

# Adequacy and Availability of Instructional Materials for Teaching Business Education Students Office Management Skills in Public Colleges of Education in Niger State, Nigeria

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Accepted: May 8 <sup>th</sup> 2023	Reviewed: July 13 <sup>th</sup> 2023	Published: August 30 <sup>th</sup> 2023
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**Abstract:** In Niger State's public colleges of education, the study looked at how well and easily accessible instructional materials were for teaching business education students office management skills. The study formulated two null hypotheses and two research questions were raised. The researchers review some previous research work related to the current study. The researcher looked at much literature from books, journals, magazines, special reports, the internet, and other sources. The researchers used a survey research design to carry out this study. For this study, sixty-seven (67) lecturers of Business Education from public Colleges Education in Niger State form the inhabitants of the study. There was no sample size because the total number of inhabitants of the study was very small. A study instrument titled: For data collection, the phrase "Adequacy and Availability of Instructional Materials for Teaching Office Management Skills (AAIMTOMS)" was used. Mean and standard deviation were used to answer the research questions raised in carrying out this study, and t-test statistics were used to test the two null hypotheses formulated for this study at the 0.05 level of significance. The findings revealed among other things, that two of the ten identified instructional materials were neither adequate nor available for teaching office management skills to business education students in Niger State's public colleges of education. It was concluded in this study that the government, school administrators, and other secondary education stakeholders should make adequate instructional materials available for teaching office management skills in business education in Colleges of Education in Niger State to make the recipient of the programme better in the world of work.

**Keywords:** implementation, multicultural education, character, religious tolerance.

## Introduction

Students gain the fundamental understanding, mindset, and knowledge necessary to excel in business by learning office management skills. Ikegwani<sup>1</sup> recommends developing the students' competence, willingness, and ability to seek employment. This indicates that teaching skills in office management is a method for comprehending office management activities. Students are also motivated to take advantage of opportunities in the business world when they are taught office management skills. By teaching office management skills, students are given the knowledge, comprehension, and aptitude to use office machines. For effective teaching and learning of office management skills, instructional materials are necessary. For teaching and learning to be effective in Colleges of Education instructional facilities which are the major supporting tools for effective teaching and learning need to be provided to the students. The lecturer makes use of these facilities to deliver effective instruction. It aids lecturers in instructing helpful information to students. Instructional materials enhance the learner's comprehension of the lecture. According to Janovsky<sup>2</sup>, instructional facilities are designed to assist lecturers in conveying knowledge to students. Iyunade<sup>3</sup> states that instructional resources facilitate teaching and learning and direct teaching activities toward achieving predetermined goals. When used as part of the instructional delivery process, instructional materials enhance learning. However, instructional materials enable the instructor to demonstrate concrete skills when teaching office management. To further comprehend the students' interests, instructional materials should be utilized in teaching and learning. The learners can familiarize themselves with the facilities and equipment required to perform office duties effectively and efficiently if they have skills in office management.

Instructional materials support effective teaching and learning. The lecturer utilizes these facilities for efficient instruction. It makes it easier for teachers to give students helpful information. The instructional materials improve the learner's comprehension of the lecture. According to Janovsky<sup>4</sup>, instructional materials are resources for teachers to use in teaching students new information. Iyunade<sup>5</sup> asserts that instructional materials direct teaching activities toward achieving predetermined objectives and facilitate teaching and learning. Learning is enhanced when instructional materials are utilized in the instructional delivery process. On the other hand, when teaching office management, instructional materials allow

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<sup>1</sup> Ikegwani, V. U. "Availability and suitability of infrastructural facilities for business studies in public and private secondary schools in Onitsha North and South L.G.A. of Anambra State, Nigeria." *Nigerian Journal of Business Education* 2 (2), 129-138, 2022.

