



## **AVAILABILITY AND ADEQUACY OF INSTRUCTIONAL MATERIALS FOR TEACHING OFFICE SKILLS IN BUSINESS STUDIES AT THE SECONDARY SCHOOL LEVEL IN DELTA STATE, NIGERIA**

**<sup>1</sup>Dr (Mrs) Ann Nwanbi Kaizer**

Ofie Secondary School,  
Owa-Ofie, Agbor, Delta State  
[annkaizer@yahoo.com](mailto:annkaizer@yahoo.com)

**<sup>2</sup>Prof. (Mrs) B.E. Okoli**

Department of Business Education,  
Faculty of Education,  
Ebonyi State University, Abakaliki  
[okolibene@gmail.com](mailto:okolibene@gmail.com)

### **Abstract**

*The study examined the availability and adequacy of instructional materials for teaching office skills in business studies at the secondary school level in Delta State. A survey research design was adopted for the study. Five hundred and ninety-five Business studies teachers in secondary schools in Delta State made up the population for the study. Using the stratified random sampling technique, 119 Business studies teachers were sampled for the study. Two research questions and two hypotheses guided the study. A checklist titled: "Availability and Adequacy of Instructional Materials for Teaching Office Skills (AAIMTOS)" was used for data collection. Data collected were analyzed using frequency and simple percentages to answer the research questions and z-test statistics for testing the hypotheses at 0.05 level of significance. The result of the findings revealed that eight out of the ten identified instructional materials were neither available nor adequate for the teaching of office skills in business studies at the secondary school's level in Delta State. Based on the findings, the study recommended that, the government, school administrators and other stakeholders in secondary education should make provision for adequate instructional materials for teaching office skills in business studies in secondary schools in Delta State.*

**Keywords:** Availability, Adequacy, Teaching, Instructional materials, Office skills

### **Introduction**

The teaching of office skills provides the learner with the knowledge, attitude and understanding to function effectively in business organizations. It creates in the learner the competency, willingness and ability to seek out employment opportunities (Ikegwuani, 2015). This shows that teaching office skills is a means of acquiring the knowledge of office activities. The process of teaching office skills enables students to acquire the knowledge, understanding and the ability to use the different office machines. The teaching of office skills also stimulates the interest of the learners in taking advantage of opportunities available to them in the business world. For the teaching and learning of office skills to be effective, it requires the use of instructional materials.



Instructional materials are tools for supporting teaching and learning. They are facilities used by the teacher to aid teaching. It helps the teacher in disseminating information to the students. Instructional materials enable the learner to get better understanding of the lesson. According to Janovsky (2013), instructional materials are resources designed to assist the teacher to transmit knowledge to the students. Iyunade (2014), noted that instructional materials facilitate teaching and learning, and directs teaching activities towards achieving set objectives. He further stated that learning is more interesting when instructional materials are utilized in instruction delivery. Hence, instructional materials are often employed in teaching office skills as it enables the teacher to demonstrate the skills in practical terms. The use of instructional materials in teaching and learning is indispensable in capturing the interest of the learners. It also enables the students to familiarize themselves with the facilities/equipment needed to perform office jobs effectively. The instructional materials in the classroom are used to teach the students the skills of handling the various machines and they are of great importance as it gives students first hand information on how to use the machines. Kemenanaebi (2017) posited that the usefulness of instructional materials lie in their potential to facilitate students' learning. A study by Onyesom and Okolocha (2013) revealed that the decline in students' achievement in learning is to a large extent connected to the poor instructional materials available for teaching and learning. This implies that the use of instructional materials in teaching and learning is an important aspect of resources input. Asogwa, Onu and Egbo (2013), added that the use of instructional materials facilitates the achievement of the objectives of teaching and learning. Therefore, instructional materials are required to be available in adequate quantity and quality at the teachers' disposal.

