



Appraisal Of Availability Of Resources For Teaching And Learning Office Technology And Management Courses In Colleges Of Education In North Eastern, Nigeria

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ABSTRACT

The purpose of this study was to examine the availability of resources for teaching and learning Office Technology and Management courses in Colleges of Education in North Eastern, Nigeria. The study had one specific purpose from where one research question was raised and one null hypothesis was formulated and tested. The design of the study was descriptive survey design. The population for the study consisted the entire Office Technology and Management lecturers and technologists across the seven Colleges of Education in North Eastern, Nigeria. The population of the study were 66 lecturers and 14 technologists drawn from Federal and State Colleges of Education in North Eastern Nigeria. Based on the size of the population, the entire population was used as sample of the study. A structured questionnaire was used as instrument for data collection and was face validated by three experts. The internal consistency of the questionnaire items was determined using Cronbach alpha formula and the reliability index yielded 0.75. The major findings of the study among others there were very low human and material resources used in teaching and learning OTM Courses in both Federal and State Colleges of Education in North Eastern, Nigeria. It was concluded that required human and material resources for teaching and learning Office Technology and Management Courses are not adequately available, and where they are available, they are under-utilized, while the available human resource are over-utilized. Based on these findings, the study recommended that Management of Colleges of Education should ensure that they make available adequate number of qualified human resources for both teaching and non-teaching staff. Regular appraisal and review of the status of their resources should be adhered strictly to the manual of National Commission for Colleges of Education (NCCE), this can be achieved through adequate budgetary allocation for the provision of both human and material resources.

Keywords: Availability, Resources, Office Technology and Management, Colleges of Education.

INTRODUCTION

Office Technology and Management (OTM) as a course of study in Colleges of Education is recognized as a tool for economic and social empowerment of any nation. Section 1 of the Nigeria National Policy on Education (FRN, 2014), stated that there is the need for functional education to be relevant, practical and built towards the acquisition of skills for the development of the entire society. This implies that teaching and learning, especially in Colleges of Education has to be geared towards inculcating values, acquisition of skills and competencies necessary for social, cultural, economic and technological development.

Office Technology and Management as an integral part of Business Education is a form of Vocational Education in the Colleges of Education, which used to be Secretarial Education. The introduction of the programme came in line with National Policy on Education that emphasizes the provision and acquisition of appropriate skills, abilities and competencies both mental and physical that will help individual to live and contribute to the development of the society. Baba and Akarahu (2012), stated that the skills, attitude and knowledge previously acquired in the course of the study were inadequate to arm today's graduate of Office Technology and Management with the competencies needed to adjust to the rapidly changing needs of the Society. Similarly, Ile and Okafor (2021), buttressed that the Office Technology and Management in Colleges of Education could be seen as a curriculum response to the demand of changes in technology, which is aimed at the production of highly proficient competent, skillful and dynamic business teachers and self-reliance that will effectively compete in the world of work.

Office Technology and Management (OTM) is used as a comprehensive term referring to those aspects of the educational process involving general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (Adakole, Eiriemiokhale, and Nnaji (2016)). In the context of this study, OTM is education designed to develop skills, abilities, understanding, attitudes, work habits and appreciation encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis.

Resource could be referred to as something that one uses to achieve an objective. Resources include both material (the infrastructural facilities/instructional materials) and human resources (the qualified teachers and other staff) needed for the implementation of any programme. Infrastructural facilities/Instructional materials of any course of study constitute one of the principle determinants of the competence of the graduates. Azih and Comfort (2018), defined infrastructural facilities/instructional materials as business appliances or office type machines that we use in teaching and practice of the business subjects. According to Ogundele (2015), resources are those types of human and materials that are put in place towards enhancing effective instructional delivery. Examples of resources in Office Technology and Management, according to Ogundele (2015), include computer facilities, consumable materials and infrastructure (classrooms, lecture theatres, libraries, and workshops). Furthermore, Onyesom and Okolocha (2013), posited that resources are those basic requirements that aid and facilitate effective teaching and learning. In the context of this study, resource are all forms of instructional resources (human and instructional materials) that could aid OTM instructors/lecturers in effective curriculum implementation.