<sup>2</sup> Janovsky, A. "Instructional materials: Definition, examples and evaluation." [Study.com/academy/lesson/instructional-materials-definition-example-evaluation.html](https://www.study.com/academy/lesson/instructional-materials-definition-example-evaluation.html), 2019.

<sup>3</sup> Iyunade, T. "Gender, age and employability skills acquisition among university students in Imo state, Nigeria." *International Journal of Innovative Education Research*, 4(4), 6-15, 2021.

<sup>4</sup> Janovsky, A. "Instructional materials: Definition, examples and evaluation." [Study.com/academy/lesson/instructional-materials-definition-example-evaluation.html](https://www.study.com/academy/lesson/instructional-materials-definition-example-evaluation.html), 2019.

<sup>5</sup> Iyunade, O. T. "Availability and utilization of instructional materials in selected setting in Ogun State, Nigeria." *International Journal of Humanities and Social Science* 4 (4), 268-272, 2021.

the instructor to demonstrate the skills concretely. For teaching and learning to be more effective, lecturers should make use of instructional materials for the betterment of the student's interests. If the students possess skills in office management, they will be able to familiarize themselves with the facilities and equipment needed to perform office tasks effectively and efficiently.

As a result, lecturers must have access to sufficient instructional materials in quantity and quality. When something is accessible or reachable, it means that it is available. Hornby<sup>6</sup> defines availability as something that can be obtained for use, also known as something that can be obtained. The term "available at the disposal" refers to the situation in which a lecturer can access the instructional materials they need to support their teaching. Therefore, lecturers in Niger State's educational institutions can quickly access the facilities necessary to teach office management skills in business education. The actual teaching equipment in the classroom is a prerequisite for accessing instructional materials. The students can see, touch, and feel the objects used in teaching and learning. The learners are motivated to learn more by the availability of learning facilities, which make it possible for them to acquire the necessary concepts, facts, and ideas. According to Mba in Iyunade<sup>7</sup>, instructional materials pique students' curiosity and keep them interested in learning more about the goals for which they are designed. Unfortunately, the study areas of Niger State include no instructional materials for teaching office management-related subjects, according to Amoor<sup>8</sup>. Enyekit<sup>9</sup> found that most Nigerian education colleges needed more instructional materials, facilities, and equipment to teach students the right skills and knowledge.

According to Adamu<sup>10</sup>, something is considered adequate in terms of being effective and efficient. It is considered adequate when the teaching tools used to teach a subject can meet the students' expectations regarding effectiveness and efficiency. To put it another way, the suitability of the instructional materials is determined by the ratio of the number of students to the available resources. It is considered inadequate when the number or quantity of instructional materials available does not correspond to the intended number of students. In this study, "adequacy" means the degree to which the instructional resources for teaching office skills are adequate for the student population. For office skills education to be realized, the necessary instructional materials should be readily available in sufficient quantities and capable of providing the intended value. Adamu<sup>11</sup> says that effective teaching and learning

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<sup>6</sup> Hornby, A. S. "Oxford advanced learners dictionary." Crowther, J. (ed). Ibadan: Oxford University Press, 2020.

<sup>7</sup> Iyunade, O. T. "Availability and utilization of instructional materials in selected setting in Ogun State, Nigeria." *International Journal of Humanities and Social Science* 4 (4), 268-272, 2021.

<sup>8</sup> Amoor, S.S. "Availability of ICT facilities in urban and rural schools in Imo State." *International Journal of Educational Foundations*, 6 (1), 73 – 88, 2018.

<sup>9</sup> ENYEKIT, E. O.; AMAEHULE, S.; TEERAH, L. E. Achieving human capital development in Nigeria through vocational education for nation building. *Journal of Humanistic and Social Studies*, 2011, 2.2: 131-139.

<sup>10</sup> Adamu, I. "Availability and utilization of instructional materials for effective teaching of fish production to students in senior secondary schools in Benue State, Nigeria." *African Journal of Agricultural Research*, 8 (49), 6601-6607, 2018.

