilities by in Colleges of Education in North Central State, Nigeria presented in Table 1 revealed that mean responses of Business Education teachers ranges from 2.42 and 3.42 with corresponding Standard Deviation of 1.035 and 1.160 with grand mean 3.12 which is a clear indication that modern instructional facilities are somehow available in College of Education

Table 1: Mean Responses on the Level of Availability of Modern Instructional Facilities in College of Education

S/N	Item	M	F	N	Mea n	SD	Remark
1.	Computer	67	40	107	3.42	1.160	SOA
2.	Word processor	67	40	107	3.02	1.140	SOA
3.	Internet	67	40	107	3.21	1.159	SOA
4.	Teleconferencing	67	40	107	2.65	1.142	SOA
5.	Overhead projector	67	40	107	2.73	1.049	SOA
6.	Photocopying machine	67	40	107	3.26	1.233	SOA
7.	Micrographic system	67	40	107	2.51	1.119	SOA
8.	Electronic smart boards	67	40	107	2.54	1.141	SOA
9.	Shredding Machine	67	40	107	2.42	1.035	SLA
10.	Collator	67		107	2.54	1.085	SOA
11.	Scanning Machine	67		107	3.12	1.198	SOA
	Grand Mean	737			3.12	1.198	SOA
	440						

Sources: field work, 2021

Note: NA - Not Available; SLA - Slightly Available; SOA – Somehow Available; MOA - Moderate Available; EXA - Extremely Availability

Results of Hypotheses

The results of research hypotheses are as presented in Tables 12 to 15

Research Hypothesis One

Null Hypothesis One: There is no significance difference between the mean responses of male and female Business Education teachers on the level of availability of modern instructional facilities for teaching Business Education courses in States Colleges of Education in North Central State Nigeria.

The result of independent t-test documented in Table 2 showed that the responses of male and female business education teachers from North Central State state colleges of education in Nigeria have significant difference with t-value= -.076, $p = .890 > 0.05$ 2-tailed. This revealed that null hypothesis one were accepted that there is no significant difference between the mean

responses of male and female Business Education teachers on the level of availability of modern instructional facilities for teaching Business Education courses in Colleges of Education.

Table 2: Independent t-test of Difference between Male and Female Business Education Teachers on the level of Availability of Modern Instructional Facilities for Teaching Business Education

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Confidence Interval Diff	
								Lower	Upper
Female	.019	.890	-.076	61	.940	1.640	21.566	-45.684	42.404
and Male			-.074	34	.943	1.640	22.288	-51.866	48.586

Source; field survey, 2021

Discussion of the Findings

The result of research question one indicated that modern instructional facilities are somehow available for teaching of business education. This were also, affirmed by the test of the null hypothesis which also revealed that there is no significant difference between the mean responses of male and female Business Education teachers on the level of availability of modern instructional facilities for teaching Business Education courses in Colleges of Education. The outcome of the study were found to be in line with the submission of Study conducted by scholars such as Akasi, and Nwabufu (2016) whose study revealed that the rapid break-through in Information and Communication Technology has not made the acquisition of modern instructional resources easy; and where they are inadequate, the best outcome of Business Education cannot be fully realized. In a study by Emeasoba (2018) also affirmed that business studies equipment needed for effective teaching and learning of business studies are mostly not available, the available ones are grossly inadequate in most schools. The author also found that, gender has no significant effect in the respondents mean ratings on the adequacy of equipment for teaching of business studies. The findings from this study also support previous study by Ugbe (2018) whose study assessed the availability of teaching facilities in departments of business education in Colleges of Education North-West Nigeria and found that teaching facilities in departments of business education in Colleges of Education North-West Nigeria were available to an average level.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study in assess modern instructional facilities for teaching business education courses at colleges of education in North Central State Nigeria. The study was guided by one research objective, one research questions and one research hypotheses. This study used descriptive survey research design. The population of the study was 150 business education teachers in the State's college of education in North Central State Nigeria. The study used 107 business education teachers as sample of the study. The instrument for data collection was 5-point scale structured questionnaire. The instrument was validated by three experts in Business Education and other teachers in Measurement and Evaluation drawn from the Faculty of Technology Education, Abubakar Tafawa Balewa University, and Bauchi.

The data were collected by the researcher using direct contact. The exercise lasted for four weeks. Description Statistics of mean and standard deviation were used to answer the research questions and the hypotheses were tested using independent t-test at the significant level of 0.05. The result revealed that modern instructional facilities are somehow available for teaching of business educations. The test of hypothesis revealed no significance difference between the mean responses of male and female Business Education on the constructs under study.