Availability is a condition whereby something is accessible or reachable. Availability according to Hornby (2010) is a thing that can be obtained for use that is, something one can lay hands on or that which one can get. When it becomes possible for a teacher to lay hands on instructional materials needed to back up instructional delivery, then, it is said to be available. Availability in this sense, therefore, means that the facilities that are required for teaching office skills in business studies at the secondary school's level in Delta State can conveniently be reached by the teachers. Availability of instructional materials results in getting the actual facilities required in teaching. It enables the learners to see, feel and touch the objects involved in the learning process. Availability of instructional materials increases the learner's chances of grasping the ideas, concepts and facts, thereby stimulating them to learn more. According to Mba in Iyunade (2014), the sight of the instructional materials will attract the attention and the interest of the learners and make them inquisitive to find out the purpose for which the instructional materials are made available.

Unfortunately, Kulo and Agbogo (2016) posited that the required instructional materials for teaching skilled subjects are unavailable in most secondary schools in Nigerian, Delta State inclusive. Enyekit and Enyekit (2015) observed that the instructional materials and equipment needed to impart the right skills and knowledge to the students are inadequate in most schools in Nigeria. Similarly, Okafor (2011) noted that ICT facilities are absent in most secondary schools in Imo State.

Adequacy means something that is satisfactory in terms of meeting its expectations and demands. Adequacy as defined by Hornby (2010) is something that is considered satisfactory in quantity and quality wise. When the instructional materials needed for teaching a particular subject can measure up to the expectations of the students in terms of quantity and quality, it is said to be adequate. In other words, the number of learners compared to the instructional materials available to them, determines the adequacy of the instructional materials. When the number or quantity of instructional materials available cannot equate the number of students it is meant to serve, it is said to be inadequate. Adequacy in this study



means when the instructional materials available for teaching office skills are available in enough quantity and quality when compared to the students' population. The instructional materials needed for the teaching of office skills should be available in enough quantity and able to give the value for which it is meant for in order to achieve the goals of office skills education.

Acquisition of skills requires adequate instructional materials for effective teaching and learning because students will be actively involved in the activities as the process makes them to interact with the learning materials. However, Aliyu (2014) noted that there was a short fall in the available instructional materials for teaching and learning in Nigerian secondary schools. Okoli and Okorie (2015) stated that the facilities for teaching business studies are inadequate in secondary schools in Ebonyi State. According to Nwankwo, Nwogbo, Okorji and Egboka (2015), the efforts put into teaching by the teacher may be meaningless in achieving the objectives of education, if facilities are not adequately available to them. To ensure the effective teaching and learning of office skills, there should be adequate provision of instructional materials. Therefore, students should be taught using the relevant functional instructional materials (office machines) in the classroom to prepare them for the world of work.

### **Statement of the Problem**

Secondary schools may lack facilities, equipment and instructional materials for teaching office skills. Ogbu (2017) remarked that educational facilities and instructional materials were poorly provided by government and private sectors players towards the development of secondary schools. The relevant instructional materials for teaching office skills in business studies as prescribed by the new secondary school's curriculum such as computer, slide projector, accounting machine, addressing machine, calculating machine, fax machine, recording machine, letter-opening machine, punch-card/perforating machine, spiral binding machine, laminating machine, amongst others, may not be readily available in schools. Kulo and Agbogo (2016) posited that the required instructional materials for teaching skilled subjects were unavailable in most secondary schools in Nigeria. This situation holds true for skilled subjects in secondary schools in Delta State. There is therefore the need to ascertain the availability and adequacy of instructional materials for teaching office skills in secondary schools in Delta State.

### **Research Questions**

The following research questions guided the study:

1. What are the instructional materials available for teaching office skills in secondary schools in Delta State?
2. How adequate are the available instructional materials for teaching office skills in secondary schools in Delta State?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of Business studies teachers in urban and rural secondary schools on the availability of instructional materials for the teaching of office skills in secondary schools in Delta State.
2. There is no significant difference in the mean responses of Business studies teachers in urban and rural secondary schools on the adequacy of the available instructional materials for the teaching of office skills in secondary schools in Delta State.



