



## UTILIZATION OF FACILITIES FOR INSTRUCTIONAL DELIVERY OF UNDERGRADUATE BUSINESS EDUCATION PROGRAMME IN RIVERS STATE UNIVERSITIES

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### **Abstract**

*The study investigated the utilization of facilities for instructional delivery of undergraduate business education in Rivers State universities. The research adopted a descriptive survey design. Two research questions and two hypotheses were posed to guide the study. The population for the study was 69 Business Education lecturers in two universities in Rivers State, namely; Rivers State University, Port Harcourt (RSU) and Ignatius Ajuru University of Education (IAUOE). No sampling technique was used since the population was small. The Instrument used for data collection was a structured questionnaire titled "Utilization of Facilities for Instructional Delivery Questionnaire" (UFIDQ). The reliability of the research instrument was obtained using test-retest method; the Pearson Product Moment Correlation coefficient of .76 was established. The instrument was validated by two experts from the Department of Business Education and Measurement and Evaluation, all of Faculty of Technical and Science Education, Rivers State University. 49 copies of the questionnaire only, were retrieved and analyzed using mean for the research questions and t-test for the hypothesis at .05 level of significance. The results obtained indicated that business educators are competent in the use of facilities for instructional delivery of undergraduate Business Education programme. It also revealed that there are several constraints hampering the utilization of facilities for instructional delivery of undergraduate Business Education programme. Thus, the study recommended that government and relevant stakeholders should create the enabling environment for the utilization of facilities for instructional delivery of undergraduate business education programmes.*

**Keywords:** *Utilization, Facilities, Instructional Delivery, Business Education*

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## **Introduction**

The existence of any educational system at whatever level cannot be in isolation of school facilities. Auta (2012) defined school facilities as all the available assets of a school that can be used to foster and facilitate effective teaching and learning as well as to protect the physical well-being of the occupants. Asiyai (2012) opined that school facilities are the entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experience. Thus, school facilities can be regarded as those essential physical elements that aid the smooth administration of any educational establishment and should be treated very important as it constitutes one of the vital variables instrumental to effective instructional delivery. School facilities includes, chalkboard, school buildings (classrooms, assembly halls, laboratories, workshops, and libraries), teaching aids, chairs, tables, devices such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes etc. (Lawson & Gede, 2011). Thus, new technological facilities such as internet, computers, point of sales machine, automated teller machines, fax and scanners are all business related machines that needs to be introduced to business education students in cause of instructional delivery.

Instructional delivery is the process employed in the transfer of knowledge from the instructor to the learner. This involves the use of several strategies and facilities. Accordingly, Onwuagboke and Singh (2015) opined that instructional delivery involves all human interactive skills employed by the teacher to promote and facilitate learning in the classroom situation. Ogwu and Ogwu (2013) viewed instructional delivery as a process of facilitating learning which is expected to bring about change in behaviour of the learner. This implies that the teaching and learning process is achievable by the aid of facilities and the efficient use of such facilities brings about effective instructional delivery.

The quality of instructional delivery in the educational sector hugely depends on the availability and effective utilization of facilities. Asiabaka (2008) asserted that the quality of education that children receive bears direct relevance to the availability or lack thereof of physical facilities and overall atmosphere in which learning takes place. Also, Ukeje (2000, as cited in Uko, 2015, p. 64) argued that the unsatisfactory performance often experienced in schools by students and educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate



statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work. Good quality and standard of school depend largely on the provision, adequacy, utilization and management of educational facilities (Asiyai, 2012).

Utilization means to make good use of something. Utilization is the application of something to achieve objectives, values and develop interest (Igwe, 2009). Abdulkareem and Fasasi, (2012) asserted that utilization is the degree or extent to which an item has been put into effective use. They stressed further that, the various degrees of utilization include non-utilization, under-utilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all and when a facility is not used in its full capacity, underutilization occurs. There is over-utilization when a facility is used more than its capacity. These degrees of utilization constitute a waste of resources and are counterproductive. On the other hand maximum utilization occurs when facilities are put into effective usage in line with primary objectives. Optimum utilization occurs when facilities are used for many purposes by the school and members of the community. Adelabu, adu and Adjorgri (2014) opined that insufficient funds, high cost of facilities, high cost of maintenance are factors that inhibit the use of facilities. However, the most important thing to consider is that resources put into maximum and optimum usage are not wasted; they are likely to enhance achievement of educational objectives and as such school administrators are expected to monitor the usage of available facilities and this should be the case in Business Education as a skill driven programme.

