INVERGE JOURNAL OF SOCIAL SCIENCES
Volume 2 Issue 3, 2023
https://invergejournals.com/
ISSN: 2959-4359

EFFECT OF INSTRUCTIONAL FACILITIES ON STUDENTS' ACADEMIC ACHIEVEMENT IN BUSINESS STUDIES IN OYO STATE, NIGERIA

HASSAN, Abosede Mariam[1], AYENI, Deborah Olufunke (PhD)[2],

Professor M.O.B Mohammed (PhD)[3]

Affiliations:

[1]Department of Educational Management, Faculty of Education Lagos State University, Ojo.

[2]Department of Educational Management, Faculty of Education Lead City University, Ibadan.

[3]Department of Educational Management, Faculty of Education Lagos State University, Ojo.

The Corresponding Author's Emails:

[1]mariam.hassan@lasu.edu.ng
Orcid number: 0000-0002-7188-6289
[2]ayenideborah56@gmail.com
[3]myuniversity@yahoo.com

Abstract

The goal of this study was to ascertain how instructional facilities in Oyo State affected students' academic progress. There aren't many studies on this topic, according to the literature. The study was influenced by the Theory of Self-Efficacy, Shavelson's Hierarchical Self-Concept Model, and Social Identity Theory. One hypothesis and one research question were created. The research design was a descriptive survey. All Business Studies Teachers (1,269) and Public Upper Basic School students (88,059) were included in the study population. Of these, 109 teachers and 3533 students were sampled using a multi-stage sampling technique. The "Instructional Facilities Questionnaire (α = .816)" and "Business Studies Achievement Test (KR_{20} = .777)" questionnaires were employed. Descriptive and inferential statistical techniques were used to analyse the data. Results revealed that instructional facilities such as visual aids ($\bar{x}$ = 2.042) and typing pool ($\bar{x}$ = 1.791) are rarely available while audio-visual aids is not available ($\bar{x}$ = 1.367). Lastly, there is no significant difference in academic achievement of male and female students in Business studies in Oyo state public upper basic schools (t = 1.016; P> 0.05). It can be concluded that audio-visual aids (β = .088; t = 2.509; P<0.05), visual aids (β = .069; t = 2.206; P<0.05) and typing pool (β = .094; t = 2.842; P<0.05) all have significant relative influence on students' academic achievement in Business studies. It can be argued that students' subpar academic performance at Oyo State's public upper basic schools may be due to a lack of instructional tools such as visual aids, a typing pool, and audio-visual aids, independent of the gender of the students. To improve students' academic performance, it was suggested, among other things, that they should be motivated and given access to instructional tools.

Keywords: Instructional Facilities, Academic Achievement, Business studies, Gender

Introduction

Academic achievement is a behaviour that can be observed or measured in a specific setting by another individual. The quality of the work is another factor. It speaks to how effectively a student is completing his assignments and studying. According to Offem, Arop, and Owan (2019), a student's academic accomplishment is the extent to which they are succeeding in the goals or purposes for which they were enrolled in school.

Academic achievement especially in Business Studies is important for the entrepreneurial success of students in the society. This is particularly important because in recent times, Nigeria as a nation seems to be facing a major issue in the area of unemployment and underemployment. Many tertiary and secondary school graduates seem to be having difficulty in finding their feet in the labor market and world of work. As a result of an increase in unemployment, it, therefore, becomes necessary that students are equipped with knowledge of business which Business Studies as a subject provides (Pasha, Ramzan, & Asif, 2019).

Academic achievement or success is measured by how well students perform in the classes they are enrolled in, which establishes their status within the class and gives them the opportunity to develop their talents, boost their GPAs, and prepare for future academic challenges. Adegoke and Orekelewa (2020) claim that academic achievement encompasses students' aptitude and academic success, is multifaceted, intricately linked to human growth and cognitive, emotional, and social-physical development, reflects the whole child, and spans time and levels, from a student's time in public school to post-secondary years and the workplace.