## Methods

This study is a survey research design. The study was carried out in public secondary schools in Delta State. The study population comprised of 595 Business studies teachers in both senior and junior secondary schools in Delta State. Using stratified random sampling technique based on urban and rural secondary schools in Delta State, a sample size of 119 business studies teachers was obtained representing 20% of the study population. The data for the study were collected using a Checklist titled: "Availability and Adequacy of Instructional Materials for Teaching Office Skills (AAIMTOS)". The checklist was made up of two clusters (cluster A and B). Cluster A ascertained the instructional materials available for the teaching of office skills in secondary schools in Delta State, with a rating scale of Available (A) and Not Available (NA). Cluster B determined the adequacy of the available instructional materials for the teaching of office skills in secondary schools in Delta State, with a rating scale of Adequate and Not Adequate. The researchers with the help of three research assistants, who were briefed on the purpose of the study and methods of administration of the instrument, distributed the checklist to the respondents.

A total of 119 copies of the checklist were distributed to the respondents and 112 were retrieved, representing 94.1% rate of return. Data collected were analyzed using frequency and simple percentages to answer the research questions, while z-test statistics were used to test the hypotheses at 0.05 level of significance. A benchmark was preset at 50% thus, any item with 49% and below was regarded as "not available" and "not adequate", while items with 50% and above were considered as "available" and "adequate". The null hypotheses of no significance difference were accepted when the z-calculated value (z-cal.) was greater than the z-table value (z-crit.). On the other hand, the null hypotheses were rejected when the z-calculated value was less than the z-table value.

## Results

### Research question one

What are the instructional materials available for teaching office skills in business studies in secondary schools in Delta State?

**Table 1: Frequency and Percentage Distribution of Availability of Instructional Materials for the Teaching of Office skills in Secondary Schools in Delta State**

SN	Item Statements	Available		Not Available		Rmks
		Freq	%	Freq	%	
1	Computer.	54	48.2	58	51.8	NA
2	Computer printer.	50	44.6	62	55.4	NA
3	Accounting machine.	41	36.6	71	63.4	NA
4	Recording machine.	49	43.8	63	56.3	NA
5	Perforating machine.	81	72.3	31	27.7	A
6	Fax machine.	14	12.5	98	87.5	NA
7	Spiral binding machine.	59	52.7	53	47.3	A
8	Laminating machine.	50	44.6	62	55.4	NA
9	Shredding machine.	42	37.5	70	62.5	NA
10	Addressing machine.	49	43.8	63	56.3	NA



11	Guillotine machine.	53	46.1	59	53.9	NA
12	Calculating machine.	60	52.9	52	47.1	A
13	Photocopying machine	53	46.1	59	53.9	NA
14	Overhead projector	42	37.5	70	62.5	NA
15	Scanning machine	54	48.2	58	51.8	NA

Note: n = 112, A = Available; NA = Not Available; Benchmark = 50%

Table 1 reveals that the percentage ratings of the availability of perforating machine, spiral binding machine and calculating machine were 72.3, 52.7 and 52.9 respectively. The percentage ratings of the three instructional materials were above the benchmark of 50% which indicates that the three are available for teaching office skills in secondary schools in Delta State. On the other hand, the percentage ratings of computer, computer printer, accounting machine, recording machine, fax machine, laminating machine, shredding machine, addressing machine, guillotine machine, photocopying machine, overhead projector and scanning machine range from (12.5% to 48.2%) were all less than the benchmark of 50%. This implied that these instructional materials were not available for teaching office skills in secondary schools in Delta State.

#### Research Question Two

How adequate are the available instructional materials for teaching office skills in secondary schools in Delta State?

**Table 2: Frequency and Percentage Distribution of Adequacy of Instructional Materials for the Teaching of Office skills in Secondary Schools in Delta State**

SN	Item Statements	Adequate		Not Adequate		Rmk
		Freq	%	Freq	%	
1	Computer.	42	37.5	70	62.5	NA
2	Computer printer.	47	42.0	65	58.0	NA
3	Accounting machine.	41	36.6	71	63.4	NA
4	Recording machine.	52	46.6	60	53.6	NA
5	Perforating machine.	53	47.3	59	52.7	NA
6	Fax machine.	18	16.1	94	83.9	NA
7	Spiral binding machine.	65	58.0	47	42.0	A
8	Laminating machine.	52	46.4	60	53.6	NA
9	Shredding machine.	45	40.2	67	59.8	NA
10	Addressing machine.	50	44.6	62	55.4	NA
11	Guillotine machine.	47	42.0	65	58.0	NA
12	Calculating machine.	42	37.5	70	62.5	NA
13	Photocopying machine	52	46.4	60	53.6	NA
14	Overhead projector	53	47.3	59	52.7	NA
15	Scanning machine	18	16.1	94	83.9	NA

