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Assessing Availability And Utilization Of Instructional Facilities For Enhancing Academic Performance Among Business Education Students In Delta State Tertiary Institutions

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ABSTRACT

This study explored how the availability and utilization of instructional facilities influence the academic performance of Business Education students in tertiary institutions across Delta State, Nigeria. Instructional facilities—including classrooms, libraries, laboratories, ICT tools, multimedia resources, and business simulation equipment—are vital in bridging the gap between theory and practice. Yet, many institutions in the state still grapple with shortages, underutilization, and poor maintenance, all of which limit the quality of students' learning experiences. Using a descriptive survey design, the study focused on four institutions: Delta State University, Abraka; University of Delta, Agbor; College of Education, Mosogar; and College of Education, Warri. Out of a population of 983, a sample of 284 students and lecturers was selected through proportionate stratified and simple random sampling. Data were collected with a validated questionnaire and analyzed using both descriptive and inferential statistics. Findings showed that instructional facilities were only moderately available. While business laboratories and textbooks were relatively accessible, ICT tools and multimedia resources remained inadequate. Utilization was also moderate, with students engaging more actively than lecturers, who often lacked training in modern technologies. Statistical analysis revealed significant positive relationships between availability ($r = 0.612$, $p < 0.05$) and utilization ($r = 0.587$, $p < 0.05$) of facilities and students' academic performance. The study concludes that making instructional facilities more accessible and ensuring they are effectively used are key to strengthening learning outcomes. It recommends improved government funding, regular training for lecturers, and fairer distribution of resources to raise the standard of business education in Delta State.

Keywords: Business Education, instructional facilities, students

INTRODUCTION

Instructional facilities play a pivotal role in determining the quality of education delivered in tertiary institutions. In the context of business education, these facilities include classrooms, libraries, computer laboratories, projectors, and specialized software, which collectively enhance the teaching and learning process. Globally, the availability and utilization of instructional facilities have been shown to significantly influence students' academic performance (Adegbite & Adesanya, 2023). Instructional facilities are critical components of any educational system, serving as the bedrock for effective teaching and learning. These facilities include physical resources such as classrooms, libraries, laboratories, projectors, and information and communication technology (ICT) tools. In tertiary institutions, particularly in business education programs, instructional facilities are vital for equipping students with the theoretical knowledge and practical skills necessary for the modern workforce (Osuji & Ajayi, 2023). Globally, institutions in developed countries have adopted innovative strategies to ensure the availability and utilization of instructional facilities. For instance, many universities now leverage cloud computing, virtual learning environments, and artificial intelligence to enhance business education programs. Adopting such practices in Delta State institutions could significantly improve students' learning experiences and outcomes (Smith & Taylor, 2023).

The success of any academic program depends significantly on the quality and quantity of instructional facilities available to students and lecturers. Instructional facilities encompass a wide range of resources, including physical infrastructure, technological tools, and other learning aids that facilitate effective teaching and learning processes. For business education, which combines theoretical and practical learning to prepare students for the competitive business environment, the role of these facilities is particularly critical (Okeke, Alabi, & Eze, 2023).

Utilization pertains to how effectively the available facilities are used to enhance teaching and learning outcomes. While some institutions may have access to state-of-the-art instructional resources, their optimal use often depends on factors such as lecturer competence, institutional policies, and student engagement (Onyejekwe & Ogbuagu, 2023). For instance, a fully equipped computer lab may remain underutilized if lecturers lack the technical know-how to incorporate technology into their teaching or if students are not adequately trained to use these resources. Furthermore, poor maintenance culture, erratic power supply, and limited access to training on using instructional facilities contribute to underutilization in many Nigerian institutions (Akanbi & Lawal, 2022).

Academic performance is a multidimensional concept reflecting students' ability to meet learning objectives, demonstrated through grades, participation, and skill acquisition. In business education, performance extends beyond classroom assessments to include practical competencies in areas such as financial accounting, business management, and entrepreneurship. Research has shown that the availability and effective utilization of instructional facilities positively correlate with students' academic performance (Okon, Bassey, & Udo, 2023). 3).

1.2 Statement of the Problem

The academic performance of business education students in tertiary institutions is significantly influenced by the availability and utilization of instructional facilities. These facilities, which include classrooms, libraries, ICT tools, and business simulation equipment, are essential for bridging the gap between theoretical learning and practical application. Despite the acknowledged importance of these facilities, many tertiary institutions in Delta State struggle with inadequacies in their availability and effective utilization, creating challenges for both students and lecturers.