The provision of facilities and other teaching and learning materials is of great importance in the implementation of Office Technology and Management in Colleges of Education. When the necessary facilities for the implementation of Office Technology and Management are provided, the graduates of the programme will become proficient in the world of work through the acquired skills, otherwise teaching and learning becomes theoretical and ineffective. Azih and Comfort, (2018), further said that classrooms and laboratories are expected to prepare students for the office through adequate, practically oriented training and these cannot be possible without the necessary facilities for teaching and learning. Gidado, Abdullahi and Adamu (2015), opined that teaching and learning contribute toward generation, transmission and application of knowledge which are the focal point of nation's educational objectives. Ogaga, Igori and Egbodo (2016), viewed learning as a complex process, that can be defined as a change in disposition, a relatively permanent change in behavior overtime and that is brought about by experience which can be achieved through adequate availability of human and material resources.

Colleges of Education are tertiary institutions of learning formally established to produce highly dedicated and efficient teachers for the basic education system. Colleges of Education, whether public or private award the Nigeria Certificate of Education (NCE). As teacher education institutions, the goals of College of Education, according to the Federal Republic of Nigeria, (2014), include; Encouragement of the spirit of enquiry and creativity in teachers. Helping teachers to fit into the social life of the community and the society at large and to enhance their commitment to national objective. Providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to

any changing situation not only in life of their country, but in their wide world; enhancing teachers' commitment to the teaching profession Olagboye (2014). Hence, the National Policy on Education, (2014), stipulates that the minimum entry qualification into the teaching profession shall be the NCE.

According to Ugwuanyi and Eze, (2019), observed that availability relates to how much teaching and learning materials are on hand, to which teachers and learners have access. It refers to the condition of being obtainable or accessible at a particular point in time. Equally, it expresses how resources can easily be gotten and used for a particular purpose. Human and material resources such as qualified lecturers/instructors, supporting staff, computers and other office technologies have been observed as a potent factor to qualitative education. Owoeye and Yara, (2018), stated that the importance of provision of Human and Material Resource for teaching and learning cannot be over-emphasized, as they constitute a strategic factor in programme functioning in the educational institution of learning.

Therefore, with adequate and material resources, teaching and learning is expected to be effective and done with easier otherwise it is going to be ineffective and difficult, whereby making the training may able to passed the needed knowledge to contribute to the development of the society and the Nation at large. It is based on the above background that the study was conducted to assess the Availability of the Resources for teaching and learning Office Technology and Management Courses in Colleges of Education in North eastern Nigeria.

Statement of the Problem

Resources constitute the major strategic factor that fosters excellent academic achievement but, what constitutes the resources in education is determined at the level and the type of education to be provided. Office Technology and Management courses are designed to provide instructions for and about business; that is to equip learners with right skills that will enable them to engage into economics activities in the society. To achieve this laudable objective, resources such as infrastructural facilities and instructional materials and among others are not only important but are expected to be available in the teaching and learning processes.

According to Muhammed and Halilu (2020), observed that it is disturbing to note that Colleges of Education in North Eastern Nigeria seems to be backward, especially in terms of resources required for teaching and learning processes. Some of these Colleges administered Office Technology and Management courses with very few resources, which led to factors such as inefficiency and poor performance of graduates. Secondly, there could be lack of requisite practical skills acquisition among the graduates in Office Technology and Management. If the trend of lack of resources and acquisition of requisite practical skills is not address, it would affect their chance of being employed by employers of labour.

These statements agree with the report of National Educational Research and Development Centre (2018), which confirmed that human and material resources are inadequate in the teaching and learning of Vocational Business Education (OTM inclusive). Similarly, Azih (2018), found that students offering Office Technology and Management courses in Colleges of Education find it difficult to acquire the needed skills and competencies as a result of lack of adequate resources in the Departments. In the same vein, Okolocha and Iheionkhan (2015), also observed that, Office Technology and Management at the various Colleges of Education in Nigeria lack qualified teachers and adequate infrastructural facilities as well as instructional materials.

The role of human and material resources for teaching and learning cannot be over emphasized. It is therefore expected that with available human and material resources, the act of teaching and learning will be made easier with better graduates that will contribute to the National development. However, the unavailability of these resources would produce half-baked graduate who may lack the needed skills to contribute to National development. It was based on that, this study is aimed at Appraisal of Availability of Resources Available for Teaching and Learning Office Technology and Management Courses in Colleges of Education in North eastern, Nigeria.