Note: n = 112, A = Adequate; NA = Not Adequate; Benchmark = 50%

Table 2 reveals that the percentage rating of the adequacy of spiral binding machine was 58% which is above the benchmark of 50% indicating that spiral binding machines for teaching office skills are adequate in secondary schools in Delta State. On the other hand, the



percentage ratings of the computer, computer printer, accounting machine, recording machine, perforating machine, fax machine, laminating machine, shredding machine, addressing machine, guillotine machine, calculating machine, photocopying machine, overhead projector and scanning machine range from (16.1% to 37.5%) were all less than the benchmark of 50% which indicated that these instructional materials for teaching office skills were not adequate in secondary schools in Delta State.

### Hypothesis one

There is no significant difference in the mean responses of Business studies teachers in urban and rural secondary schools on the availability of instructional materials for the teaching of office skills in secondary schools in Delta State.

**Table 3: z-test Statistics of the Mean Ratings of the Responses of Business Studies Teachers in Urban and Rural Secondary Schools on the Availability of Instructional Materials for the Teaching of Office skills in Secondary Schools in Delta State**

SN	Item Statements	$\bar{X}$	SD	$\bar{X}$	SD	Sig. p-value	Rmk
1	Computer.	0.66	0.47	0.23	0.42	0.00	S*
2	Computer printer	0.60	0.45	0.16	0.24	0.00	S*
3	Accounting machine.	0.61	0.49	0.02	0.14	0.00	S*
4	Recording machine.	0.55	0.50	0.27	0.45	0.02	S*
5	Perforating machine.	0.75	0.43	0.68	0.47	0.39	NS
6	Fax machine.	0.10	0.40	0.12	0.14	0.30	NS
7	Spiral binding machine.	0.63	0.48	0.31	0.47	0.01	S*
8	Laminating machine.	0.47	0.45	0.48	0.47	0.50	NS
9	Shredding machine.	0.49	0.50	0.21	0.41	0.00	S*
10	Addressing machine.	0.60	0.45	0.16	0.24	0.00	S*
11	Guillotine machine.	0.47	0.50	0.51	0.50	0.72	NS*
12	Calculating machine.	0.66	0.47	0.23	0.42	0.00	S*
13	Photocopying machine	0.63	0.48	0.31	0.47	0.01	S*
14	Overhead projector	0.55	0.50	0.27	0.45	0.02	S*
15	Scanning machine	0.49	0.50	0.21	0.41	0.00	S*

**Note:** Level of Sig. = 0.05; NS = Not Significant; S\* = Significant, Urban (n=65), Rural (n=47)

Table 3 reveals that the p-values of items five, six, eight and 11 were 0.39, 0.30, 0.50 and 0.72 respectively, which were all greater than the 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the availability of the four instructional materials for teaching office skills in secondary schools in Delta State. Thus, the hypothesis of no significant difference is accepted on the four items in the table. On the other hand, the p-values of the remaining items in the table, specifically items one, two, three, four, seven, nine, 10, 12, 13, 14 and 15 were all less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the availability of the 11 instructional materials for teaching office skills in secondary schools in Delta State. Hence, the null hypothesis was rejected on the 11 items in the table.



### Hypothesis Two

There is no significant difference in the mean responses of Business studies teachers in urban and rural secondary schools on the adequacy of instructional materials for the teaching of office skills in secondary schools in Delta State.

