



**IMPACT OF BUSINESS EDUCATION STUDENTS' APPLICATION OF
INSTRUCTIONAL RESOURCES ON ACADEMIC PERFORMANCE IN
TERTIARY INSTITUTIONS**

OKOGI, Anthony

Southern Delta University, Ozoro, Delta State, Nigeria

ABSTRACT	KEYWORDS
<p>This study examined the impact of Business Education students' application of instructional resources on academic performance in tertiary institutions. It was guided by two research questions and two null hypotheses. The researcher adopted the descriptive survey as the design for the study. The population of the study comprised Business Education respondents from the 2024/2025 academic session in public tertiary institutions offering Business Education programme. Two hundred and twenty-seven (227) undergraduate Business Education students were the sample size for the study. Findings of the study revealed amongst others that there is a significant positive correlation between the availability of instructional resources and Business Education student's performance in tertiary institutions. The study concluded and recommended that instructional resources as a vital ingredient, should be made available to student and employed in the pedagogical process as it is capable of enhancing students' performance.</p>	<p>Instructional Resources, Business Education, Gender, Students, Tertiary Institution</p>

INTRODUCTION

Instructional materials are widely regarded as a powerful instrument for fostering effective coaching, teaching, and learning (Oke, 2016). The effective use of instructional materials during classroom education may lead to the need for sufficient and superior resources for teaching and learning, claim Afoma and Omotuyole (2018). These educational resources and materials provide teachers all the tools they need to make learning more remarkable, motivating, and engaging. In order to provide students with the practical skills necessary to effectively interact with the subject and understand its context, instructional tools are unquestionably essential. Examples of educational resources that may be utilized for examinations at different levels include computers, textbooks, and the internet.

According to Ganira et al. (2016), instructional materials include things like books, audiovisuals, software, and hardware for educational technology. Furthermore, he thinks that the availability, adequacy, and relevance of instructional materials may have an impact on the quality of instruction in classrooms, which can enhance learning and academic achievement. Ganira et al.'s comprehension of the connection between academic success and instructional resources is crucial for delivering high-quality education. Less than 10% of instructional resources are available compared to early childhood

education, primary education, and high school, and secondary education spending in Latin America does not exceed 0.6% of Gross Domestic Product (GDP) (UNESCO, 2016).

To increase educational fairness and efficiency, the Mexican government implemented a free textbook providing program. Teaching resources, including manipulative toys, blocks, activity papers, poetry, jingles, rhymes, and songs, were given to Filipino teachers who were enrolled in a special secondary school program. As a result, the absence percentage for students who attended summer day secondary schools was 10%, whereas the rate for students who did not attend summer classes was 15% (UNESCO, 2016). When educational resources, especially instructional materials, are made available to day secondary schools, high academic accomplishment is achieved (OECD as referenced by Babayomi, 2016). Investigation by Fuller and Clark (2016) and Momoh (2019) showed severe scarcity of school facilities such as inadequate library facilities and classroom instructional resources which led to reduced academic performance. It is imperative to note that instructional resources is a vital aspect of the pedagogical process as it assists in making instruction fixated on the students, business education students inclusive.

Business Education instructional resources as information repositories from the business sourced to transfer the desired information to the students during classroom instruction. Arum (2015) views instructional resources as that apparatus of teaching which may include textbooks, workbooks, charts, audiovisual aids, and other relevant equipment that will attract students' attention, and which should only be introduced at the appropriate time by the teacher. Simply put, instructional resources are resources which a teacher puts into use to promote the effectiveness of instruction and which also help him/her to communicate more effectively to the learners.

Statement of the Problem

Business education is an aspect of general education offered in Nigerian tertiary educational institutions such as colleges of education and universities. The objective of the programme include equipping students with knowledge, skills and positive attitude for success in the world of work as paid employees or entrepreneurs. This is why the programme emphasizes self-reliance for the graduates through self-employment and employment creation, giving credence to the need to teach the course, by employing captivating instructional resources that will make the enhancement of students' performance and the actualization of the objectives of Business Education seamless during the teaching learning process.

