

AVAILABILITY, ADEQUACY AND UTILIZATION OF INSTRUCTIONAL MATERIALS FOR SKILLS DEVELOPMENT AMONG BUSINESS EDUCATION STUDENTS IN UNIVERSITIES IN OGUN STATE, NIGERIA

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Abstract

The study examined the extent of relationships between availability of instructional materials, adequacy of instructional materials, utilization of instructional materials and skills development among Business education students in universities in Ogun State. The study adopted a correlational survey research design to achieve the purpose of the study. A simple random sampling method was used to select 358 respondents. The author used a structured-questionnaire for data collection, titled: "Questionnaire on Availability, Adequacy and Utilization of Instructional Materials for Skills Development among Business Education Students (QAAUIMSDBES)" with a reliability coefficient value of 0.78 via the use of a Pearson's Product Moment Correlation Coefficient (PPMCC) statistic. The data collected were analyzed using PPMCC. The findings revealed that there exist significant relationships between availability of instructional materials ($r = 0.136$, $P < .05$), adequacy of instructional materials ($r = 0.149$, $P < .05$), utilization of instructional materials ($r = 0.926$, $P < .05$) and skills development among Business education students in universities in Ogun State. The author recommended, among others, that government should source for more skilled and qualified lecturers to teach Business education courses, as this will help to equip Business education students with the requisite skills required to be gainfully employed after graduation.

Keywords: Availability of Instructional Materials, Adequacy of Instructional Materials, Utilization of Instructional Materials, Business Education Students, Skill Development.

Introduction

The availability, adequacy and utilization of instructional materials for the development of divers' skills set among business education students are crucial aspects of ensuring effective learning outcomes in the field of business education. This process involves evaluating the quality, relevance, and suitability of educational resources Utilized for the development of the skills and knowledge of students in various business-related subjects. By conducting a thorough assessment of instructional materials, educators can identify strengths and weaknesses in the resources available, make informed decisions on their selection and implementation, and ultimately improve the overall learning experience for students.

Skills development means developing oneself and skill set to add value for the organization and for one's own career development. Fostering an attitude of appreciation for life-long learning is the key to workplace success continuous learning and developing one's skills required to identify identifying the skills needed for mobility and then successfully engage in trainings or on-the-job opportunities for

developing those skills. Developing one's skills begins with assessing which skills are highly important for one's desired career. The acquisition of entrepreneurial skills for self-employment is a major factor in the design of Vocational Business Education Programme (World Bank, 2000) because high quality skills require appropriate training equipment and tools, adequate supply of training materials and practice by learner. Udofia, Ekpo, Nsa and Akpan (2012) asserted that instructional materials, tools, equipment and business facilities utilized in laboratories constitute the learning environment for skill acquisition. The imparting of skills to students and learners require tools, equipment, machines, workshop and effective utilization of these materials. In developing employable skills, well-equipped workshops and competent lecturers and/or instructors are required to train the students to acquire requisite skills to engage in entrepreneurial task after graduation.

According to Nweke (2021), Business education is a course that enables business educators in teaching so as to equip the students for competencies and attitudes required by the corporate world. This means that business education is an instrument for the development of core skills for employability that are important for both employers and employees. Imeokparia and Ediagbonya (2014) described Business education as an aspect of education that is geared at equipping the learners (students) with business and education competencies (that is, skills, knowledge and attitude) needed to effectively and efficiently function in the world of work either as an employee or an employer (job/wealth creator). They stressed that Business education is an umbrella word, covering both secretarial education (now office technology and management, OTM) and accounting education. OTM involves the teaching of office and management related skills while accounting education primarily involves the teaching of accounting related skills. Business education is divided into two parts, namely: office education, which is vocational in nature for office careers and general business education, which involves an education programme that provides information and competences needed for managing businesses (Krastina, (2022). If the goals of business education are to be achieved, the educational system should endeavour to ensure the availability of instructional materials by adequately integrating it into the business education curriculum to promote effective utilization for teaching and learning.

Instructional materials, no matter their nature and composition, constitute important and relevant components of successful teaching and learning (Amuzu, 2018). The inability of the teacher to properly utilized instructional materials when teaching certain concepts would affect the student negatively in the subject. Utilization of instructional materials in education sector could be influenced by their availability, relevance, and adequacy. However, Odo and Ezeudu (2018) noted that the functionality of an instructional material is the proper indication of its availability. This implied that for instructional materials to serve its purpose, they should be functional, adequate, available, easily accessible and properly utilized. Adequacy specifies the required number an instructional material should be for teaching and learning to effectively take place.