Business Education is a skill driven programme that instils in its learners the right aptitude to participate and survive in the business world. According to 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

### **Statement of the 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 as a skill impacting programme is 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 objective of this study was to examine the utilization of facilities for instructional delivery of undergraduate Business Education programmes in Rivers State Universities. Specifically, the study sought to;

Ascertain the competency level of business educators in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes in Rivers State University and Ignatius Ajuru University of Education.

Determine the Constraints in Utilization of New Technologies for Instructional Delivery of Undergraduate Business Education programmes in Rivers State University and Ignatius Ajuru University of Education.



## **Research Questions**

The following research questions were answered:

What is the competency level of business educators in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes in Rivers State University and Ignatius Ajuru University of Education?

What are the constraints in utilization of new technologies for instructional delivery of undergraduate Business Education programmes in Rivers State University and Ignatius Ajuru University of Education?

## **Hypotheses**

The following null hypotheses were tested:

There is no significant difference in the mean ratings of business educators in Rivers State University and Ignatius Ajuru University of Education on their competency level in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes.

There is no significant difference in the mean ratings of business educators in Rivers State University and Ignatius Ajuru University of Education on constraints in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes.

## **Methodology**

The research design used in conducting the study was descriptive survey. The population of the study comprised of 12 business education lecturers drawn from the Rivers State University and 57 business education lecturers drawn from Ignatius Ajuru University of Education all located in Rivers State, Nigeria. A total of 69 Business Education lecturers (*Source: Departmental offices, 2019*) made up the population for the study. No sampling technique was used for the study, since the population was small. The instrument used for data collection was a structured questionnaire titled “Utilization of Facilities for Instructional Delivery Questionnaire” (UFIDQ). The instrument provided response to the two research questions with 15 items; Item 1-10 answering research question one and item 11-15 answering research question two in a 4-point rating scale weighted as “Highly Competent” (HC) 4 points, “Competent” (C) 3 points, “Fairly Competent” (FC) 2 points and “Not Competent” (NC) 1 point for item 1-10 and “Strongly Agree” (SA) 4 points, “Agree” (A) 3 points, “Disagree” (D) 2 points and “Strongly Disagree” (SD) 1 point for item 11 - 15. To establish the validity of the instrument, the



questionnaire was subjected to face and content validity by three experts from the Department of Business Education and Measurement and Evaluation, all of Faculty of Technical and Science Education in Rivers State University. To ensure the consistency of the instrument, the test-retest method of reliability at an interval of 2 weeks was adopted. The Pearson product moment correlation was used to process the result. A reliability coefficient of .76 was established. Only 49 copies of the questionnaire were retrieved and used for the study. The data analysis was done using the mean to analyze the research questions while t-test was used to test the hypothesis. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses:  $4+3+2+1/4 = 2.50$ . The mean score of 2.50 and above was accepted, while those below 2.50 were rejected.

## Results

### Research Question 1

What is the competency level of Business Educators in the utilization of new technologies for instructional delivery of undergraduate business education programmes in Rivers State University and Ignatius Ajuru University of Education?

**Table 1:** Mean rating of respondents on the competency level of Business Educators in the utilization of new technologies for instructional delivery.

S/N	Items	RSU (11)		IAUOE (38)		Mean	Std. Dev.	Remarks
		0	STD	0	STD			
1.	The use of computers.	3.52	0.73	3.48	1.00	3.5	0.87	HC
2.	The use of digital scanners.	3.46	0.80	3.36	1.09	3.41	0.95	HC
3.	The use of projectors.	3.44	0.80	3.41	1.03	3.43	0.92	HC
4.	The use of fax machines.	2.69	1.02	2.67	0.94	2.68	0.98	C
5.	The use of point of sales machine.	3.49	0.75	3.44	0.99	3.47	0.87	HC
6.	The use of automated teller machines.	3.52	0.72	3.46	0.97	3.49	0.85	HC
7.	The use of social media software packages.	3.40	0.86	3.16	1.06	3.28	0.96	HC
8.	The use of mobile phones.	3.68	0.67	3.50	0.86	3.59	0.77	HC
9.	The use of digital printers.	3.54	0.88	3.16	1.06	3.35	0.97	HC
10.	The use of digital cameras.	3.51	0.95	3.18	1.05	3.35	1.00	HC
	Total Mean/SD	34.25	8.18	32.82	10.05	33.54	9.12	
	<b>Grand Mean/SD</b>	<b>3.43</b>	<b>0.82</b>	<b>3.28</b>	<b>1.01</b>	<b>3.36</b>	<b>0.92</b>	<b>HC</b>

Source: Research Data, 2019.