CONCLUSION

For all the objectives of Business Education to be achieved, the need for the provision of adequate modern instructional facilities needs to be provided for and be in good shape for maximum utilization for teaching and learning. The extent of the literature reviewed revealed that there is lack of educational facilities and the few available ones are in a terrible state and this had been a great significance problem in Nigeria educational system. This study assesses the modern instructional facilities for teaching business education courses at colleges of education in North Central State Nigeria. The findings of the study revealed that modern instructional facilities are somehow available for teaching of business education; modern instructional facilities are moderately adequate for teaching of business education; modern instructional facilities are occasionally utilized for teaching business education and modern instructional facilities have effectiveness on teaching business education. Based on the findings of this study, it was concluded that modern instruction material are somehow available for teaching business education hence, teachers used them occasionally to teach business education. By implication, one of the causes of low performance of students in business education lectures and students can be attributed to unavailability of modern instructional material in the colleges of education.

Recommendations

Based on the results of the study, the following recommendations were put forward:

1. The study recommends that resource mobilization center should be established for each Colleges of Education. This will enable them to source fund that will be used in purchasing modern instructional facilities that will aid teaching of business education in the colleges.

CONTRIBUTION TO KNOWLEDGE

The study contributed to the knowledge in the following ways:

1. It has added to the existing literature on the availability and utilization of modern instructional facilities in colleges of education.
2. It brings to the limelight of stakeholders that inadequate and unavailability of modern instructional facilities hinder full utilization of modern instructional facilities.

LIMITATIONS OF THE STUDY

The study had the following limitations

1. The study covered only North Central State zone in the Nigeria; hence the outcome of the study cannot be generalized to all the zones.
2. The study only covered States Colleges of education in North Central State zone; hence the outcome of the study did include federal and private colleges of education.

SUGGESTIONS FOR FURTHER STUDIES

Based on the limitations of the study, the researcher suggested that further studies should be conducted in other senatorial district within the country. Also, further studies can consider using federal colleges of education and also private colleges of education.

REFERENCES

1. Adamu T.Y. (2009). Class Room Management for Effective Teaching and Learning in School in Kaduna State Unpublished Postgraduate Thesis Bayaro University Kano.
2. Ajibade, S.O. (2011). General Element of Information Technology for Industrial Growth by 2st Century. A Paper Presentation at the Annual National Conference (ORD98) of National Association of Business Educators NABE 8TH -9TH October, 2011.
3. Akasi, S. E., & Adebayo, T. O. (2014). Office technology and management: a catalyst for youth employment and self-reliance. Conference paper delivered at SBS Annual Conference.
4. Akibu, I.A. (2014). Business Education and Information Technology: for Industrial Growth by the 21st Century "A Paper Presentation at the Annual Conference of (RDA98) of the Nigeria Association of Business Educators.
5. Alamu, J.F., & Olukosi, J. O (2012). Simplified Research methodology: Principles and practice. Great Glory publishers' Ltd, Zaria, Nigeria. 2(1)15-17
6. Aliyu M.M (2011). Business Education in Nigeria Trend and Issues, Ilorin: Goshen Print Media ltd.
7. Aliyu M.M. (2015). Business Education and its Relevance in the 21st Century. Business Education Journal. 111(5). 115-1120
8. Aliyu, M.M. (2013). Business Education in Nigeria: Trends and Issues. Kaduna: Sunjo A.J. Global Links Limited.
9. Amagoh, K. E. N. (2013). Relevance of secretarial studies in information technology era. Paper Presented at National Association of Business Educators (NABE) Annual Conference held at the Federal Polytechnic, Ede, OsunState.
10. Amour (2013) Business Education for Effective teaching on instructional facilities of students.
11. Amoor, S. S. (2011). An Evaluation of Challenges of Secretarial Education Programme In Nigerian Universities Between 20000–2009. Information Manager (The), 9(1).
12. Anao A.R (2013). The Role of Business Education in Developing Economy. Business Education Journal. 2(1): 19-24.

