Teacher's Perception of Availability, Adequacy, and Utilization of Infrastructural Facilities for Teaching Business Studies in Secondary Schools in Kwara State, Nigeria

BY

Ojo, Ajibola Elisha

Department of Educational Leadership and Management, University of Portsmouth, United Kingdom

Abstract

Teacher's perception of availability, adequacy, and utilization of infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria. The study was survey. The population for the study was 102 business studies teachers in Moro Local Government Area of Kwara state. Through random sampling techniques, a sample size of 50 was selected for the study. A structured four-point scale of Likert type of questionnaire was used as instrument for data collection. Three research questions were postulated. Arithmetic mean was the statistical tool used for data analysis. The result of the study showed that Infrastructural facilities are available and utilized for teaching business studies in secondary schools in Kwara State, Nigeria

Keywords: Availability, Utilization, Adequacy, Facilities, Instructional

Introduction

Poor schooling has proved to be the greatest barrier to political, social, and economic transformation in many African countries. School infrastructural facilities have been observed as a potent factor to quantitative education. The importance to teaching with provision of adequate Infrastructural facilities for education cannot be over-emphasized. Pertaining to the teaching of business studies in secondary schools, Infrastructural facilities include equipment's and materials that are available to facilitate students learning outcome. It includes good buildings for classrooms and laboratories, laboratory equipment's, experiment materials/apparatus, books, audio-visual, software and hardware of educational technology; so also, size of classroom and laboratory, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical's are arranged.

This is so because they determine to a very large extent the smooth functioning of any teaching and experimental demonstrations and even other extra-curricular activities. He further stated that their availability, adequacy, and relevance influence efficiency and high performance. In his words, Farombi (2008) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with professional personnel (quality teachers), learning infrastructures that with such, students may learn with ease thus bringing about good academic achievement.

Writing on the role of facilities in teaching, Balogun (2012) submitted that no effective education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (2013) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces and there is room and necessary equipment for the teacher for further research and constant practice. The net effect of this is increased overall academic performance of the entire students.

In recent times, there has been a growing public anxiety about the poor performance of students in Nigerian schools. Studies showed that large numbers of students seem to learn very little at school, learning tends to be by rote and students find learning to be difficult (Salau, 2014). The quality of the personnel's handling business studiesin Nigerian schools has also been questioned over time by parents, educators, and the general public, and even by the government (Okebukola, 2009). Teaching in Nigerian schools has been criticized because of the poor performance of Nigerian students relative to their counterparts in other countries.

Performance by Secondary School leavers in Nigeria has been in a declining mode for the past few years. Despite the Nigerian government initiatives, since 2001 the status of Secondary School Education has not been stable as indicated by low academic achievement (BEST, 2013). While there are

many factors which can contribute to good performance of learners, Infrastructural Materials and Physical Facilities are important factors which cannot be ignored. This is confirmed by Role and Ngussa (2012), who established that English teachers in Nigerian Secondary Schools, for example, faced problems in teaching tenses, spelling, pronunciation, use of articles, summary writing, irregular verbs, punctuation, word order, and conditionals. He also argues that these problems are caused by the non-availability of Infrastructural materials for teaching and learning.

However, most of the schools have acute shortages of Infrastructural materials. Particularly, most schools seem to have scarcity of textbooks and reference books and physical facilities such as classrooms, desks, and chairs. While acknowledging the government initiatives in providing quality education and increasing access to Secondary School Education, the academic achievement of the students in Secondary Schools are still poor. Hence, the purpose of this study is to examine the determinants of low academic achievement in Secondary Schools in Kwara State, Nigeria with specific focus on adequacy of Infrastructural materials and physical facilities.

Statement of the Problem

The current situation of teaching and learning in Nigeria is a concern to the government and the society at large. Research indicates that many students found business studies as a subject to be difficult, boring, and not interesting to them (Salau, 2014). Large class sizes, inadequate funding, insufficient curriculum resources, poor teaching skills, and lack of supports for teachers among other factors further limit the quality of business studies teaching and learning in Nigerian schools (Okebukola, 2014). To solve these lingering problems, one needs to develop a realistic picture of what is currently happening in the teaching and learning of business studiesin Nigerian schools and also to identify the factors that are limiting the quality of personnel training. Furthermore, one needs to develop a reasonable ideal picture for which the nation can strive towards within the existing resource limitations. It is as result of this problems that this study was conducted to determine teachers' perception of the adequacy and utilization of instructional facilities in teaching business studies in secondary schools in Kwara State, Nigeria.

Purpose of the Study

The main purpose of this study is to determine teachers' perception of the availability, adequacy, and utilization of instructional facilities in teaching business studies in secondary schools in Kwara State. The specific purpose sought to: determine teachers' perception of the availability of Infrastructural facilities, adequacy of Infrastructural facilities, and utilization of Infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria.