One of the junior secondary school's prevocational courses is business studies. It is a thorough and useful topic that equips students for managerial positions in the public and commercial sectors of the economy. As part of a high school, college, or university course, it is the study of economics, finance, and management issues. Learning the skills needed to manage their own firms and use technology efficiently are part of business studies. One of the objectives of the business studies course is to prepare students for post-secondary education and the workplace, but Odia (2020) also include learning how to be an informed customer and doing so.

Akpomi, Okiridu, and Chukwu (2022) define business studies as a course designed to give students the skills and information they need to find employment, run their own company affairs, and behave responsibly as customers and citizens in a commercial setting. Because it is a curriculum of instruction that enables teachers to manage, plan, and transmit to pupils the skills that businesses require, business studies is vital for developing, emerging, and developed countries, the argument goes. In accordance with Kayii and Okiridu (2020), business studies give students the relevant and applicable knowledge, skills, attitudes, and values they need to succeed in any situation.

One of the required subjects in junior secondary schools is now business studies. It is a course that introduces students to business concepts and procedures. The course was created to give students a basic understanding of business principles and procedures. Business Studies helps students become more effective and move up the corporate ladder by preparing them for professions in business. Office Practise, Commerce, Bookkeeping, Shorthand, and Typewriting are the five subfields of business studies, according to Abubakar (2020).

However, despite the wide applicability and importance of Business Studies, many students seem not to be finding their feet in the subject as observed in their low academic achievement in the subject. Researchers and educational stakeholders are therefore urged to turn their gaze in this direction of poor academic achievement in Business Studies amongst students because of its far reaching consequences to the students, teachers, school and society as a whole.

A skilled teacher can attain a degree of instructional efficacy that is higher than is possible without the use of instructional facilities, which are those educational materials. There are many different types of educational facilities. Any tools or services that make teaching and learning easier are considered educational

amenities. Additionally to audio, visual, and audio-visual resources like chalkboards, flannel boards, magnetic boards, radio sets, video sets, tapes, slide projectors, slide flip charts, graphics, charts, posters, pictures, photographs, cartoons, graphs, and maps, they also include land, buildings, a playground, a school farm, laboratories, libraries, a meeting room, classrooms, and workshops. Therefore, school facilities are those tangible items that contribute to the efficient running of the educational system. Without them, a number of deficiencies could develop, including poor student performance and ineffective teaching and learning methods, which would eventually have an impact on the region's educational advancement. Kwaji (2018). However, the emphasis of this study was on the typing pool, visual aids, and audiovisual aids.

Audio-Visual aids are teaching aids that appeals to the both the sense of sight (visual) and hearing (audio) in the students during teaching and learning process. Examples include – television, computer, film strips, slides etcetera. Visual aids are teaching aids that appeals to the sense of sight of the students during teaching and learning process. Examples include – charts, pictures, maps, newspapers, magazines etcetera. Typing pool refers to a Business studies laboratory which consists of all type of business studies equipment's that can be used to teach the students outside the classroom. It is allows the students to practice that which they have learnt in the classroom. Examples of facilities found in a typing pool include – typewriter, filing cabinet, perforator, swivel typing chair etcetera.

However, these resources must be accessible and used in order to have an impact on students' academic success. The extent to which instructional facilities are offered and made ready for use is referred to as availability. A broad word that refers to education as a whole is availability of learning environments.

One of the characteristics that has been shown to significantly moderate students' academic achievement, particularly in vocational disciplines like Business Studies, is gender. In 2020, Okereke, Ademiluyi, and Adeagbo. The role of male and female variations in society is referred to as gender. The range of physical, biological, mental, and behavioural markers relating to and distinguishing the feminine and masculine population is known as gender. Scholars, decision-makers, and practitioners have noted socially created disparities between men and women and their considerable effects on their lives, and they appear to concur on this. There is a large gender disparity in academic achievement, according to studies done globally among students studying at various levels argued by Parajuli & Thapa, (2017) and Shahid, Asif, & Pasha, (2022). This research study will therefore examine the influence of gender as a moderating variable.