Business education programme as a core aspect of vocational education can only be effectively implemented with adequate instructional materials. Instructional materials help to stimulate the interest of the students. Whenever these instructional materials are optimally utilized, they generate greater students' interest in the learning system and enhance retention of ideas. This implied that the realization of the objectives of any educational programme depends on a number of factors, such as availability, adequacy, and utilization of instructional materials. Availability, adequacy, and utilization of relevant instructional materials in teaching facilitate learning, and stimulate both lecturers and students' interests and enhance students' achievement. However, lecturers are considered as the major implementers or factors that effectively utilize instructional materials in any teaching-learning situation.

Utilization refers to the usage degree of a given material in the execution of a given task (Uzuegbu, Mbadiwe & Anulobi, 2013). Utilization, in the context of this present study, refers to the

rate or how often an instructional material in skill development is put into use or services by lecturers of Business education in tertiary institutions of learning. The use of instructional materials depends on their availability in the school system. Instructional materials aid teaching and learning. They help to foster learning from verbalization to practical aspect of teaching and learning. Currently, tertiary institutions in Nigeria appears to be training Business education students in a defective learning environment (that is, low levels of availability, adequacy and utilization of instructional materials). This precarious situation contributed to the low level of skill acquisition, which further reduce business education students' intention to seek after entrepreneurial career after graduation.

Statement of the Problem

It has been observed that unavailability, inadequacy and poor utilization of instructional materials for skills development in Business education have led to passing of instruction by the lecturers or instructors in abstract, thereby leading to production of half-baked graduates. More than anything else, instructional materials and facilities are very important for the utmost realization of the goals of education. In this era of accelerated technological development, modern instructional materials and equipment are not only important, but are also expected to be available in a reasonable state and properly utilized. Students offering Business education in schools find it difficult to acquire the expected skills and competencies as a result of unavailability and non-utilization of materials in the school. The teaching and learning of Business education subjects which should have been a dynamic activity based in not practically oriented through proper utilization of basic instructional materials. It is based on this precarious situation that the author decided to provide empirical data on the extent of availability, adequacy, and utilization of instructional materials for skills development among Business Education students in universities in Ogun State.

Purpose of the Study

The purpose of this study was to examine the extent of relationships between availability of instructional materials, adequacy of instructional materials, utilization of instructional materials and skills development among business education students in universities in Ogun State. Specifically, the study seeks to examine:

1. the relationship between availability of instructional materials and skills development among business education students in universities in Ogun State.
2. the relationship between adequacy of instructional materials and skills development among business education students in universities in Ogun State.
3. the relationship between utilization of instructional materials and skills development among business education students in universities in Ogun State.

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance.

Research Hypothesis 1: There is no significant relationship between availability of instructional materials and skills development among Business education students in universities in Ogun State.

Research Hypothesis 2: There is no significant relationship between adequacy of instructional materials and skills development among business education students in universities in Ogun State.

Research Hypothesis 3: There is no significant relationship between utilization of instructional materials and skills development among business education students in universities in Ogun State.

Methods

Research Design

A correlational survey research design was adopted to achieve the purpose of the study. this type of research design would help to ascertain the extent of relationships between solution variable(s) (for example, availability of instructional materials, adequacy of instructional materials and utilization of instructional materials) and problem variable(s) (for example, skills development among business education students).

Population and Sampling Procedure

The population comprised of 3421 Business education students in universities in Ogun State. A simple random sampling method was used to select 358 Business education students in universities in Ogun State.

Validation and Reliability of the Instrument

The instrument for data collection was subjected to face and content validity methods. The corrections and suggestions made by three experts was effected into the final copy of the instrument. 20 copies of the instrument were administered on Business education students in Lagos State University (LASU) who were outside the geographical scope of the study. The data collected were subjected to a test-retest method of reliability. Thereafter, PPMCC were used for the data analysis, which yielded a coefficient value of 0.78.

Data Collection Procedure

Permission was granted from the appropriate authority and the instrument was administered on the respondents with the help of two research assistants. The two research assistants were briefed on the procedure to follow. The instrument was retrieved immediately from the respondents after their response to the item statements in the instrument.