The act of teaching is fundamentally concerned with passing ideas, skills and attitude from the lecturers to the learner. In Nigeria, for example experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcomes. Every year, when the results of institutions examination are released, there has always been complaining of failure, especially in Business Education course. The reason for this could be ascribed to the fact that there are topics in business education that poses serious problem of comprehension to students when taught conventionally. These topics cannot be taught effectively without the application of relevant instructional resources to make the learning practical and fixating to the student. Therefore, the problem of this study is thus stated that; what is the impact of business education students' application of instructional resources on academic performance in tertiary institutions?

Research Questions

The following research questions were raised to guide the study:

- i. To what extent will available instructional resources enhance Business Education students' academic performance in tertiary institutions?
- ii. To what extent will male and female Business Education students' application of instructional resources enhance their academic performance?

Hypotheses of the Study

The following null hypotheses were formulated to be tested at 0.05 level of significance.

- i. There is no correlation between instructional resources available and Business Education students' academic performance in tertiary institutions.
- ii. There is no correlation in male and female Business Education students' application of instructional resources and their academic performance in tertiary institutions.

Concept of Instructional Resources

Instructional or teaching resources can refer to a number of teacher material for instruction, including electronic, being explored in the teaching learning process to enhance students' academic performance. The term also refers to concrete examples such as worksheets or manipulative – learning tools or games that students can handle to help them gain and practice facility with new knowledge. Remillard and Heck (2014) as cited by Okogi and Igberaharha (2023) define instructional resources as resources that organize and support instruction such as textbooks, tasks and supplementary resources. This means that quality instructional resources are essential in teaching. According to Lewis (2018), instructional resources are any collection of resources including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. In addition, these are resources that may aid a student in concretizing a learning experience so as to make learning more exciting, interesting and interactive. The above description of the term suggests that these resources facilitate classroom learning activities. Thus, they encompass all the resources and physical means an instructor might use to implement and demonstrate instruction and facilitate students' achievement of instructional objectives.

The importance of instructional resources is contained in several literatures. It appears there is general agreement that instructional resources are highly important for teaching. Observation supports this view because teachers rely on instructional resources in every aspect of teaching. Teachers need resources for background information on the course they are teaching and also for lesson planning. These resources are also needed by teachers to assess the knowledge of their students. Monsuru (2015) revealed that instructional resources are important because teachers use them to influence students' learning outcomes in schools. The teaching in this modern period is increasingly becoming more complex and technical. To be effectively actualized with traditional tools alone is no more realistic. Marbas (2019) indicates that the importance of instructional resources or educational resources is to improve students' knowledge, abilities and skills; to monitor their assimilation of information, and to contribute to their overall development and upbringing. She added that instructional resources enable the teacher to clarify important concepts to arouse and sustain students' interests, give all students in a class the opportunity to share experiences necessary for new learning, help make learning more permanent.

Idiogbe (2012) underscores the importance of instructional resources in the following; that the process of teaching and learning largely depends on the available teaching resources. Her observation points to the fact that it is more realistic to teach a lesson with the appropriate instructional resources. The reflection of the use of instructional resources for teaching a lesson is shown in students' outcomes. According to her, students taught with instructional resources often perform better than those without it. This impact was investigated on students of biology in Yakurr Local Government Areas in the study by Effiong and Igiri (2015). Their study recruited SS II students for the investigation, using four research question on a descriptive statistical method. Samples were drawn from five (5) comparable secondary school. Data collected were analyzed using simple percentage. The results particularly support existing view that students exposed to instructional resources have positive performance in their test scores. It revealed the importance of needed and available instructional resources in schools to enable teaching and learning to be effective and efficient in the classroom.