13. Araide J. T. (2014). the role of instructional facilities for business education. 3(2): 76-82
14. Asukwo, A. E. (2018). Utilization of instructional facilities in electronics workshop practice and maintenance for students' acquisition of trade skills in technical colleges in Akwa Ibom State, Nigeria.
15. Babalola, B. O., Folorunso, I. O., & Adebayo, T. O. (2010). Fundamentals of ICT. Ibadan, Ajidek Press Limited.
16. Bala M. M (2015) Influence of Tertiary Education Trust Fund Intervention on Academic Activities in Nigeria College of Education.
17. Basri, W. S., Alandejani, J. A., & Almadani, F. M. (2018). ICT Adoption Impact on Students' Academic Performance: Evidence from Saudi Universities. Education Research International, 2018.
18. Bayadide, N. (2011). Journal of Education College of Education Academic Staff (COEAU) Federal College of Education Kastina Chapter.
19. Briggs, B. P. (2019). Availability of Instructional Facilities in Teaching and Learning in Business Education Department in Rivers State University. International Journal of Innovative Education Research, 7(2), 1-11.
20. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. Applied Developmental Science, 1-44.
21. Edomwonyi, J., & Osarumwense, R. (2017). Business education in Nigeria: Issues, challenges and way forward for national development. Journal of Collaborative Research and Development (JCRD), 5(1), 1-25.
22. Ekpoh, U. (2018). School Mapping and Facility Planning. Educational planning in Nigeria: Principles and practices, Publisher: University of Calabar Press.59-82.
23. Emeasoba, N. C. (2015). An evaluation of equipment for the teaching and learning of business studies in public junior secondary schools in Enugu State. In Association of Business Educators of Nigeria Conference Proceedings. 2(1): 162-169).
24. Enyekit, E. O., Onuekwa, F. A., & Silas-Dikibo, I. D. (2011). Extent of instructional materials usage and academic performance in shorthand of Office Technology and Management (OTM) students in tertiary institutions in Rivers State. Journal of pristine. 2(1), 143-144.
25. Fadare, J.A. (2011). Introduction to fundamentals of modern office equipment/machinery for students of tertiary institutions. Osogbo, New Deal Publications Limited.
26. Fajugibe, O., & Obiluku, P. (2006). The automated essential features, benefits and problems of computer-based automation in developing countries. Lagos, COAN Conference Series 6.
27. George, E. D. (2016). Influence of Availability of Instructional Facilities and Teachers' Instructional Methods on Students' Academic Performance in Shorthand in Colleges of Education. Master of Business Education Degree Dissertation, Department of Vocational and Technical Education, Ahmadu Bello University, Zaria.
28. Gidden (2016) Problems and Issues in the Dissemination and Utilization of Educational Research in Nigeria Curriculum Research Report.
29. Ibrahim M.Y. (2011). Relevance of Students' Industrial work experience scheme to NCE Business Education programme in Colleges of Education in Nigeria. (Unpublished Master Thesis) Department of Vocational and Technical Education, Ahmadu Bello University Zaria.
30. Ibrahim, M.Y. (2017). Influence of business education curriculum on entrepreneurship of graduates of colleges of education in North Central State Geopolitical Zone, Nigeria. Unpublished Doctoral Thesis presented to the Department of Vocational Education, Ahmadu Bello University, Zaria.

31. Ile, C. M. (2012). Adequacy of instructional facilities and equipment for business education programme in colleges of education programme in the Eastern States of Nigeria. *Business Education Journal*, 1(2), 168-177.
32. Ime, I.J., Akpan, I.U., & Umoudo, B.I. (2010). Re-engineering Business Education Instructional Facilities in Nigeria. *Academic Discourse: An International Journal*, 2(1), 1-10.
33. Jude, W. I., & Dankaro, J. T. (2012). ICT resource utilization, availability and accessibility by teacher educators for instructional development in College of Education Katsina-Ala. *New Media and Mass Communication*. 3, 1-6.
34. Kothari, C. R. (2010). *Research Methodology: Methods & Techniques*. 2nd Edition, New Delhi, New Age International Ltd, Publishers.
35. Leigh, R. M. (2012). *School Facility Conditions and the Relationship Between Teacher Attitudes* (Doctoral dissertation, Virginia Tech).
36. Madaki E. (2019) the relevance and importance of office machine and equipment
37. Nair, P. (2019). *Blueprint for tomorrow: Redesigning schools for student-centered learning*. Harvard Education Press.
38. NCCE (2009) *Minimum Standard for Nigeria Certificate in Education 5th Edition*.
39. Nola (2014). Oyedele 2015 utilization of instructional facilities for business education.
40. Nwaigburu, K. O., & Eneogwe, V. N. (2013). Business Education for Self Reliance and Sustainable Development in Nigeria. *Academic Journal of Interdisciplinary Studies*. 2(10), 113.
41. Nwokolo .P.O & Ekwe K.C (2009). Successful Vocational Technical Education in Nigeria: Implications for National Growth and Development in the 21st Century. *Journal of Vocational Education* 1 (2), 7-13.
42. Obarali, J.O (2015). *Business Education and Information Technology: The way forward in Nigeria*. A Paper presented at the National Conference of the Nigeria Association of Business Educators, Benin City, Edo State, 8-10 October.
43. Obiete, I. A., Nwazor, J. C., & Ifeoma, V. M. F. (2015). Strategies for teaching business education students in Nigerian tertiary institutions for cooperate governance. *Journal of Education and Practice*. 6(18), 170-175.
44. Odunaike, K. O., & Amoda, M. B. (2013). Examination of the relevance of business education in the development of entrepreneurship in Nigerian universities: A case study of Tai Solarin University of education. *International Journal of Humanities and Social Science*, 3(12), 124-128.
45. Okereke, E. C. (2015). Business Educators' Need for Requisite Infrastructure for the Business Education Programme in Tertiary Institutions. *IOSR Journal of Business and Management (IOSR-JBM)*, 17(4), 1-4.
46. Okoji, B. I. (2013). *Modern office practice, administration and management for tertiary institutions and secretaries*. Osogbo, St. Joseph Publishers.
47. Omenge, O. R., & Priscah, M. J. (2016). Understanding the utilization of instructional media in training health professionals. *IOSR Journal of Nursing and Health Science (IOSR-JNHS)*, 5(3), 1-8.
48. Onyesom, M., & Okolocha, C. C. (2013). Assessment of the Adequacy of Instructional Resources in Business Education Programmes Relative to NCCE Standards for Colleges of Education in Nigeria. *Journal of Education and Learning*, 2(2), 165-178.
49. Osarumwense, R., & Ediagbonya, O. K. (2014). Perceptions of business education students on the relevance of entrepreneurship at the colleges of education level. *Journal of Research in National Development*, 12(2), 153-161.
50. Osuala, E.C (2016) *A Hand Book of Vocational Technical Education for Nigeria*, Anambra State, Nigeria Pacific Publishers.