**Table 4: z-test Statistics of the Mean Ratings of the Responses of Business Studies Teachers in Urban and Rural Secondary Schools on the Adequacy of Instructional Materials for Teaching Office skills in Secondary Schools in Delta State**

SN	Item Statements	$\bar{X}$	SD	$\bar{X}$	SD	Sig. p-value	Rmk
1	Computer.	0.69	0.36	0.34	0.47	0.00	S*
2	Computer printer.	0.52	0.45	0.26	0.24	0.00	S*
3	Accounting machine.	0.66	0.57	0.06	0.24	0.00	S*
4	Recording machine.	0.72	0.65	0.38	0.49	0.00	S*
5	Perforating machine.	0.61	0.59	0.59	0.49	0.83	NS
6	Fax machine.	0.16	0.64	0.12	0.14	0.44	NS
7	Spiral binding machine.	0.78	0.31	0.29	0.56	0.01	S*
8	Laminating machine.	0.56	0.34	0.44	0.44	0.32	NS
9	Shredding machine.	0.45	0.50	0.29	0.39	0.00	S*
10	Addressing machine.	0.52	0.45	0.26	0.24	0.00	S*
11	Guillotine machine.	0.40	0.49	0.44	0.50	0.62	NS*
12	Calculating machine.	0.69	0.36	0.34	0.47	0.00	S*
13	Photocopying machine	0.72	0.65	0.38	0.49	0.00	S*
14	Overhead projector	0.45	0.50	0.29	0.39	0.00	S*
15	Scanning machine	0.78	0.31	0.29	0.56	0.01	S*

**Note:** Level of Sig. = 0.05; **NS** = Not Significant; **S\*** = Significant, Urban (n=65), Rural (n=47)

Table 4 reveals that the p-values of items five, six, eight and 11 were 0.83, 0.44, 0.32 and 0.62 respectively which were all greater than 0.05 level of significance. This implied that there were no significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the adequacy of the four instructional materials for teaching office skills in secondary schools in Delta State. Hence, the hypothesis of no significant difference is accepted on the four items in the table. On the other hand, the p-values of the remaining 11 items in the table, specifically items one, two, three, four, seven, nine, 10, 12, 13, 14 and 15 were all less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the adequacy of the 11 instructional materials for teaching office skills in secondary schools in Delta State. Hence, the null hypothesis was rejected on the 11 items in the table.

### Discussion of Major Findings

Research question one found that only three out of the 15 identified instructional materials were available for teaching office skills in secondary schools in Delta State while the remaining 12 instructional materials were not available. This findings is similar to that of Kulo and Agbogo (2016) which found that the required instructional materials were absent in most secondary schools in Delta State. The result of this study is also in line with that of Enyekit and Enyekit (2015) which found that most of the Nigerian secondary schools do not have the required instructional materials and equipment for the teaching of skilled subjects.



There is no significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the availability of four out of the 15 identified instructional materials for teaching office skills in secondary schools in Delta State, whereas, there were significant differences in their mean ratings on the remaining 11 items. This study is similar to that of Okafor (2011) on availability of ICT facilities in schools, which found a significant difference in the mean ratings of urban and rural schools in Imo State.

Research question two found that only spiral binding machine out of the 15 identified instructional materials was adequate for teaching office skills in secondary schools in Delta State while the remaining 14 instructional materials were inadequate. The findings of this study is similar to that of Nwankwo, Nwogbo, Okorji and Egboka (2015) which carried out a study on adequacy of learning facilities for implementing entrepreneurship education programme and found that greater percentage of the learning facilities were available but inadequate in secondary schools in Anambra State.

There are no significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the adequacy of the four out of the 15 identified instructional materials for teaching office skills in secondary schools in Delta State, whereas, there were significant differences in their mean ratings on the remaining 11 items. The findings of this study on the hypothesis tested disagreed with that of Okoli and Okorie (2015) which found that there was no significance difference between the adequacy of business studies curriculum textbook provision in urban and rural junior secondary schools in Ebonyi State, the variation in the study area could be responsible for the difference in the two findings.

## **Conclusion**

The study assessed the availability and adequacy of instructional materials for teaching of office skills in business studies at the secondary school level in Delta State. Arising from the findings, the study concluded that:

1. The required instructional materials for teaching office skills in business studies were not available in secondary schools in Delta State.
2. The available instructional materials for teaching office skills in business studies were inadequate in secondary schools in Delta State.

## **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. The State government should make provision for the required instructional materials for the teaching and learning of office skills in business studies at the secondary school's level in the State.
2. The government and school administrators should ensure that the available instructional materials are adequate for teaching office skills in business studies at the secondary school's level in Delta State.



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