A similar study was carried out in a community secondary school in Rombo District, Tanzania by Tety (2016). The study determined the role of instructional resources in academic performance. It examines the utilization of quality and adequate instructional resources in classroom and how this has promoted academic performance of students. The study adopted a cross sectional survey design. 5 teachers and 20 students were investigated using the questionnaire. Interview was also conducted on heads of each school and 1 secondary district education officer. The finding of the study indicates that instructional resources are the key to teachers and students performance. Schools in the study area were found to suffer shortage of essential teaching and learning resources. It was discovered that teachers used different strategies to minimize the challenges of attaining and using quality instructional resources like borrowing books and improvisation.

Instructional Resource Availability and Students Academic Performance Miller and Spoolman (2011) define a resource as a source, material, substance or supply from which benefit is derived. Resources are resources, instruments, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. Resources are stock or supply of money, resources, staff, and other assets that can be drawn on by a person or organization in order to function effectively. According to Manson and Nor (2011), educational resources are resources, equipment, facilities and direct services to students and teachers which support the school curriculum, contribute to the development of life-long learners and promote teacher effectiveness. They are also the physical, material, human and financial inputs in the teaching-learning process which include the physical plant resources, printed resources and non-printed resources. The physical plant resources are all the physical properties of a school which include the grounds, buildings and various facilities within the school environment (Macalino, 2014).

According to Obidiegwu (2008) and Nzeneri (2010), printed resources are instructional resources on pen, black and white coloured paints or prints, and they include newspapers, dictionary, diagrams, charts, maps, note of lesson, scheme of work, pictures, among others. Non-printed resources are durable resources and hardware which include real objects, high-digital technological devices, audio-visual electronic devices which appeal to the five senses of seeing, hearing, touching, tasting and smelling (Mohammed, 2011). Instructional resources as defined by Chanda, Phiri and Nkosha (2013) are teaching resources or aids used by the trainer which could be beneficial to a teacher in a bid to help him/her in teaching his/her lesson effectively for ease of comprehension. Resource utilization in an institution may include increased wealth or wants, proper functioning of a system, or enhanced

wellbeing. Instructional resources serve as instruments for those who seek to satisfy their needs and preferences. A given institution resource is used as intensively as possible to provide the greatest satisfaction to the user. From a human perspective, a resource is anything obtained from the environment to satisfy human needs and wants (Miller & Spoolman, 2011).

Wanjiku (2013) define instructional resources as physical, material, human and financial inputs in the teaching and learning process. They include the physical facilities and school plant such as the school building, school learning environment, space, classrooms, libraries, laboratories, workshops and also instructional resources which includes the physical and material inputs in the teaching learning process. They also include texts, videos, software, and other resources that teachers use to assist students to meet the expectations for learning. Examples of these instructional resources as pointed out by Kochhar (2012) include such resources like; finance, school building, classroom, chalkboard, flannel board, bulletin board, pictorial resources, graphic resources, cartoons, audio-visuals, projectors, audio resources, printed resources, among others.

Nwaham (2011) sees instructional resources as the things or facilities in the school and learning environment, which are used to attain the goals and objectives of the education. This also includes the material resources such as facilities, equipment, time, land, transport, among others. Instructional resources are therefore human-centered and dynamic, their availability, adequacy and scarcity in schools depend upon several factors including: cultural factors (taste) that prompts demand; the people's view of nature (as spirits of resources to be exploited); social change such as the changing role of teaching; scarcity of natural resources; technology; and economic factors – price, market, demand and supply (Manson & Nor, 2011). Instructional resources as defined in this study are tools, instruments, services and devices which assist teachers to effectively deliver their lessons in the classroom. They are important machineries which support and assist teachers to actualize their goals and objectives of teaching in the classroom. These resources which include natural resources, durable and non-durable, physical plant resources, printed and non-printed resources, enhance teachers' performance, commitment and effective instructional delivery for positive outcomes and students' academic leaning (Okogi & Igberaharha, 2023).