Aims and Objectives of the Study

The aim of this study is to appraise the availability of resources for teaching and learning Office Technology and Management Courses in Colleges of Education in North Eastern Nigeria. Specifically,

the study intends to find out the available of resources as provided in NCCE Minimum Standard for Colleges of Education in Nigeria. Specific objectives are:-

Determine the availability of resources for teaching and learning Office Technology and Management Courses in Colleges of Education in North Eastern Nigeria.

Research Questions

The following research question was answered in line with the objective of the study:

What is the level of availability of resources for teaching and learning Office Technology and Management Courses in Colleges of Education North Eastern Nigeria?

Research Hypotheses

In line with the specific objectives and research question, hypothesis was formulated to aid the research and tested at 0.05 level of significance.

Ho₁ There is no significant difference between the mean responses of Lecturers and Technologists on availability of resources for teaching and learning Office Technology and Management Courses in Colleges of Education in North Eastern Nigeria.

METHODOLOGY

The design adopted for the study was descriptive survey. Knussan (2014) opined that, descriptive survey design is used when the researcher is interested in collecting opinions of the respondents using questionnaire regarding a given situation or relationship. The design is considered appropriate because it enabled the researcher to understand the social phenomenon from the participants' perspective. The study was carried out in 7 Colleges of Education (3 Federal Colleges of Education and 4 State Colleges of Education), in North Eastern, Nigeria. The North Eastern Nigeria comprises of six states which are Adamawa, Bauch, Borno, Gombe, Yobe, and Taraba States.

The population comprised of all Office Technology and Management lecturers and technologists in Colleges of Education North Eastern Nigeria. The population of the study comprised of 80 respondents, made up of 66 lecturers and 14 technologists which were drawn from Federal and State Colleges of Education in North Eastern Nigeria. Instrument was validated to meet the expectation of measuring what is intend to measure and accurately achieved the purpose for which was designed Wallen & Fraenkel, (2011). To determine the validity of the instrument, the objectives of the study and the questionnaire item was given to one experts in department of Vocational and Technology Education (Business Education), Abubakar Tafawa Balewa University, Bauchi and two experts in department of Office Technology and Management (OTM) in Federal College of Education (Technical), Potiskum. The experts were required to determine the appropriateness, spelling, clarity, adequacy and relevance of the instrument. Their input was incorporated into the final copy.

In order to determine the reliability of the instrument, a pilot study was conducted. The researcher distributed 20 copies of questionnaire to lecturers in Federal College of Education Kano. The choice of the state was because it is outside the area of the study both shared common characteristics with the targeted population. Their responses collected from the pilot were coded and the result was correlated using Cronbach Alpha Method and a reliability coefficient of 0.75 was obtained as suggested by Uzosike (2008) who opined that the average reliability value of a survey instrument should not be less than 0.05.

The research instrument for data collections was structured questionnaire based on the research objectives. The instrument was designed to elicit the ratings mean of respondents on the 5-point Likert-type rating scale as follows: Very much Available (VMA) 5-pts; Much Available (MA) 4-pts; Available (A) 3-pts; Somewhat Available (SWA) 2- pts and Unavailable (UA) 1 pt. The questionnaire was administered to the respondents personally by the researcher with the help of research assistants. The researcher employed the services of seven trained research assistants went through all the institutions and administered Eighty (80) copies of questionnaire to the respondents. The Eighty (80) copies of questionnaires were duly completed and returned. Mean, standard deviation, were used to answer the five research questions were analyzed using weighted mean. A weighted mean of 1.50 and above was considered as an index for Available, while any mean from 0.50 – 1.49 was considered as not available. While for test of hypothesis the value of p-calculated will be compared with the table p-value, such that

when the p-calculated is equal to or greater than the p-critical the null hypothesis was rejected, otherwise it was accepted. The analysis was done using the statistical package for social science (SPSS) version 25.

RESULTS

Research Question: *What is the level of availability of resources for teaching and learning Office Technology and Management Courses in Colleges of Education North Eastern Nigeria?*

Table 1. *Mean Rating of Respondents on the Availability of Resources for teaching and learning Office Technology and Management Courses in Colleges of Education in North Eastern Nigeria. N = 80.*

(a) Human Resources

S/N	ITEMS	\bar{X}	SD	REMARK
1.	Lecturers	2.85	1.360	Available
2.	Technologists	2.96	1.287	Available
3.	Departmental Library assistants	1.55	0.810	Somewhat Available
4.	Attendants for the ICT and Typing Labs	3.06	1.334	Available
5.	Clerical staff	3.09	1.116	Available
6.	Messengers	2.96	1.141	Available
7.	Cleaners	2.80	1.372	Available