The data presented in table 1 shows the responses of the respondents in the average mean scores of 3.5, 3.41, 3.43, 2.68, 3.47, 3.49, 3.28, 3.59, 3.53 and 3.52 which implies that the respondents agreed to the point that they are competent in the use of computers, digital scanners, projectors, fax machines, point of sales machine, automated teller machines, social media software packages, mobile phones, digital printers and the digital cameras. The grand mean of 3.36 and grand standard deviation of 0.92 revealed that Business Educators are competent in utilization of new technologies for instructional delivery of undergraduate business education degree programmes as responded by the respondents.

### Research Question 2

What are the constraints in utilization of new technologies for instructional delivery of undergraduate Business Education programmes in Rivers State University and Ignatius Ajuru University of Education?

**Table 2:** Mean rating of respondents on constraints in utilization of new technologies for instructional delivery.

S/N	Items	RSU (11)		IAUOE (38)		Mean	Std. Dev.	Remarks
		0	STD	0	STD			
11.	Poor funding.	3.58	0.64	3.56	0.94	3.57	0.79	SA
12.	Poor electricity supply.	3.49	0.75	3.44	0.99	3.47	0.87	SA
13.	Poor attention to the business education programme.	3.52	0.72	3.51	0.95	3.52	0.84	SA
14.	High cost of device.	3.34	0.87	3.24	1.11	3.29	0.99	SA
15.	Poor internet connectivity	3.44	0.80	3.42	1.04	3.43	0.92	SA
	Total Mean/SD	17.37	3.78	17.17	5.03	17.27	4.41	
	Grand Mean/SD	3.47	0.76	3.43	1.00	3.45	0.88	SA

Source: Research Data, 2019.

The data presented in table 2 shows the responses of the respondents in the average mean scores of 3.57, 3.47, 3.52, 3.29 and 3.43 which implies that the respondents agreed to the point that poor funding, poor electricity supply, poor attention to the business education programme, high cost of device and poor internet connectivity are all constraints hindering the utilization of new technologies. The grand mean of 3.45 and grand standard deviation of 0.88 revealed that the above mention constraints affects the utilization of new technologies for instructional delivery of undergraduate Business Education programmes as responded by the respondents.



### Hypothesis 1

There is no significant difference in the mean ratings of business educators in Rivers State University and Ignatius Ajuru University of Education on their competency level in the utilization of new technologies for instructional delivery of undergraduate business education.

**Table 3:** *t-test result on competency level of Business Educators in the utilization of new technologies for Instructional Delivery of Undergraduate Business Education Degree Programmes*

Respondents	Mean	Std. Dev.	Df	t- Cal Value	t- Crit Value	L/Sig	Decision
RSU Students	3.43	0.82	47	0.51	1.96	0.05	Accepted
IAUOE Students	3.28	1.01					

*Source: Research Data, 2019.*

Table 3 above revealed a t-calculated value of 0.51 which is less than the standard t-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is that there is no significant difference in the mean ratings of business educators in Rivers State University and Ignatius Ajuru University of Education on their competency level in the utilization of new technologies for instructional delivery of undergraduate business education.

### Hypothesis 2

There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on constraints in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes.

**Table 4:** *t-test Result on constraints in the utilization of new technologies for Instructional Delivery of Undergraduate Business Education Degree Programmes*

Respondents	Mean	Std. Dev.	Df	t- Cal Value	t- Crit Value	L/Sig	Decision
RSU Students	3.47	0.76	47	0.49	1.96	0.05	Accepted
IAUOE Students	3.43	1.00					

*Source: Research Data, 2019.*



Table 4 above revealed a t-calculated value of 0.49 which is less than the standard t-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is that there is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on constraints in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes. The study revealed that the business educators are good in the use of

### **Discussion of Findings**

One of the findings of this study was that business educators in both institutions studied are competent in the use of new technologies for instructional delivery of undergraduate business education programmes. The study revealed that business educators are competent in the use of computers, digital scanners, projectors, fax machines, point of sales machine, automated teller machines, social media software packages, mobile phones, digital printers and the digital cameras. This aligns with the assertions 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.

The study also revealed that why the competencies of business educators in the use of new technologies are not in doubt in both institutions; certain constraints still hinders the effective utilization of these facilities. Constraints such as poor funding, poor electricity supply, poor attention to the business education programme, high cost of device and poor internet connectivity are all major factors hampering the utilization of these facilities. The findings agrees with Adelabu *et al.*, (2014) who revealed that insufficient funds, high cost of facilities, high cost of maintenance are factors that inhibit the use of facilities.

### **Conclusion**

The study revealed that the utilization of facilities for instructional delivery is very important and that the competency level of utilizing new technological facilities by Business Educators in both institutions studied is not in doubt. 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;

Government and other stakeholders should endeavour to organize trainings and retraining's in Information and Communication Technology to continually improving the competencies of Business Educators in the use of new technological facilities.

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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