Research Questions

The following research questions were asked in order to direct the study:

What are teachers' perception of the availability, adequacy, and utilization of Infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria?

Research Hypothesis

The following hypotheses are formulated and tested at 0.05 level of significance

Ho: There is no significant difference between male and female teachers' perception of the availability, adequacy, and utilization of Infrastructural facilities for teaching business studies in secondary schools in Kwara state.

Methodology

The design of the study was descriptive survey. The population of the study was made up of 27 secondary schools and 102 business studies teachers from government-owned Junior Secondary Schools in Moro Local Government of Kwara State. The sample size of 50 business studies teachers which cuts across 10 junior secondary schools using simple random sampling technique was used. The instrument for data collection was a structured questionnaire tagged **"TPAAUIFTBS".** It has two parts. Part A contained items which has information on demographic variables of the respondent while Part B contained items that have information concerning the research questions. The questionnaire was structured on a 4-point scale. The questionnaire was validated and verified by experts in business education and measurements and evaluation. The instrument had a reliability of 0.70. Percentage and Mean score were used to analyze the research questions. A cut-off point of 2.50 was set to accept or reject items of the instrument. Mean of 2.50 shows agreed, while less than 2.50 shows disagreed. T-test was used to test the hypothesis at 0.05 level of significance. If the calculated t-value is less than table value the hypothesis is retained, on the other hand, t-calculated which is above the table value hypothesis is therefore rejected.

Results

Research Question One: What are teachers' perception of the availability of infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria?

Table 1: Mean and standard deviation of responses on the availability of infrastructural facilities for teaching business studies in secondary schools

S/N	Item Statements	Frequency	%	Remark
1.	Classrooms	40	80.0	Available
2.	Laboratories	42	84.0	Available
3.	Chalkboards	45	90.0	Available
4.	Chairs and tables	33	66.0	Available
5.	Computers	29	58.0	Available
6.	Public address	31	62.0	Available

S/N				
	system			
7.	Models	28	56.0	Available
8.	Relevant textbooks	36	72.0	Available
9.	Stationeries	53	86.0	Available
Weighted average		**36**	**72.7**	**Available**

Source: Field Survey, 2023

Analysis of data in Table 1 revealed the frequency and percentage distribution of responses on the available infrastructural facilities for teaching business studies in secondary schools. The table showed that the respondents unanimously indicated available for all the constructs as the percentage is above 50%. The Table has a weighted average percentage of 72.7%, which indicated that all the constructs in the table are available for teaching business studies. This implied that infrastructural facilities are available for teaching business studies in secondary schools in Kwara State, Nigeria.

Research Question Two: What are teachers' perception of the adequacy of infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria?

Table 2:Mean and standard deviation of responses on the adequacy of infrastructural facilities for teaching business studies in secondary schools

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	Classrooms	3.04	0.56	Agreed
2.	Laboratories	2.96	0.65	Agreed
3.	Chalkboards	2.81	0.67	Agreed
4.	Chairs and tables	2.75	0.85	Agreed
5.	Computers	2.71	0.72	Agreed
6.	Public address system	2.85	0.58	Agreed
7.	Models	3.28	0.65	Agreed
8.	Relevant textbooks	2.62	0.68	Agreed
9.	Laboratories	2.63	0.62	Agreed
10.	Stationeries	2.86	0.59	Agreed
Weighted average		**2.85**	**0.66**	**Agreed**

Source: Field Survey, 2023

Analysis of data in Table 2 revealed the mean and standard deviation of responses on the adequacy of infrastructural facilities for teaching business studies in secondary schools. The table revealed that all the respondents unanimously agreed to all the constructs as the mean is far above the fixed mean of 2.50. All the 10 items have a standard deviation ranges from 0.56 to 0.85 which are below the fixed value of 1.96. This means that the responses of the respondents are not widespread as they are close to the mean. The table has a ground-calculated average mean and standard deviation of

2.85 and 0.66 (mean = 2.85, SD = 0.66). This implied that there is adequacy of infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria.

Research Question Three: What are teachers' perception of the utilization of the infrastructural facilities in secondary schools in Kwara State, Nigeria?