<sup>11</sup> Ibid

skills requires sufficient instructional materials because learners will be actively involved in the process by interacting with the materials.

Additionally, Aliyu <sup>12</sup> shows a decrease in the accessibility of informative materials for instructing and learning in Nigerian training schools. According to Okoli and Amoor <sup>13</sup>, Niger State colleges of education lack adequate facilities for teaching office management skills in business education. Nwankwo, Nwogbo, Okorji, and Egboka<sup>14</sup> say that lecturers' efforts to teach may only be enough to achieve education's goals if they have access to enough facilities. The accessibility of sufficient instructional tools is necessary to effectively guarantee the learning and teaching of office management skills. As a result, in order to prepare students for careers in business, instructional materials that are both practical and relevant should be used to teach office management skills in the classroom.

## Method

For this study, the researchers used a survey research design to carry out this study. For this study, sixty-seven (67) lecturers of Business Education from public Colleges Education in Niger State form the inhabitants of the study. There was no sample size because the total number of inhabitants of the study is very small. The study instrument titled "Adequacy and Availability of Instructional Materials for Teaching Office Management Skills (AAIMTOMS)" was used for data collection. These instruments were validated by two research expert from Al-Hikmah University, Ilorin. The instrument has two sections which comprised of A and B of the checklist each had two sections. On a scale of Available (A) to Not Available (NA), Section "A" evaluated the instructional materials available for teaching office management skills in Niger State's educational institutions. On a scale of Adequate (A) to Not Adequate (NA), Section B assessed the quality of the instructional materials used to teach office management skills in Niger State's educational institutions. Any mean scores above 50% were considered "Available," while scores below 50% were considered "Not Available." The instrument was pilot tested in Kwara state College of Education, Ilorin using ten (10) Business education lecturers and the data obtained were analyzed using Cronbach Alpha method and the result gave 0.89 coefficient index. All answer to the research questions were then analyzed using mean and standard deviation, and t-test was used to test the null hypotheses postulated for the study at the 0.05 level of significance. However, when t-calculated value (t-cal.) was greater than the critical value, the null hypotheses were accepted. In contrast, when the t-calculated value was lower than the t-table value, the null hypotheses were rejected.

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<sup>12</sup> Aliyu, A. M. "Assessment of availability and utilization of instructional materials in the implementation of nomadic education programme in Taraba State, Nigeria. A Thesis submitted to postgraduate school, Ahmadu Bello University, Zaria-Nigeria," 2019.

<sup>13</sup> Okoli, C, & Amoor, S. S. "Availability of equipment and structures in secondary schools as a constraint for the implementation of entrepreneurship education in animal husbandry occupation in Bayelsa State, Nigeria." *Higher Education Research* 2 (10), 1-5, 2018.

<sup>14</sup> Nwankwo, I. N., Nwogbo, V. N., Okorji, P. N. & Egboka, P. "Adequacy of learning facilities for implementing entrepreneurship education programme in secondary schools Anambra State." *International Journal of Innovative Research and Development* 4 (9), 88-91, 2015.

## Result and Discussion

In Niger State's public colleges of education, what instructional materials are available to teach office management skills to business education students?

**Table 1: Frequency and Percentage Distribution of available for teaching business education students office management skills in colleges of education in Niger State**

S/ N	Statement Items	Available/ Not Available	
		Frequency	Percentage
1.	Computer	17	26
2.	Recording machine	22	34
3.	Computer printer	12	18
4.	Fax machine	10	15
5.	Perforating machine	52	78
6.	Scanning machine	49	73
7.	Spiral binding machine	51	76
8.	Laminating machine	52	78
9.	Shredding machine	55	82
10.	Photocopying machine	60	90
11.	Calculating machine.	58	87
12.	Adding machine	61	91