Research suggests that insufficient instructional facilities can hinder students' ability to engage fully in their coursework, resulting in subpar academic performance and limited skill acquisition (Eke, Omoniyi, & John, 2022). For instance, poorly equipped ICT labs and outdated business software fail to provide students with the hands-on experience needed to thrive in a technologically driven economy. Similarly, underutilization of available facilities due to factors such as inadequate lecturer training, poor maintenance, and inconsistent access further compounds the issue (Onyejekwe & Ogbuagu, 2023). In Delta State, disparities in the availability and utilization of instructional facilities are evident among

tertiary institutions, particularly in business education programs. While some institutions may have access to modern resources, others operate with outdated or insufficient tools, leading to inequalities in educational outcomes. Moreover, even where facilities are available, issues such as erratic power supply, lack of technical support, and overcrowding prevent their optimal use, ultimately affecting students' academic performance.

The interplay between these challenges highlights a critical gap in understanding how the availability and utilization of instructional facilities affect academic performance. Addressing this gap is essential to improving the quality of business education and ensuring that graduates possess the competencies required to meet contemporary industry demands. This study, therefore, seeks to assess the availability and utilization of instructional facilities in tertiary institutions in Delta State and examine their relationship with the academic performance of business education students.

1.3 Purpose of the Study

The main purpose of this study is to assess the availability and utilization of instructional facilities and their impact on the academic performance of business education students in tertiary institutions in Delta State. The specific objectives are to:

I) To determine the availability of instructional facilities in tertiary institutions offering business education in Delta State.
II) To evaluate the extent to which these facilities are utilized by students and lecturers.

1.4 Research Questions

The following research questions were raised to guide the study

i) What are the instructional facilities available for business education in tertiary institutions in Delta State?
ii) To what extent are these facilities utilized by lecturers and students?

1.5 Research Hypotheses

The following hypotheses were formulated:

i) There is no significant relationship between the availability of instructional facilities and the academic performance of business education students in tertiary institutions in Delta State.
ii) There is no significant relationship between the utilization of instructional facilities and the academic performance of business education students in tertiary institutions in Delta State.

Concept of Instructional Facilities

Instructional facilities encompass a broad range of physical and technological resources designed to support effective teaching and learning in educational institutions. These facilities include classrooms, libraries, laboratories, multimedia tools, and Information and Communication Technology (ICT) resources such as computers, projectors, and business simulation software (Okeke, Alabi, & Eze, 2023). The importance of these facilities in fostering a conducive learning environment cannot be overemphasized. For business education, which blends theoretical knowledge with practical skills, well-equipped facilities are crucial for bridging the gap between classroom instruction and real-world applications (Onyejekwe & Ogbuagu, 2023).

The development of instructional facilities has become a priority for educational systems globally, as they directly influence the quality of education delivered (Akanbi & Lawal, 2022). For business education programs, facilities like computer labs with accounting and business management software, library resources, and access to the internet play a critical role in providing students with practical tools for learning (Eke, Omoniyi, & John, 2022).

Instructional facilities are essential resources designed to create an effective learning environment that supports the teaching and learning process. They include physical structures, teaching aids, and technological tools that facilitate the delivery of educational content and practical experiences. According to Nwagwu and Ogwu (2022)**,** instructional facilities encompass classrooms, libraries, laboratories, multimedia tools, projectors, and ICT-based equipment such as computers, smartboards, and internet facilities. In business education, these resources are critical for equipping students with the theoretical and practical skills needed to thrive in the business world.

Availability Of Instructional Facilities

The availability of instructional facilities refers to the presence of necessary educational resources in institutions, such as classrooms, libraries, laboratories, ICT tools, and specialized business education resources. Availability is a prerequisite for effective teaching and learning, as it determines the extent to which both students and lecturers can engage in academic activities (Adeyemi, Adebayo, & Uka, 2023). In Nigeria, there has been a growing concern about the insufficient availability of instructional resources in many tertiary institutions. Adequate classrooms, modern computer labs, and access to updated business education software are often limited due to insufficient funding, poor planning, and governmental neglect (Ogbonna & Okoro, 2022). Delta State is not an exception, where discrepancies exist between well-funded institutions and those facing infrastructural challenges (Nwachukwu & Uche, 2023). Studies have shown that a lack of availability of instructional facilities adversely affects students' learning experiences, reducing their ability to develop necessary skills for the business world (Okon, Bassey, & Udo, 2023). When students do not have access to current business technologies or interactive learning environments, their academic performance may be compromised.