Table 3:Mean and standard deviation of responses on the utilization of the infrastructural facilities in secondary schools

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	Classrooms	2.73	0.78	Utilized
2.	Laboratories	3.02	0.94	Utilized
3.	Chalkboards	2.52	0.64	Utilized
4.	Chairs and tables	2.92	0.72	Utilized
5.	Computers	2.52	0.72	Utilized
6.	Public address system	2.63	0.65	Utilized
7.	Models	2.55	0.65	Utilized
8.	Relevant textbooks	2.57	0.87	Utilized
9.	Laboratories	2.71	0.92	Utilized
10.	Stationeries	3.16	0.80	Utilized
Weighted average		**2.73**	**0.77**	Utilized

Source: Field Survey, 2023

Analysis of data in Table 3 revealed the mean and standard deviation of responses on the utilisation of infrastructural facilities for teaching business studies in secondary schools. The table revealed that all the respondents unanimously indicated utilized for all the constructs as the mean is far above the fixed mean of 2.50. All the 10 items have a standard deviation ranges from 0.64 to 0.94 which are below the fixed value of 1.96. This means that the responses of the respondents are not widespread as they are close to the mean. The table has a ground-calculated average mean and standard deviation of 2.73 and 0.77 (mean = 2.73, SD = 0.77). This implied that infrastructural facilities are fully utilized for teaching business studies in secondary schools in Kwara State, Nigeria.

Hypotheses Testing

The three null hypotheses of the study were tested using independent t-test at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 4 to 6 as follows:

H_{01}:There is no significant difference between male and female teachers' perception of the availability of Infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria

Table 4 Summary of t-test of the difference between male and female teachers' perception of the availability of Infrastructural facilities for teaching business studies in secondary schools

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	22	1.67	0.33				
				1.33	48	0.164	NS
Female	28	1.69	0.31				

Source: Field survey, 2023   P>0.05

The data in Table 4 revealed that there are 22 male and 28 female teachers. The male and female teachers had mean and standard deviation of 1.67, 0.33, and 1.69, 0.31 respectively ($\overline{X}$ = 1.67; SD = 0.33) and ($\overline{X}$ = 1.69; SD = 0.31). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between male and female teachers' perception of the availability of infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria (t_{48} = 1.33, P>0.05). Therefore, the null hypothesis was not rejected. This implied that male and female teachers did not differ in their responses regarding the availability of infrastructural facilities for teaching business studies in secondary schools.

H$_{02}$: There is no significant difference between male and female teachers' perception of the adequacy of Infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria

Table 5 Summary of t-test of the difference between male and female teachers' perception of the adequacy of Infrastructural facilities for teaching business studies in secondary schools

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	22	2.78	0.45				
				0.313	48	0.176	NS
Female	28	2.89	0.51				

Source: Field survey, 2023   P>0.05

The data in Table 5 revealed that there are 22 male and 28 female teachers. The male and female teachers had mean and standard deviation of 2.78, 0.45 and 2.89, 0.51 respectively ($\overline{X}$ = 2.78; SD = 0.45) and ($\overline{X}$ = 2.89; SD = 0.51). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between male and female teachers' perception of the adequacy of Infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria (t_{48} =

0.313, P>0.05). Therefore, the null hypothesis was not rejected. This implied that male and female teachers did not differ in their responses regarding the adequacy of infrastructural facilities for teaching business studies in secondary schools.

H$_{03}$: There is no significant difference between male and female teachers' perception of the utilization of Infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria.

Table 6: Summary of t-test of the difference between male and female teachers' perception of the utilization of infrastructural facilities for teaching business studies in secondary schools

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	22	2.85	0.52				
				0.123	48	0.161	NS
Female	28	2.86	0.57				

Source: Field survey, 2023   P>0.05

The data in Table 6 revealed that there are 22 male and 28 female teachers. The male and female teachers had mean and standard deviation of 2.85, 0.52, and 2.86, 0.57 respectively ($\overline{X}$ = 2.85; SD = 0.52) and ($\overline{X}$ = 2.86; SD = 0.57). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between male and female teachers' perception of the utilization of Infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria (t_{48} = 0.123, P>0.05). Therefore, the null hypothesis was not rejected. This implied that male and female teachers did not differ in their responses regarding the utilization of infrastructural facilities for teaching business studies in secondary schools.

Summary of Major Findings
The followings are the summary of major findings for the study:
1. Infrastructural facilities are available for teaching business studies in secondary schools in Kwara State, Nigeria
2. There is adequacy of infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria
3. Infrastructural facilities are fully utilized for teaching business studies in secondary schools in Kwara State, Nigeria

Discussions of the Findings
This study was aimed at assessing the teachers' perception of the adequacy and utilization of instructional facilities in

teaching business studies in secondary schools in Kwara State. It objectives were to assess the followings: determine teachers' perception of the availability of Infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria, examine teachers' perception of the adequacy of Infrastructural facilities for teaching business studies mine in secondary schools in Kwara State, Nigeria e, ascertain teachers' perception of the utilization of the Infrastructural facilities in secondary schools in Kwara State, Nigeria.