**Source:** Field Study 2023

Table 1 discloses that the percentage scores of the accessibility of perforating machines 78%, spiral binding machines 76%, laminating machines 78%, shredding machines 82%, photocopying machines 90%, calculating machines were 87% and adding machines 91% respectively are instrument available for teaching office management skill in Niger state public Colleges of Education. The percentage ratings scale of the seven instructional materials for teaching office management skills was above the benchmark of 50% which implies that the seven equipment are available for teaching office management skills in public colleges of education in Niger State. On the other hand, the percentage ratings of computers 26%, recording machines 34%, computer printers 18%, fax machines 15%, and scanning machines 73% all are less than the benchmark of 50%. This is implicit that these instructional tools were inadequate for teaching office management skills in Niger State public Colleges of Education.

In Niger State's public colleges of education, how well the materials used to teach office management skills to business education students suitable?

**Table 2: Frequency and Percentage Distribution of how well the materials used to teach office management skills to business education students suitable**

S/ N	Statement Items	Adequate/ Not Adequate	
		Frequency	Percentage
1.	Computer	17	26
2.	Recording machine	22	34
3.	Computer printer	12	18
4.	Fax machine	10	15
5.	Perforating machine	52	78
6.	Scanning machine	49	73
7.	Spiral binding machine	51	76
8.	Laminating machine	52	78
9.	Shredding machine	55	82
10.	Photocopying machine	60	90
11.	Calculating machine.	58	87
12.	Adding machine	61	91

**Source:** Field Study 2023

Table 1 discloses that the percentage scores of the adequacy of perforating machines were 78%, spiral binding machines were 76%, laminating machines were 78%, shredding machines were 82%, photocopying machines were 90%, calculating machines were 87%, adding machines were 91% respectively, are instrument that are satisfactory for teaching office management skill in Niger state public Colleges of Education. The percentage ratings scale of the seven instructional materials for teaching office management skills was above the benchmark of 50% which implies that the seven equipment's are not adequate for teaching office management skills in public colleges of education in Niger State. On the other hand, the percentage ratings of computers were 26%, recording machines 34%, computer printers 18%, fax machines 15%, and scanning machines 73% all less than the index of 50%. This implied that these instructional materials were not adequate for teaching office management skills in public colleges of education in Niger State.

**Hypothesis one:** In Niger State's public colleges of education, the replies of lecturers in business education on the accessibility of instructional material for teaching students office management skills in business education are not significantly different.

**Table 3: t-test Statistics of the Mean Ratings of the Responses of Business education lecturers on the availability of instructional materials for teaching business education students office management skills in public colleges of education in Niger State**

Lecturers	N	Mean	SD	t-cal	t-crit	Df	Sig
Male	40	3.71	1.45	1.88	1.96	65	.619
Female	27	3.23	1.65				

Source: Field Study 2023

From the t-test in Table 3, the value of t-calculated is 1.88 while the value of t-critical is 1.96 at 0.05 level of significance and degrees of freedom 65. This means that there is a significant difference in the opinion of respondents on the Business education lecturers on the accessibility of instructional materials for teaching business education students office management skills in Niger State public Colleges of Education. The analysis of the research hypothesis data implies that the percentage ratings of computer 26%, recording machine 34%, computer printer 18%, fax machine 15%, scanning machine 73% all are less than the benchmark of 50%. This means that these instructional materials were not available for teaching office management skills in public colleges of education in Niger State. However, from the analysis the t-calculated value is more than the t-critical value therefore, accepted.

**Hypothesis Two:** In Niger State's public colleges of education, the replies of lecturers regarding suitability of the instructional materials for teaching office management skills to business education students are not significantly different.