The availability of instructional facilities refers to the extent to which the necessary resources and infrastructure are provided and accessible for use in educational institutions. These resources include physical structures (classrooms, libraries, laboratories), technological tools (computers, projectors, smartboards), and specific equipment necessary for specialized programs such as business education. The availability of instructional facilities is crucial for ensuring that students and educators can effectively carry out their academic and practical activities. In a typical business education program, availability includes not only traditional resources such as textbooks and classrooms but also access to specialized tools like business management software, online databases, accounting software, and other ICT-based platforms (Okeke, Alabi, & Eze, 2023). In the context of tertiary institutions in Delta State, the availability of such resources has been a subject of concern, with reports indicating that many institutions lack up-to-date facilities essential for business education (Ogbonna & Okoro, 2022). The challenge of availability often reflects broader systemic issues such as inadequate funding, poor infrastructure planning, and the inconsistent allocation of resources across institutions (Akanbi & Lawal, 2023).

Utilization of Instructional Facilities

Utilization refers to the effective use of available instructional facilities to enhance teaching and learning. Even if instructional facilities are available, their effectiveness depends on how well they are utilized by both lecturers and students (Okeke, Alabi, & Eze, 2023). For business education programs, effective utilization involves integrating business management software into lessons, conducting practical sessions in well-equipped computer labs, and leveraging multimedia tools to engage students (Eke, Omoniyi, & John, 2022).

However, the utilization of available instructional facilities often faces several challenges. These include inadequate training for lecturers to use modern technologies, lack of awareness among students regarding the full potential of available resources, and underfunding that leads to poor maintenance of equipment (Onyejekwe & Ogbuagu, 2023). Additionally, power supply issues, especially in Nigeria, can severely limit the effective use of ICT tools and other technological resources in the classroom (Akanbi & Lawal, 2022).

Academic Performance and the Role of Instructional Facilities

Academic performance, defined by students' ability to meet learning objectives and demonstrate competency through grades and skill acquisition, is often impacted by the availability and utilization of instructional resources. Research has shown that there is a positive correlation between the quality of instructional facilities and academic performance (Okon, Bassey, & Udo, 2023). In business education, access to up-to-date learning materials and technologies is essential for students to perform well in both theoretical examinations and practical applications.

The impact of instructional facilities on academic performance has been widely documented. For instance, students who have access to well-equipped libraries and computer labs tend to perform better academically, as these facilities provide them with the resources needed for research and hands-on

learning (Adeyemi, Adebayo, & Uka, 2023). Furthermore, the use of multimedia tools and business simulation software enhances student engagement and improves learning outcomes (Eke, Omoniyi, & John, 2022).

Challenges in Availability and Utilization of Instructional Facilities

Several challenges affect the availability and utilization of instructional facilities in tertiary institutions, particularly in Nigeria. One major challenge is inadequate funding, which prevents the acquisition and maintenance of modern instructional resources (Ogbonna & Okoro, 2022). Even when resources are available, their usage is often hindered by poor maintenance, lack of technical support, and insufficient training for both students and lecturers (Adeyemi, Adebayo, & Uka, 2023).

Other challenges include infrastructural decay, lack of access to the internet, and inconsistent power supply. These issues limit the ability of institutions to create an ideal learning environment, reducing the effectiveness of teaching and learning (Akanbi & Lawal, 2022). Furthermore, bureaucratic bottlenecks and political interference often result in delayed or inadequate investments in educational infrastructure, further exacerbating the situation (Okeke, Alabi, & Eze, 2023). The availability and utilization of instructional facilities in tertiary institutions are critical for enhancing students' academic performance. However, numerous challenges undermine their effective provision and use, particularly in developing regions such as Delta State, Nigeria. These challenges can be categorized into institutional, infrastructural, financial, and human resource-related factors. Addressing these issues is essential for improving the quality of education and achieving desired learning outcomes.

RESEARCH METHODOLOGY

This study adopts a descriptive survey design, considered appropriate for investigating opinions, behaviors, and conditions of a large population without manipulating variables (Cresswell, 2020). The population comprises 983 business education students and lecturers across four tertiary institutions in Delta State: Delta State University, Abraka; University of Delta, Agbor; College of Education, Mosogar; and College of Education, Warri. These institutions were selected because they represent both universities and colleges of education, thereby enhancing the generalizability of the findings. Using Taro Yamane's (1967) formula, a sample size of 284 respondents was determined. A proportionate stratified sampling technique was adopted to ensure fair representation of students and lecturers from each institution, after which simple random sampling was used to select individuals.