52. Otuu, O. O. (2013). Impact of information and communication technology (ICT) on Secondary School Education. Retrieved January 11, 2020 from [https://www.academia.edu/14813693/Impact of Information Communication Technology ICT on Secondary School Education in Anambra State with A Particular Reference to some selected secondary schools in Ogbaru LGA](https://www.academia.edu/14813693/Impact_of_Information_Communication_Technology_ICT_on_Secondary_School_Education_in_Anambra_State_with_A_Particular_Reference_to_some_selected_secondary_schools_in_Ogbaru_LGA).
53. Oyebade. S.A., Oladipo. S. A & Adetor O. J.A (2015). Determinant and Strategies for Quality Assurance in Nigeria University Education.
54. Oyedele J. E. (2015). Facilities for Business Education for self-reliance. Business Education Journal. (294). 136-143, 8-10 October.
55. Prokopenko, M. (2014). Management Development: A Guide for the Professional: General: International Labour Office.
56. Reid, M. K., Alan, J., & Tracey, S. (2016). IT practitioners. London. Heineman Educational Publishers.
57. Sekaran, U. & Bougie, R. (2013) Research Methods for Business: A Skill Building Approach,
58. Fifth edition. West Sussex, John Wiley and Sons Ltd
59. Thomas, S. (2016). Future Ready Learning: Reimagining the Role of Technology in Education. 2016 National Education Technology Plan. Office of Educational Technology, US Department of Education.
60. Tompkins, J. A., White, J. A., Bozer, Y. A., & Tanchoco, J. M. A. (2010). Facilities planning. John Wiley & Sons.
61. Ubulom W.J (2014). An Evaluation of Undergraduate Business Programme of Tertiary Institution in River State Business Educational Journal 4 (1).
62. Udo, M. P (2016). Principles and Methods in Business Education Jos: Calvary Press.
63. Udo M. P (2015) Adequate Measures for funding Vocational Business Education in Colleges of Education Nigeria Journal of Business Education Nigeria. 2(3), 65-74.
64. Udoh, A.A. (2010). The place of Entrepreneurship Education in Business Education Programme. Journal of Business Educational Research and Development, 1(2) 110- 116.
65. Ugbe, A. S. (2018). Availability of Teaching Facilities in Business Education Departments in Colleges of Education North-West Nigeria. Journal of Education and Practice, 9(36), 21-27.
66. Ukata, P. F., Wechie, N., & Nmehielle, E. L. (2017). Instructional Strategies and Teaching of Business Education in Higher Institutions in Rivers State. International Journal of Education and Evaluation, 3(9), 20-36.
67. Wei, Y., Clifton, R. A., & Roberts, L. W. (2011). School resources and the academic achievement of Canadian students. Alberta Journal of Educational Research, 57(4), 460-478.