**Table 4: There is no significant influence in the mean response of male and female students on the Business education lecturers on the suitability of the instructional materials for teaching office management skills to business education students**

Lecturers	N	Mean	SD	t-cal	t-crit	Df	Sig
Male	40	3.75	1.09	1.88	1.96	65	.619
Female	27	3.74	1.38				

Source: Field Study 2023

The result presented in Table 4 shows that the t-calculated value of 1.88 is less than 1.96 t-critical value at 0.05 level of significance and 65 degrees of freedom. This indicated that there is no significant influence in the mean rating on Business education lecturers on the adequacy of the instructional materials for teaching business education students office management skills in public colleges of education in Niger State. The respondents agree that the percentage ratings of computers 26%, recording machines 34%, computer printers 18%, fax machines 15%, scanning machines 73% all less than the index of 50%. This means these instructional facilities were insufficient for teaching business education students office management skills in public Colleges of Education in Niger State. Since the t-calculated value is less than the t-critical value, the null hypothesis was accepted.

### Discussion of Major Findings

The analysis of research question 1 shows that only six of the twelve recognized instructional facilities were accessible for business education lecturers to teach office management skills in Niger State's public colleges of education, and the remaining six instructional materials were unavailable. This means that business education lecturers in these institutions have access to perforating machine, laminating machine, shredding machine, photocopying machine, calculating and adding machine were all available for teaching office management skills. This finding is comparable to that of Udoh and Adamu (2018), who discovered that most education colleges in Kaduna State lacked the necessary instructional materials for teaching office management skills. This study's findings are also consistent with those of Amoor (2018), who discovered that the majority of Nigerian colleges of education lack the necessary instructional facilities and equipment to teach office management skills to business education students in public colleges of education. On six of the twelve recognized

instructional facilities for teaching office management skills in public colleges of education in Niger State, there were no significant differences in the mean ratings of Business education lecturers' responses; but in the interim, there were significant differences in their mean score of the remaining six items.

According to the results of the second research question, respondents also agreed that the percentages of computers 26 %, recording 34 %, computer printers 18%, fax 15 %, and scanning 73% were all below the index of 50%. From this result, it means that business education in these tertiary institutions lack access to these office equipment for teaching office management skills. This suggested that the instructional materials weren't good enough to teach office management skills in Niger State's public colleges of education. Amoor's (2018) conducted a study on the adequacy of learning facilities for implementing an entrepreneurship education program, this study uncovered that colleges of education in Kano State had a larger percentage of learning facilities that were available but inadequate for teaching office management skills. While there were significant differences in their mean scores for the remaining five instructional materials for teaching office management skills, there were no significant differences in the mean scores of lecturers of business education concerning the suitability of the instructional facilities for teaching office management skills to business education students in four out of the seven recognized instructional materials for teaching office management skills. Udoh <sup>15</sup> discovered that there was no significant difference between the adequacies of business education curriculum provision of instructional materials in public colleges of education in Kaduna State. The disparity in the study area may actual be the causes of the variation in the findings. The result of this hypothesis tested was in opposition to that of Udoh findings.

## **Conclusion**

Implementing multicultural education in strengthening religious tolerance at SMAN 1 Waru Sidoarjo includes various aspects. Firstly, the school adopts the Curriculum 2013, making it a model school for its application in Indonesia. The curriculum encourages teachers to be creative in teaching methods, focusing on students' observation, questioning, reasoning, experimenting, and networking rather than burdening teachers with content delivery. The approach emphasizes balancing affective and psychomotor aspects alongside cognitive development. Secondly, the school utilizes the Contribution and Enrichment methods in multicultural education. Additionally, to promote religious tolerance, the school provides four Religious Education teachers, implements the 5 S's (Salam, Smile, Greet, Polite, and Respectful) to nurture respectful interactions, and supports various activities such as extracurriculars, OSIS, and School Company. Finally, in strengthening cooperation and religious tolerance, teachers advise on multicultural education, instill values of respect and acceptance of differences, encourage support for religious celebrations regardless of beliefs, and grant freedom for individual prayer practices.

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<sup>15</sup> Udoh, A. A. & Adamu, I. "Adequacy of material resources required for implementation of upper basic education business studies curriculum in Ebonyi State, Nigeria." *African Journal of Teacher Education* 4 (1), 2015.



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