Statement of the Problem

The researcher noticed that students lacked comprehension in certain areas of business studies, including topics like shorthand, typing, keyboarding, etc. The academic achievement of students in Oyo state is dropping at an alarming rate, despite the critical role that business studies students' academic performance plays in the economic development of a country like Nigeria. It is more challenging for students to learn when teachers do not provide them with the required instructional resources in the classroom. Particularly, low academic performance in business studies renders many subsequently unemployed and unable to make a useful contribution to the country's economic progress. It has been noted that the majority of Oyo state's upper basic schools lack the tools essential to instruct the course, which contributes to the state's high rate of low academic accomplishment. At order to better understand how classroom environments affect students' academic performance, this study will be conducted at public upper basic schools in the state of Oyo.

Aim & Objective of the Study

The purpose of this study was to examine how instructional facilities affected students' academic performance in public upper basic schools in Oyo State while controlling for gender. The purposes were to:

1. Determine the availability level of instructional facilities (audio-visual aids, visual aids, and typing pool) for teaching in Business studies in public upper basic schools in Oyo State.
2. Determine the gender gap in academic achievement of students in Business Studies in public upper basic schools in Oyo State.

Research Questions

1. How accessible are teaching resources (audio-visual aids, visual aids, and a typing pool) for business studies education in public upper basic schools in Oyo State?

Hypotheses

The following null hypotheses were developed and evaluated at a significance level of 0.05:

H0: In public upper basic schools in Oyo State, instructional facilities (audio-visual aids, 00visual aids, and a typing pool) will not significantly affect students' academic performance in Business Studies.

Methodology

A descriptive survey research design was used for this investigation. All students in public upper basic school three (JSS3) and business studies teachers in all public upper basic schools in Oyo State make up the study's target population. Six hundred and twenty-five (625) Public Upper Basic schools are still operating in Oyo State as of the study's completion in 2022. These schools are dispersed among the state's 33 local government areas and its three senatorial districts, Oyo Central, Oyo North, and Oyo South. The sample size for the study was determined using a multi-stage sampling technique that included systematic random and Yamane's sampling procedures. The foundation of systematic sampling, often referred to as interval sampling, is the ordering of the study population and the periodic selection of elements from that ordered list. In order to create an interval (k) of three (3), the list of the thirty-three (33) local government regions (N) is divided by a sample size of eleven (11) as shown below:

$$k = \frac{33}{11} = 3$$

Therefore, the researcher systematically choose a sample number of eleven (11) local government areas across all three senatorial districts based on an interval (k) of every three (3) local government areas starting from the first local government area. The proportionate size sampling technique was used to select 30% of the one hundred and ninety- two (192) public upper basic schools to make a sample size of fifty-seven (57) schools. The purposive sampling technique was used to select 27% of the entire one hundred and thirty (130) male and two hundred and sixty eight (268) female public upper basic school teachers to make a sample size of thirty four (34) male and seventy five (75) female Business Studies teachers making a total of one hundred and nine (109) Business Studies teachers. One self-constructed questionnaires titled: "Instructional Facilities Questionnaire and Business Studies Achievement Test was used to collect data for the study. A Business Studies Achievement Test (BSAT) was used to determine the students' academic

achievement in Business Studies. The first section of the research instrument, section A, sought the demographic data such as gender and age of the students while section B was designed to examine the availability level of instructional facilities (audio-visual aids, visual aids and typing pool) for teaching in Business studies in public upper basic schools in Oyo State. The validity and reliability index of the instruments are high and used by a current and related study. The instruments were administered by the researcher and with the help of three research assistant, for data analysis descriptive and inferential statistical techniques was used.

Results

The results of the current study is as under:

Instrument Response Rate

Table 1

Instrument Response Rate

Instrument	Amount Administered	Amount Returned	Valid Amount	Percentage Rate of Response
Instructional Facilities Questionnaire (IFQ)	109	109	109	100%

Source: Field Survey, 2022

Instructional Facilities Questionnaire (IFQ) was administered on one hundred and nine (109) public upper basic school Business studies teachers. All the one hundred and nine (109) questionnaires were retrieved and valid which gave a response rate of 100%.