Data were collected through a structured questionnaire specifically designed for the study. The instrument comprised four sections: demographic information; availability of instructional facilities; utilization of instructional facilities; and the impact of these facilities on students' academic performance, with items measured on a four-point Likert scale ranging from strongly disagree to strongly agree. The instrument's validity was established through expert review by educational researchers, business education specialists from Delta State University, Abraka, and the researcher's supervisor, who ensured alignment with the study's objectives. Reliability was tested using Cronbach's alpha, following a pilot study with 30 respondents (15 students and 15 lecturers) from Ignatius Ajuru University of Education. A coefficient of 0.70 and above was considered acceptable.

For data collection, formal approval was sought from heads of institutions, and questionnaires were administered with the help of trained research assistants. The exercise lasted four weeks, with on-site retrieval of completed questionnaires to ensure a response rate of over 90%. Data were analyzed using both descriptive and inferential statistics. Frequency counts, percentages, means, and standard deviations were used to describe availability and utilization patterns, while Pearson's correlation tested relationships between instructional facilities and academic performance. Regression analysis assessed the predictive influence of facility utilization on performance, and t-tests and ANOVA compared mean scores across demographic variables. All hypotheses were tested at the 0.05 significance level.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Demographic Characteristics of Respondents

The demographic information of the respondents was analyzed to provide insight into the distribution of the participants across the selected institutions. The sample consisted of 284 respondents comprising both students and lecturers from four tertiary institutions in Delta State.

Table 4.1: Distribution of Respondents by Institution

Institution	Students	Lecturers	Total Respondents
Delta State University, Abraka	89	6	95
University of Delta, Agbor	37	6	43
College of Education, Mosogar	72	4	76
College of Education, Warri	64	6	70
Total	**262**	**22**	**284**

Interpretation: The largest proportion of respondents was drawn from Delta State University, Abraka, representing 33.45% of the total sample. The distribution across the institutions reflects the use of proportionate stratified sampling to ensure fair representation.

4.2 Availability of Instructional Facilities

This section addresses the first research question on the extent of availability of instructional facilities in Business Education departments of tertiary institutions.

Table 4.2: Responses on the Availability of Instructional Facilities

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean
Business laboratories are adequately equipped	30	35	25	10	2.85
ICT facilities are accessible to students and lecturers	22	33	30	15	2.62
Sufficient textbooks are available in the Business Education library	28	40	20	12	2.84
Multimedia projectors are available in lecture halls	15	30	35	20	2.40
Instructional tools are regularly updated	10	25	40	25	2.20

Interpretation: The results indicate moderate availability of instructional facilities across the institutions. Business laboratories and textbooks appear more available, while modern ICT tools and updated instructional materials are less accessible. The mean scores range between 2.20 and 2.85, suggesting that the availability of facilities is not optimal for enhancing teaching and learning.

4.3 Utilization of Instructional Facilities

This section responds to the second research question regarding the extent to which instructional facilities are utilized by lecturers and students.

Table 4.3: Responses on the Utilization of Instructional Facilities

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean
ICT tools are regularly used during instruction	25	35	25	15	2.70
Business laboratories are utilized for practical sessions	20	30	30	20	2.50
Multimedia resources are effectively used in lectures	18	30	32	20	2.46
Students access resources for academic projects and assignments	30	40	20	10	2.90
Lecturers are trained to use instructional facilities	15	30	35	20	2.40

Interpretation: The level of utilization is moderate. While students make good use of available resources for assignments, the use of multimedia resources and formal training for lecturers in using instructional technologies is relatively low. The highest mean (2.90) suggests that students utilize facilities more actively than lecturers.

Hypothesis One

H_{01}: There is no significant relationship between the availability of instructional facilities and the academic performance of Business Education students in tertiary institutions in Delta State.

Table 4.7.1: Pearson Correlation Between Availability of Instructional Facilities and Academic Performance

Variables	N	r	p-value	Decision
Availability vs. Academic Performance	284	0.612	0.000	Reject H_0 (Significant)

Interpretation: The result shows a **strong positive correlation (r = 0.612)** between availability of instructional facilities and students' academic performance. Since **p < 0.05**, the null hypothesis is rejected, indicating a statistically significant relationship. This implies that increased availability of instructional facilities is associated with improved academic performance.