However, to give general description of the respondents on the issues raised, frequencies and simple percentage were used. The following are discussions arising from the major findings of the study. In Table 1, items 1-9 reveal the revealed the frequency and percentage distribution of responses on the available infrastructural facilities for teaching business studies in secondary schools. The table showed that the respondents unanimously indicated available for all the constructs as the percentage is above 50%. The Table has a weighted average percentage of 72.7%, which indicated that all the constructs in the table are available for teaching business studies. This implied that infrastructural facilities are available for teaching business studies in secondary schools in Kwara State, Nigeria. This is line with Lawwanson and Gede (2011) opined that it is of utmost importance that the availability of teaching facilities will duly contribute to the successful implementation of school programme. These teaching facilities must not only be provided, they must also be in good condition to enhance teaching and learning process. This implies sound maintenance culture.

In Table 2, items 1-10 reveal the revealed Analysis of data in Table 3 revealed the mean and standard deviation of responses on the adequacy of infrastructural facilities for teaching business studies in secondary schools. The table revealed that all the respondents unanimously agreed to all the constructs as the mean is far above the fixed mean of 2.50. All the 10 items have a standard deviation ranges from 0.56 to 0.85 which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as they are close to the mean. The table has a ground-calculated average mean and standard deviation of 2.85 and 0.66 (mean = 2.85, SD = 0.66). This implied that there is adequacy of infrastructural facilities for teaching business studies in secondary schools in Kwara State, Nigeria. This is supported by the view of Emakuma (2013) who says that utilization of facilities become important because of the extent that it helps in improving teaching-learning effectiveness‖.

In Table 3, items 1-10 revealed the mean and standard deviation of responses on the utilisation of infrastructural facilities for teaching business studies in secondary schools. The table revealed that all the respondents unanimously indicated utilized for all the constructs as the mean is far above the fixed mean of 2.50. All the 10 items have a standard deviation ranges from 0.64 to 0.94 which are below the fixed value of 1.96. This means that the responses of the respondents are not widespread as they are close to the mean. The table has a ground-calculated average mean and standard

deviation of 2.73 and 0.77 (mean = 2.73, SD = 0.77). This implied that infrastructural facilities are fully utilized for teaching business studies in secondary schools in Kwara State, Nigeria.

Conclusion

This study attempted to advance an argument on teachers' perception of the adequacy and utilization of instructional facilities in teaching business studies in secondary schools in Kwara State, Nigeria. This study opines that provision and maintenance of instructional facilities is the yardstick that fosters quality learning and enhanced students' academic performance. The major factors encouraging instructional facilities depreciation are poor funding, lack of maintenance culture, excess pressure on available facilities, and delayed maintenance amongst others. Finally, teaching facilities, learning facilities are all the things that are needed for effective teaching and learning process to take place.

Recommendations

From the findings of the study, the following recommendations are made:

1. Teaching facilities are all the things that are needed for effective teaching and learning process to take place, school administrators and government urgently need to upgrade teaching facilities to meet up with modern demands of secondary school education. Digital facilities should be provided in schools.

2. While the school managers on their part should also try to maintain and manage classroom, science laboratories, functional workshops, chairs/tables, and public address system facilities provided in the school. Learning facilities makes learning to be more real to the students and also serve as great assistance to the teacher in the school.

References

1. Ajayi, I. A. and Ogunyemi, H. O. (2013). Motivation as correlate of teachers' job performance in Ogun State Secondary Schools. *UNAD Journal of Education*. (3):155—162.

2. Balogun A. (2012). The Role of Head teacher in School Plant Management and Maintenance. In E.O. Fagbemiye, J.B. Babaloa et al (eds) *Management of Primary and Secondary School Education in Nigeria*. NAEAP Publications.

3. Emakuma, U. C. (2013). Provision and Management of Facilities in Primary Schools in Nigeria: Implication for Policy Formulation. In E.O. fagbemiye, J.B. Babalola et al. *Management of Primary and Secondary Education in Nigeria*. NAEAP publication.

4. Lawwanson I. A and Gede T. (2011). The Role of Supervisors and Inspectors in improving Education Students Language arts, *Journal of Studies in Education*, Ilorin 1 (3) pp14-16.

5. Ngusa I. O. (2012). Appraising the State of Maintenance and Management of Available

Secondary School Facilities on Students' Academic 104 Performance in Cross River State, Nigeria. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.24.

6. Okebukola, P. (2009). Meeting the challenges of secondary school administration in Nigeria. *Journal of All Nigeria Conference of Principals of Secondary Schools*, 2002, 159-171.

7. Okebukola (2014). Maintenance of secondary school facilities in Midwestern Nigeria in N.A. Nwaogu, E.T. Current issues in Education management in Nigeria. Benin: Ambik Press Ltd.

8. Salau, N. P. (2014). Education Management, Planning, and Supervision: Model for Effective Implementation. Owerri: Springfield Publishers. 105