Data Presentation

Demographic Data Presentation

Table 2

Frequency Distribution of Public Upper Basic School Students' Demography (n = 1895)

Demographic Data	Frequency (F)	Percentage (%)
Gender		
Male	901	47.5
Female	994	52.5
Total	**1895**	**100**
Age (years)		
Below 13	218	11.5
13-15	1245	65.7
Above 15	432	22.8
Total	**1895**	**100**

Source: Field Survey, 2022

According to the questionnaire that was handed out in the field, Table 2 displays the frequency distribution of public upper basic school level three pupils' demographic information. The data shows that 994 students (52.5% of the total enrolment) are female and 901 students (47.5%) are male. This finding would imply that female pupils in Oyo state's public upper basic schools outnumber their male counterparts. Additionally, it is discovered that 218 (11.5%) of the pupils are under the age of 13, 1245 (65.7%) are between the ages of 13 and 15, and 432 (22.8%) are over the age of 15. According to this finding, the bulk of the pupils are quite young.

Table 3

Frequency Distribution of Business Studies Teachers' Demography (n = 109)

Demographic Data	Frequency (F)	Percentage (%)
Gender		
Male	41	37.6
Female	68	62.4
Total	**109**	**100**
Age (years)		
Below 30	18	16.5
31-40	39	35.8
41-50	48	44.0
51-60	4	3.7
Total	**109**	**100**
Highest Educational Qualifications		
TCI/TCII/NCE	10	9.2
Bachelor's degree	63	57.8
PGDE	22	20.2
Master's degree	14	12.8
Total	**109**	**100**
Years of Educational Experience		
1-5	9	8.3
6-10	20	18.3
11-15	59	54.1
16-20	15	13.8
21-25	6	5.5
Total	**109**	**100**

Source: Field Survey, 2022

Table 3 shows the frequency distribution of public upper basic school Business studies teachers' demography as obtained from the questionnaire distributed during the field. It is revealed from the table that 41 (37.6%) of the teachers are males while 68 (62.4%) are females. This result may suggest that female teachers are more than their male counterparts in the public upper basic schools in Oyo state. Furthermore, it is revealed that 15 (16.5%) of the teachers are below 30 years of age, 39 (35.8%) are within 31-40 years of age, 48 (44.0%) are within 41-50 years of age while 4 (3.7%) are 51-60 years of age. This result suggests

that majority of the teachers are in their mid-age. It is also revealed that 10 (9.2%) of the teachers have TCI/TCII/NCE as their highest educational qualifications, 63 (57.8%) have Bachelor's degree, 22 (20.2%) have PGDE while 14 (12.8%) have master's degree as their highest educational qualification. This result implies that most of the teachers are well educated. Lastly, 9 (8.3%) of the teachers have within 1-5 years of teaching experience, 20 (18.3%) have 6-10 years of teaching experience, 59 (54.1%) have 11-15 years of teaching experience, 15 (13.8%) have 16-20 years of experience while 6 (5.5%) have 21-25 years of teaching experience. This result implies that majority of the teachers have above 6 years of teaching experience which is quite good.

Research Question 1

What is the availability level of instructional facilities (audio-visual aids, visual aids and typing pool) for teaching in Business studies in public upper basic schools in Oyo State?

Table 4

Availability level of Audio-Visual Aids for teaching Business studies (n = 109)