Data Analysis

The IBM Statistical Package for Social Sciences (SPSS) was used for the data analysis. The statistical tool employed to test the research hypotheses was PPMCC.

Results

Research Hypothesis 1: There is no significant relationship between availability of instructional materials and skills development among Business education students in universities in Ogun State.

Table 1: PPMCC on the relationship between availability of instructional materials and skills development among Business education students in universities in Ogun State.

Variables	<i>M</i>	<i>SD</i>	df	r-value	p-value
Availability of instructional materials	37.363	4.676	356	.136	.010
Skills development	47.380	5.447			

Note. *M*=Mean, *SD*=Standard Deviation, n=358.

Table 1 indicated that there was significant relationship between the solution variable (availability of instructional materials) and the problem variable (skills development) in the order of ($r = 0.136$, $P < .05$). On this premise, the null hypothesis was rejected because there was significant

relationship between availability of instructional materials and skills development of Business education students in universities in Ogun State.

Research Hypothesis 2: There is no significant relationship between adequacy of instructional materials and skills development among business education students in universities in Ogun State.

Table 2: PPMCC on the relationship between adequacy of instructional materials and skills development among business education students in universities in Ogun State.

Variables	<i>M</i>	<i>SD</i>	df	r-value	p-value
Adequacy of instructional materials	37.363	4.676	356	.149	.031
Skills development	44.112	4.813			

Note. *M*=Mean, *SD*=Standard Deviation, n=358.

Table 2 indicated that there was significant relationship between the solution variable (adequacy of instructional materials) and the problem variable (skills development) in the order of ($r = 0.149$, $P < .05$). On this premise, the null hypothesis was rejected because there was significant relationship between adequacy of instructional materials and skills development of Business education students in universities in Ogun State.

Research Hypothesis 3: There is no significant relationship between utilization of instructional materials and skills development among business education students in universities in Ogun State.

Table 3: PPMCC on the relationship between utilization of instructional materials and skills development among business education students in universities in Ogun State.

Variables	<i>M</i>	<i>SD</i>	df	r-value	p-value
Utilization of instructional materials	37.363	4.676	356	.926	.029
Skills development	57.830	6.318			

Note. *M*=Mean, *SD*=Standard Deviation, n=358.

Table 3 indicated that there was significant relationship between the solution variable (utilization of instructional materials) and the problem variable (skills development) in the order of ($r = 0.926$, $P < .05$). On this premise, the null hypothesis was rejected because there was significant relationship between utilization of instructional materials and skills development of Business education students in universities in Ogun State.

Discussion

Analysis of hypothesis 1 revealed that there was significant relationship between the solution variable (availability of instructional materials) and the problem variable (skills development) in the order of ($r = 0.136$, $P < .05$). On this premise, the null hypothesis was rejected because there was significant relationship between availability of instructional materials and skills development of Business education students in universities in Ogun State.

Analysis of hypothesis 2 revealed that there was significant relationship between the solution variable (adequacy of instructional materials) and the problem variable (skills development) in the order of ($r = 0.149$, $P < .05$). On this premise, the null hypothesis was rejected because there was

significant relationship between adequacy of instructional materials and skills development of Business education students in universities in Ogun State.

Analysis of hypothesis 3 revealed that there was significant relationship between the solution variable (utilization of instructional materials) and the problem variable (skills development) in the order of ($r = 0.926$, $P < .05$). On this premise, the null hypothesis was rejected because there was significant relationship between utilization of instructional materials and skills development of Business education students in universities in Ogun State.

Conclusion

Skills development among Business education students in universities seems to depend on several factors, which include availability of instructional materials, adequacy of instructional materials and utilization of instructional materials. The author, therefore, concluded that skills development among Business education students in universities is a function of availability of instructional materials, adequacy of instructional materials and utilization of instructional materials.

Recommendations

The following recommendations were made based on the findings of the study.

1. University management should endeavour to make available the instructional materials as well as facilities necessary for Business education students' skill development.
2. Adequate attention should be given to Business education department by providing sufficient and adequate financial resources in order to acquire adequate instructional materials and equipment or machines which will in turn help enhance skill development of students.
3. Business education lecturers should endeavour to be involved in curriculum planning and implementation, in order to make them bring in students-centered methods/instructional strategies that will make their teaching more experiential and interesting as it is likely to enhance skills development.

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