Instructional resource availability according to Qadir and Quadri (2016) means enabling access to authorized information or resources to those who need them. It is the ability to make information and related physical and logical resources accessible as needed, when they are needed, and where they are needed. Instructional resource availability is the capability of an education system or its authorities to make resources available including all the logical and physical resources reachable and accessible wherever and whenever they are needed. It is the probability that an item will operate satisfactorily at a given point in time when used under stated conditions in an ideal support environment. Instructional resource availability according to the Techopedia (2017) referred to the ability of a user to access information or resources in a specified location and in the correct format. It deals with ability to obtain or access resources in schools. Katukoori (nd) defines instructional resource availability as the probability that an item will operate satisfactorily at a given point in time when used under stated conditions in an ideal support environment (i.e., that personnel, tools, spares, etc. are instantaneously available). Instructional resource availability according to Ugwuanyi (2013) referred to services/resources that can be obtained in the discharge of certain functions.

Also, Uzochima (2013) noted that instructional resource availability is a state of making provision for a satisfactory standard requirement in terms of teaching resource to enhance effective instructional

activity in a particular subject like Business Education. According to the author no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant activities and concrete experiences. Instructional resource availability as used in the present study means the degree at which school resources are readily provided, handy and utilized for teachers' and students' performance, effectiveness, commitment and satisfaction in the classroom delivery process. The point which underpins resource availability is that teachers' and students' are able to have access to the required resources in the classroom during instructional delivery.

Competencies in the Use of Instructional Resources

Competence is the ability of an individual to do a job properly. A competency is a set of defined behaviours that provide a structured guide enabling the identification, evaluation and development of the behaviours in individual employees (lecturers) with regards to instructional resources usage. Instructional resources have been observed as a powerful strategy to bring about effective teaching and learning (Adelodun & Asiru, 2015). The importance of quality and adequate instructional resources in teaching and learning can occur through its availability lecturers effective utilization during classroom teaching. Instructional resources here include all the tools that the lecturer can use to make the learning more interesting and memorable. Effective teaching of any course, Business Education inclusive, will not only stimulates student's interest in the course but also enhance their performance in the examination. To achieve effective teaching and learning process, there is the need for use of instructional resources by the lecturers; as this is capable of enhancing students performance in the Business Education programme. In the view of Achimugu (2017), instructional resources are the different teaching aids or apparatus which a classroom lecturer employs to facilitate his or her teaching for the achievement of the stated objective. They are those resources which are helpful to the lecturers and students and which maximize learning in various areas. The use of instructional resources in teaching is very important because it provides a concrete basis for conceptual thinking, motivates people to learn and captures students' imagination if used correctly (Arum, 2015); hence, the need for lecturers to be competent in its usage cannot be overemphasized.

Bassey and Amie-Ogan (2019) opined that instructional resources refer to those alternative channels of communication, which a classroom lecturers can use to concretize a concept during teaching and learning process. Traditionally, classroom lecturers have relied heavily on the 'talk-chalk' method during their teaching. But recently, instructional resources help to provide variations in the ways in which messages are sent across. In using instructional resources lecturers and students do not only extend the range of sense organs we use but also extend the range of resources used for conveying the same message through the same organ. For instance, in teaching a topic a teacher can manipulate real objects or use their stimulators. Instructional resources therefore constitute the media of exchange through which a message transaction is facilitated between a source and a receiver (Ekele, 2016). In addition to extending the range of resources that can be used to convey the same instructional message to learners instructional resources also facilitate the 'process' nature of communication. In fact, it means that both the receiver and the source share and exchange ideas, feelings in any communication. Instructional resources are essential and significant tools needed for teaching and learning of school subjects to promote lecturers 'efficiency and improve students' performance (Effiong & Igiri, 2015). They make learning more interesting, practical, realistic and appealing. They also enable both the lecturers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self- confidence and self- actualization.