Hypothesis Two

H_{02}: There is no significant relationship between the utilization of instructional facilities and the academic performance of Business Education students in tertiary institutions in Delta State.

Table 4.7.2: Pearson Correlation Between Utilization of Instructional Facilities and Academic Performance

Variables	N	r	p-value	Decision
Utilization vs. Academic Performance	284	0.587	0.000	Reject H_0 (Significant)

Interpretation: There is a **moderately strong positive correlation (r = 0.587)** between utilization of instructional facilities and academic performance. The **p-value (0.000) < 0.05**, hence the null hypothesis is rejected. This suggests that proper utilization of facilities contributes significantly to academic success.

Discussion of Findings

The findings of this study provide meaningful insights into the role of instructional facilities in shaping the academic experiences of Business Education students in tertiary institutions in Delta State. The demographic analysis revealed a fair distribution of respondents across the selected institutions, with Delta State University, Abraka, contributing the largest proportion. This reflects the stratified sampling approach employed, which ensured balanced representation of both students and lecturers. Such balanced representation is important for the validity of survey research as it minimizes bias and strengthens generalizability (Creswell & Creswell, 2020).

With regard to the availability of instructional facilities, the study paints a picture of moderate provision across institutions. Business laboratories and textbooks were reported as more available compared to ICT facilities, multimedia projectors, and regularly updated instructional tools. This imbalance suggests that while traditional resources are somewhat catered for, modern and technology-driven facilities remain inadequate. In today's higher education environment, access to ICT facilities and multimedia resources has become indispensable for effective teaching and learning (Aduwa-Ogiegbaen & Iyamu, 2005; Yusuf & Al-Banawi, 2013). The insufficient presence of ICT tools raises concerns about the capacity of Business Education departments to adequately prepare students for a technology-driven world.

Findings on utilization revealed a similar pattern. Students demonstrated relatively high engagement with available resources, particularly in using them for assignments and academic projects, which recorded the highest mean response. Conversely, lecturers appeared less consistent in their use of modern instructional technologies, with limited evidence of regular training to improve their competence in this area. This suggests that while students are eager to maximize what is available, institutional gaps in lecturer preparedness and pedagogical integration may be hindering fuller utilization. As scholars have noted, lecturers' competence and willingness to adopt modern instructional tools significantly influence the extent of utilization (Onasanya, Shehu, Ogunlade, & Adefuye, 2011). The low utilization of multimedia tools is especially concerning, as multimedia has been shown to enhance student engagement and bridge the gap between theory and practice (Mayer, 2014).

The hypotheses tested further underscore the centrality of instructional facilities to academic success. Correlation analysis revealed a strong positive relationship between availability of instructional facilities and students' academic performance. Simply put, when facilities are accessible and adequate, students

perform better. Similarly, utilization of facilities demonstrated a moderately strong positive influence on performance. These findings reinforce existing literature, which consistently emphasizes the direct relationship between instructional resources, their utilization, and academic achievement (Ololube, 2006; Etejere, 2013). This demonstrates that it is not merely the presence of resources that matters but also how effectively they are integrated into the learning process.

Taken together, the findings highlight a dual challenge: first, the need for institutions to address inadequacies in modern instructional facilities, and second, the need to strengthen the capacity of lecturers to fully harness these tools in their teaching. Business Education, by its very nature, requires a blend of theoretical and practical learning, and without adequate and well-utilized facilities, students' preparation for the realities of the professional world may be compromised. As Yusuf (2005) argues, the effective provision and use of instructional facilities are fundamental for equipping students with the skills necessary for global competitiveness.

5.2 CONCLUSION

The findings of this study reinforce the essential role that instructional facilities play in the academic success of Business Education students. When these facilities are adequately provided and effectively utilized, students are more likely to achieve better academic outcomes. The moderate level of availability and utilization observed in this study highlights a serious gap that must be addressed to improve the quality of education delivered in tertiary institutions in Delta State. Furthermore, disparities in the distribution of instructional resources among institutions call for a more equitable allocation of educational infrastructure.

5.3 RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. **Increase Government Funding:** The state and federal governments should significantly improve budgetary allocations to tertiary institutions, specifically targeting the procurement and maintenance of instructional facilities.
2. **Periodic Training for Lecturers:** Institutions should organize regular workshops and training programs to enhance lecturers' competencies in utilizing modern instructional tools, especially ICT-based resources.
3. **Equitable Resource Distribution:** Policymakers should ensure that instructional facilities are fairly distributed across all institutions, regardless of their status or location, to promote standardization in educational quality.

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