S/N	Items	HA	MA	RA	NA	Mean ($\bar{x}$)	Std. Dev.	Decision
1	Interactive boards for Business Studies instruction	2 (1.8%)	3 (2.8%)	29 (26.6%)	75 (68.8%)	1.376	.45	Not Available
2	Computer assisted instruction for teaching Business Studies	2 (1.8%)	6 (5.5%)	23 (21.1%)	78 (71.6%)	1.376	.45	Not Available
3	Tape recorder for teaching Business Studies	2(1.8%)	10 (9.2%)	24 (22.0%)	73 (67.0%)	1.459	.47	Not Available
4	Television sets for teaching students Business Studies lesson	1 (0.9%)	6 (5.5%)	23 (21.1%)	79 (72.5%)	1.349	.45	Not Available
5	Overhead projector to instruct students in Business Studies lesson	1(0.9%)	7 (6.4%)	21 (19.3%)	80 (73.4%)	1.349	.44	Not Available
6	Film projector/film strips for teaching students Business Studies lessons	1 (0.9%)	4 (3.7%)	21 (19.3%)	83 (76.1%)	1.294	.43	Not Available

Criterion Mean = 2.500; Weighted Mean = 1.367; SD = .45; Overall Decision = Not Available

Source: Field Survey, 2022

Rating Scale used: Highly Available (HA) = 4, Moderately Available (MA) = 3, Rarely Available (RA) = 2, Not Available (NA) = 1. Std. Dev. = Standard Deviation

Mean Threshold: 0.000-1.499 = Not Available; 1.500-2.499 = Rarely Available (Low); 2.500-3.499 = Moderately Available (Moderate) and 3.500 to 4.000 = Highly Available (High)

Table 4 presents the availability level of audio-visual aids for teaching in Business studies in public upper basic schools in Oyo State. Audio-visual aids are those teaching aids or instructional facilities that appeal to both the sense of hearing and sight of the students during the teaching and learning process in the Business studies classroom. Examples include – computer assisted instruction, interactive boards, tape

recorders, television set, film and overhead projectors as shown in the table above. The criterion mean was set at 2.500. The rating scale of Not Available (1) to Highly Available (4) was used. Six (6) items were used to ascertain the availability level of audio-visual aids for the teaching of Business studies as perceived by the Business studies teachers. All the six items were rated 'not available' as their means were within 0.000-1.499. The weighted mean (SD) of **1.367 (.45)** confirms generally that audio-visual aids for the teaching of Business studies in Oyo State public upper basic schools is not available. This results suggest that instructional facilities such as audio-visual aids for the teaching of Business studies are lacking in most public upper basic schools in Oyo state. This means that the teaching of Business studies in the schools is only done with the traditional talk and chalk method as it is void with the use of audio-visual aids facilities to stimulate the students' interest in learning the subject.

Table 5

Availability level of Visual Aids for teaching Business studies (n = 109)

S/N	Items	HA	MA	RA	NA	Mean ($\bar{x}$)	Std. Dev.	Decision
1	Charts and maps relating to various topics in Business studies	10 (9.2%)	24 (22.0%)	43 (39.4%)	32 (29.4%)	2.110	.57	Rarely Available
2	Posters and cartoons relating to various topics in Business studies	3 (2.8%)	17 (15.6%)	53 (48.6%)	36 (33.0%)	1.881	.53	Rarely Available
3	Whiteboards for clearer teaching of Business studies	12 (11.0%)	21 (19.3%)	47 (43.1%)	29 (26.6%)	2.147	.58	Rarely Available
4	Magazines and Newspapers articles on business focus	6 (5.5%)	11 (10.1%)	61 (56.0%)	31 (28.4%)	1.927	.54	Rarely Available
5	Shorthand dictionary for reference purposes in business studies	14 (12.8%)	22 (20.2%)	39 (35.8%)	34 (31.2%)	2.147	.57	Rarely Available
Criterion Mean = 2.500; Weighted Mean = 2.042; SD = .56; Overall Decision = Rarely Available								

Source: Field Survey, 2022

Rating Scale used: Highly Available (HA) = 4, Moderately Available (MA) = 3, Rarely Available (RA) = 2, Not Available (NA) = 1. Std. Dev. = Standard Deviation;

Mean Threshold: 0.000-1.499 = Not Available; 1.500-2.499 = Rarely Available (Low); 2.500-3.499 = Moderately Available (Moderate) and 3.500 to 4.000 = Highly Available (High)