(b) Infrastructural Facilities

S/N	ITEMS	\bar{X}	SD	REMARK
8.	Typing Laboratories	3.38	1.072	Available
9.	ICT Laboratories	4.26	0.838	Much Available
10.	Model Offices	3.58	1.329	Much Available
11.	Class rooms	3.33	1.123	Available
12.	Staff Offices	3.50	1.180	Much Available
13.	Departmental Library	1.83	1.003	Somewhat Available

(c) Instructional Materials in Typing Laboratories

S/N	ITEMS	\bar{X}	SD	REMARK
14.	Computers (1:3)	2.83	0.938	Available
15.	Swivel chairs	3.50	1.091	Much Available
16.	Drop desk, or Convertible desk	3.58	1.077	Much Available
17.	Instructor's Table or Desk	3.36	1.082	Much Available
18.	Instructor's chair	3.43	0.978	Much Available
19.	Stapler Machine	3.49	1.125	Much Available
20.	Stapler Remover	3.76	1.070	Much Available
21.	Perforator	3.56	0.966	Much Available
22.	Stop Watch	3.63	1.173	Much Available
23.	Wall clock	3.76	1.046	Much Available
24.	Demonstration stand	3.69	0.936	Much Available
25.	English dictionaries	3.66	0.980	Much Available
26.	Filing Cabinet	3.79	0.990	Much Available

(d) Instructional Materials in ICT Laboratories

S/N	ITEMS	\bar{X}	SD	REMARK
27.	Computers	3.58	1.041	Much Available
28.	Internet Connectivity	3.15	1.020	Available
29.	Network	3.34	0.980	Available
30.	Printers	3.61	1.037	Much Available
31.	Scanners and Printers	4.06	1.048	Much Available
32.	Projector	3.70	1.048	Much Available
33.	Spiral Binding Machine	3.34	1.078	Available
34.	Photocopiers	3.15	0.929	Available
35.	Laminating Machine	2.73	1.222	Available
36.	Air-conditioning systems	3.53	0.842	Much Available
37.	Lecturers' demonstration stand	2.99	1.206	Available
38.	Punch machine	3.00	1.136	Available
39.	File cabinet	3.33	1.077	Available

(d) Instructional Materials in Model Offices

S/N	ITEMS	\bar{X}	SD	REMARK
40.	Executive table and Visitor's chairs	3.18	1.111	Available
41.	Secretary's table and Chairs	3.43	0.965	Available
42.	Computer sets	3.66	0.980	Much Available
43.	Projector and Electronic Board	3.54	1.043	Much Available
44.	Photocopier	3.35	1.104	Available
45.	Spiral Binding Machine	2.51	1.222	Available
46.	Scanner and Printer	2.76	1.022	Available
47.	File trays – in and out	2.83	1.261	Available
48.	Punch machine	2.70	1.107	Available
49.	Shredder and Waste paper basket	2.94	1.060	Available
50.	File cabinets	3.26	1.064	Available
51.	Adding and Listing machine	3.39	0.974	Available
52.	Executive table and Visitor's chairs	3.61	0.948	Much Available
Cluster Mean & SD		3.22	1.08	Available

The data presented in Table 1 indicates response of the respondents on the extent of availability of resources for teaching and learning Office Technology and Management Courses in Colleges of Education in North Eastern Nigeria. The table revealed that 20 of the items had mean scores ranging from 3.50 to 4.49 which were within the boundary limit for Much Available. This implies that these items were considered to be much available in the Department of Office Technology and Management in Colleges of Education in North Eastern Nigeria. However, 26 items had their mean scores from 2.51 to 3.49 which were within the boundary limit for Available. This implies that the availability of 26 items in the departments were to the extent of available and 2 items had a mean scores of respondents ranging from 1.55 to 1.83 which were within the boundary limit for Somewhat available. The 3 items were considered not to be available in the Department of Office Technology and Management. The Cluster Mean of 3.22 is within the boundary limit for availability, therefore, lecturers and technologists agreed that the majority

of the items in Departments of Office Technology and Management in Colleges of Education, North Eastern, and Nigeria were available. The low standard deviations on each of the items agreed to the overall standard deviation which ranges from 0.81 to 1.37 indicated that all the respondents have similar opinions on the level of availability of resources for teaching and learning Office Technology and Management Courses in Colleges of Education in North Eastern Nigeria.