The availability of visual aids for teaching business courses in public upper basic schools in Oyo State is shown in Table 5. When teaching and learning take place in a business studies classroom, visual aids are those tools or resources that appeal to the students' sense of sight. Examples include – posters, cartoons, maps, charts, newspapers, magazines, whiteboards and shorthand dictionary as shown in the table above. The criterion mean was set at 2.500. The rating scale of Not Available (1) to Highly Available (4) was used. Five (5) items were used to ascertain the availability level of visual aids for the teaching of Business studies as perceived by the Business studies teachers. All the five items were rated 'rarely available' as their means were within 1.500-2.499. The weighted mean (SD) of **2.042 (.56)** confirms generally that visual aids for the teaching of Business studies in Oyo State public upper basic schools is rarely available. This results suggest

that instructional facilities such as visual aids for the teaching of Business studies are rarely available in most public upper basic schools in Oyo state. This means that the teaching of Business studies in the schools is only done with the traditional talk and chalk method as it is void with the use of visual aids facilities to stimulate the students' interest in learning the subject.

Table 6

Availability level of Typing Pool for teaching Business studies (n = 109)

S/N	Items	HA	MA	RA	NA	Mean ($\bar{x}$)	Std. Dev.	Decision
1	Manual typewriters for teaching business studies	8 (7.3%)	9 (8.3%)	54 (49.5%)	38 (34.9%)	1.881	.54	Rarely Available
2	Electronic typewriters for practice in business studies	3 (2.8%)	6 (5.5%)	69 (63.3%)	31 (28.4%)	1.826	.53	Rarely Available
3	Dictating Machines for teaching business studies	2 (1.8%)	3 (2.8%)	53 (48.6%)	51 (46.8%)	1.596	.48	Rarely Available
4	Teachers' Demonstration stand for teaching business studies	4 (3.7%)	6 (5.5%)	55 (50.5%)	44 (40.3%)	1.725	.50	Rarely Available
5	Punching machine for practice in business studies	5 (4.6%)	6 (5.5%)	52 (47.7%)	46 (42.2%)	1.725	.50	Rarely Available
6	File cabinet for reference purpose in business studies	1 (0.9%)	2 (1.8%)	67 (61.5%)	39 (35.8%)	1.679	.50	Rarely Available
7	Swivel typing chairs for learning in business studies	-	4 (3.7%)	58 (53.2%)	47 (43.1%)	1.606	.49	Rarely Available
8	Ink duplicating machine for practical purposes in business studies	1 (0.9%)	5 (4.6%)	54 (49.5%)	49 (45.0%)	1.615	.51	Rarely Available
9	Shorthand pen/notebook for learning shorthand in business studies	5 (4.6%)	11 (10.1%)	52 (47.7%)	41 (37.6%)	1.817	.53	Rarely Available
10	Photocopying machine for demonstration purposes in business studies	3 (2.8%)	7 (6.4%)	56 (51.4%)	43 (39.4%)	1.725	.51	Rarely Available
11	Perforating machine for teaching business studies	6 (5.5%)	12 (11.0%)	69 (63.3%)	22 (20.2%)	2.018	.57	Rarely Available
12	Guillotine for teaching business studies	7 (6.4%)	10 (9.2%)	51 (46.8%)	41 (37.6%)	1.844	.53	Rarely Available
13	Alarm clock/stop watch for reference purposes in business studies	5 (4.6%)	11 (10.1%)	65 (59.6%)	28 (25.7%)	1.936	.56	Rarely Available
14	Telephone Message pad for learning business studies	4 (3.7%)	7 (6.4%)	51 (46.8%)	47 (43.1%)	1.706	.53	Rarely Available
15	Single/Double hole punch for learning business studies	3 (2.8%)	8 (7.3%)	54 (49.5%)	44 (40.4%)	1.725	.53	Rarely Available
16	Stapling machine for demonstration purposes in business studies	8 (7.3%)	32 (29.4%)	48 (44.0%)	21 (19.3%)	2.248	.59	Rarely Available
17	Adding/listing machine for teaching business studies	-	3 (2.8%)	23 (21.1%)	83 (76.1%)	1.266	.45	Not Available
18	Calculator for teaching/learning business studies	13 (11.9%)	29 (26.6%)	44 (40.4%)	23 (21.1%)	2.294	.59	Rarely Available

Criterion Mean = 2.500; Weighted Mean = 1.791; SD = .52; Overall Decision = Rarely Available

Source: Field Survey, 2022

Rating Scale used: Highly Available (HA) = 4, Moderately Available (MA) = 3, Rarely Available (RA) = 2, Not Available (NA) = 1. Std. Dev. = Standard Deviation;

Mean Threshold: 0.000-1.499 = Not Available; 1.500-2.499 = Rarely Available (Low); 2.500-3.499 = Moderately Available (Moderate) and 3.500 to 4.000 = Highly Available (High)

Table 6 presents the availability level of typing pool for teaching in Business studies in public upper basic schools in Oyo State. Typing pool functions like the Business studies laboratory where students are able to learn the practical aspect of the subject. It consists of several equipment such as swivel typing chairs, manual and electronic typewriters, adding/listing machine, punching machine, filing cabinets, perforating machine, photocopying machine and so on and forth. The criterion mean was set at 2.500. The rating scale of Not Available (1) to Highly Available (4) was used. Eighteen (18) items were used to ascertain the availability level of typing pool for the teaching of Business studies as perceived by the Business studies teachers. Seventeen (17) of the items were rated 'rarely available' as their means were within 1.500-2.499. However, one of the item was rated 'not available' as the mean was within 0.000-1.499. The weighted mean (SD) of **1.791 (.52)** confirms generally that typing pool for the teaching of Business studies in Oyo State public upper basic schools is rarely available. This results suggest that instructional facilities such as typing pool for the teaching of Business studies are rarely available in most public upper basic schools in Oyo state. This means that the teaching of Business studies in the schools is mostly done theoretically using the lecture method which involves talk and chalk method, however, the equipment for the practical aspect of the subject is rarely available. In answer to research question three, instructional facilities such as visual aids and typing pool for the teaching of Business studies are rarely available while audio-visual aids are not available for the teaching of Business studies in public upper basic schools in Oyo state.

Hypotheses

H_1: There will be no significant relative influence of instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State.

Table 7

Coefficients of Multiple Regression for the relative influence of instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business studies in public upper basic schools in Oyo State.

Coefficients						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	Std. Error	**Beta**		
1	(Constant)	24.209	1.756		12.164	.000
	Audio-visual aids	.128	.049	.088	2.509	.016*
	Visual aids	.100	.043	.069	2.206	.025*
	Typing pool	.141	.045	.094	2.842	.012*

Dependent Variable: Students' Academic Achievement in Business Studies

*β coefficients significant at 0.05 level of significance (P<0.05); **Source:** Field Survey, 2022

Table 7 shows that all the indices have individual or significant relative influence on students' academic achievement in Business studies, this implies that audio-visual aids (β = .088; t = 2.509; P<0.05), visual aids (β = .069; t = 2.206; P<0.05) and typing pool (β = .094; t = 2.842; P<0.05) all have significant relative influence on students' academic achievement in Business studies. This implies that they may be the cause of the significance observed in the model. On the basis of the significant values, typing pool (sig. = .012) contributed more to students' academic achievement in Business studies followed by audio-visual aids (sig. = .016) and visual aids (sig. = .025) in that order. Lastly, the positive values of B for all the significant contributors suggests that as they decrease, the academic achievement of the students' in Business studies also decreases and vice versa.

Conclusion

The results of this survey showed that business studies students had a low level of academic accomplishment. It also showed that educational resources like a typing pool and visual aids are infrequently offered while audio-visual aids are not. Additionally, it was discovered that classroom environments significantly affect students' academic success in Business studies at public upper basic schools in Oyo State. Additionally, the use of visual aids, audio-visual aids, and the typing pool all significantly affect students' academic success in business studies.