Table 2: Summary of t-test of the Difference between the Mean Responses of Federal and State lecturers and Technologists on availability of Resources for teaching and learning Office Technology and Management Courses in Colleges of Education North Eastern Nigeria.

Respondents	t-value	df	p-value	Decision
OTM Lecturers	0.835	78	0.219	Accepted
OTM Technologists				

The result obtained from independent t-test as shown in Table two revealed that there was no significant difference between lecturers and Technologists in their views on the availability of resources for teaching and learning Office Technology and Management Courses in Colleges of Education in North Eastern Nigeria. This position was confirmed by the outcome of the table which showed that the value of the calculate $t=0.835$ at degree of freedom 78, was greater than the value of $P=0.219$ at 0.05 level of significance. Again, the descriptive mean response of 34.64 and 32.85 for lecturers and technologists' respondents respectively also confirmed no significant difference between them. Therefore, the null hypothesis which stated that there was no significant difference between lecturers and technologists on the availability resources for teaching and learning Office Technology and Management Courses in Colleges of Education in North Eastern Nigeria is hereby rejected.

DISCUSSION OF FINDINGS

The research was carried out to examine the availability of resources for teaching and learning of Office Technology and Management Courses in Colleges of Education in North Eastern, Nigeria. The research question revealed that the resources were at boundary limit of availability for teaching and learning OTM Courses in Colleges of Education in North Eastern, Nigeria. The findings further revealed that there was significant difference between the mean ratings of Federal and State Colleges of Education lecturers and technologists on the availability of resources for teaching and learning of OTM Courses showed that the value of the calculate $t=0.835$ at degree of freedom 78, was greater than the value of $P=0.219$ at 0.05 level of significance This implied that Federal and State Colleges of Education lecturers and technologists differ in their responses regarding the availability of resources for teaching and learning of OTM Courses. Their responses showed that Federal Colleges of Education lecturers and technologists rated the availability of resources higher than the State Colleges of Education lecturers and technologists did. The research also found that there is need for the resources to be in the status of "very much available or much available" to consolidate for breakdown without necessary interrupting lecture/learning or practice.

This finding agrees with Olajuwon (2010) who stated that there are no enough lecturers for the teaching and learning of OTM courses in most of the Colleges of Education in Nigeria. Samuel (2012) asserts that human resources use in OTM department is not enough to meet the minimum requirements of NCCE. This finding is in line with Bongotons and Onyenwe (2010) who affirms that one of the pillars of a successful implementation of effective business teacher education (OTM inclusive) is the availability and adequacy of teaching and learning resources. These resources are in form of human and materials needed to foster skill development and allow for standards and quality in products. In their view, availability of teaching and learning resource implies that they are easily, readily.

CONCLUSION

Based on the findings of the study, it was concluded that the required human and material resources for teaching and learning office technology and management courses are not adequately available, and where they are available, they are under-utilized, while the available human resource are over-utilized. This will however affect the effective delivery of teaching and will have adverse effect on the entire teaching/learning situation. Students are not likely to have clear and maximum understanding of the subject matter being taught since the needed resources to facilitate better understanding and the acquisition of the needed skill are not available and where they are available, they are not properly utilized. This clearly indicates that the OTM would be producing graduates who would not be able to function effectively in the 21st century world of work and who cannot contribute anything meaningful to the development of an economy driven by technological innovativeness.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

- 1) Adequate lecturers should be made available for business education (OTM inclusive) by proprietors of colleges of education in relation to NCCE standards. When the number of lecturers is commensurate with students' size, it will enhance their effectiveness and guarantee their efficiency.
- 2) Adequate infrastructural facilities should be provided for Office Technology and Management Programme by the authorities of college of education as stipulated by the NCCE standards.
- 3) The Federal and State Governments should ensure adequate provision of instructional materials for use by students and teachers to enhance practical lessons. This is to ensure that these materials are adequately provided in the Typing, ICT Laboratories and Model Offices among others.
- 4) Departments offering Office Technology and Management courses should look beyond funds from the proprietors and authorities of Colleges of Education through sponsorship and partnership with industries, non-governmental organizations, philanthropists and international donors for assistance in terms facilities and instructional materials.
- 5) The National Commission for Colleges of Education (NCCE) that is the regulating body of all NCE programmes in Colleges of Education should ensure that all Colleges of Education comply with the required minimum standard before they are accredited and allowed to run NCE programmes.

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