Finally, it was discovered that there is no appreciable difference between male and female students' academic achievement in Business studies at Oyo state public upper basic schools. Based on the aforementioned findings, it can be deduced that the lack of instructional resources, such as a typing pool, visual aids, and audio-visual aids, may be the cause of the students' low (poor) academic performance in public upper basic schools in the state of Oyo. Further evidence supports the conclusion that instructional facilities, independent of students' gender, have an impact on their academic success in Business studies at public upper basic schools in Oyo State.

Recommendations

Recommendations of the current research study were made on the basis of the findings are as follows:

1. In order to raise students' academic progress, orientations should be conducted on a regular basis for students.
2. In order to effectively teach business studies, the government and other educational stakeholders should make sure that public upper basic schools have the necessary instructional facilities, such as a typing pool, visual and audio-visual aids. These tools can encourage learning and also help the students to have practical knowledge of the subject.
3. Because instructional facilities have a similar impact on both genders' academic progress, male and female students should be treated equally in all respects.

References

Abubakar, S. (2020). Influence of Parental Motivation on Students' Academic Performance in Business Studies in Upper Basic schools in Kaduna State, Nigeria. *Sustainable Environmental Research. 19*(1), 85-96. https://doi.org/10.35386/ser.v19i1.245.

Adegoke,O. S., & Orekelewa, O. C. (2020). Indiscipline Model and Academic Achievement of Secondary School Students in Ibadan: Implication for Educational Foundation in Nigeria. *International Journal of Research and Innovation in Social Science. 4*(8), 450-460. (IJRISS). ISSN 2454-6186

Akpomi, M., Okiridu, O., & Chukwu, C. (2022). Teachers' Classroom Management Tools and Academic Performance of Business Studies Students in Secondary Schools in Port Harcourt Metropolis. *International Journal of Contemporary Academic Research. 3*(2), 74-87. ISSN: 2782-8476.

Kayii, N. E., & Okiridu, O. S. F. (2020). Teachers Perception towards the Integration of Soft Skills in Teaching Business Studies in Secondary Schools in Rivers State. *Vocational and Technology Education Journal (VOTEJ), 2*(1), 39-48. ISSN: 2651-6306.

Kwaji, T. (2018). Planning, Allocative and Administrative Efficiency of School Facilities Management as Correlates of Academic Performance of Senior Secondary School Students in Adamawa State. Nigeria. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal). 1*(3), 114-125. e-ISSN: 2615-3076(Online) p-ISSN: 2615-1715(Print).

Odia, H. A. (2020). Comparative Assessment of Students' Academic Performance in Business Studies Examinations in Urban and Rural Secondary Schools in Edo State. *International Journal of Business and Management Research. 1*(1), 131-142. https://ijbmr.net.

Offem, O. O., Arop, F. O., & Owan, V. J. (2019). Students' Perception towards Management of Discipline and their Academic Performance in Cross River State. *Global Journal of Academic Research (GJAR). 3*(1), 34-40. https://ssrn.com/abstract=3394442

Okereke, E. C., Ademiluyi, L. F., & Adeagbo, S. (2020). Effects of Peer-Tutoring Teaching Strategy on the Academic Achievement of Business Studies Students in Oyo State, KWASU. *Journal of the Business of Education (JTBE). 3*(1), 112-124. https://www.kwasujtbe.com.ng.

Parajuli, M., & Thapa, A., (2017). Gender Differences in the Academic Performance of Students. *Journal of Development and Social Engineering. 3*(1), 2017, 39-47. ISSN: 2382-5332.

Pasha, M. A., Ramzan, M., & Asif, M. (2019). Impact of Economic Value Added Dynamics on Stock Prices Fact or Fallacy: New Evidence from Nested Panel Analysis. *Global Social Sciences Review*, *4*(3), 135-147.

Shahid, N., Asif, M., & Pasha, D. A. (2022). Effect of Internet Addiction on School Going Children. *Inverge Journal of Social Sciences*, *1*(1), 13–55. https://doi.org/10.1022/ijss.v1i1.3