Teaching aids are those resources used for practical and demonstration in the class situation by students and lecturers. Instructional resources are objects or devices that assist the teacher to present a lesson to the learners in a logical and manner.

More so, instructional resources are visual and audio-visual aids, concrete or non-concrete, used by lecturers to improve the quality of teaching and learning activities. Therefore, effective teaching and learning requires a teacher to teach the students with instructional resources and use practical activities to make learning more vivid, logical, realistic and pragmatic. Instructional resources are however, indispensable to the effective teaching and learning activities. Teaching aids are always useful in supporting the sense organs. Despite the fact that instructional resources are essential tools that can make learning practical and knowledge acquisition easier (Gumbi & Bashar, 2021)

Gender difference and Available Instructional Resources

In a study on gender analysis of electronic information resources use, Manda and Mukangara (2007) used a sample of 100 postgraduate students using stratified proportionate random sampling to select the sample. Data were analysed using cross –tabulation and qualitative descriptions and they reported that gender is associated with the use of electronic information resources and male postgraduates' students were more likely to use electronic information resources than female students. The findings further showed that even when their attitude towards the use electronic information resources or training in the use of e-resources, the relationship between gender and electronic information resources use was maintained. Ikolo's (2010) study on gender difference based on use of electronic resources revealed that the gender digital divide is manifested in the low number of female users of ICTS compared to men. In their contribution, Ford, Miller and Moss (2001) observed that females tended to experience more difficulty finding information online, feel less competent and uncomfortable using the internet, use internet less frequently than males and make use of a less varied set of internet applications.

A study by Obaje, Sani and Lawal (2008) on internet access and usage by staff and students university of Jos revealed that there exists difference in the usage of internet by gender between January-December, 2006, were males 6520 (88%) and 925 (12%) were females only. Similarly, Amkpa's (2007) study on gender and age difference in computer use and attitude among students of University of Maiduguri used 350 part IV students from five faculties. Data generated were analysed using chi-square. He reported that male and female students differ significantly in their attitude toward computer applications which has implications in their job acquisition and educational pursue. Ikolo and Okiy (2012) found that females use internet more than males in their study on gender differences in computer literacy among medical students in selected southern Nigerian Universities. Bassi and Camble (2011) reported that there exists a statistical difference between males and females in using electronic resources as females have more difficulty in finding information online than males. Implicit from their study is that significant difference exists in the way in which male and female students appreciate and use instructional resources for learning.

Methodology

This study adopted the descriptive survey research design. The design was chosen because it was adaptable to the objective of this study. The population of the study comprised all Business Education students from four tertiary institutions in Delta State offering Business Education. The total population

is Nine Hundred and Eight (908). It was from this population an appropriate sample was selected. The sample of this study consisted of 227 undergraduate Business Education students which consisted of 25% of the entire population that was selected from each tertiary institution offering Business Education programme in Delta State. The instrument employed here was the checklist and questionnaire. The checklist was used to measure the extent of availability of instructional resources in the tertiary institutions under review. While the questionnaire on the other hand was constructed by the researcher and used for collection of data. Adopted rating of opinion for both instrument is the moderated rating scale of 4 point with mean score of 2.5 benchmark for accepting and less than 2.5 for rejecting the opinion of the participants on each of the items on both instruments. The study employed the mean and standard deviation statistics to provide the answer to the raised questions while the Pearson Product Moment Correlation Coefficient and t-test statistics were used to test the hypotheses at 0.05 level of significance.

Presentation of Results

Research Question One

To what extent are instructional resources available in tertiary institutions in Delta State? Result is illustrated in Table 1

Table 1: Mean and Standard Deviation Analysis of the extent Instructional Resources are Available

S/N	Instructional Resources	N	Mean	St.D	Remark
1	Textbooks	227	2.80	0.96	Available
2	Pictures	227	2.89	0.98	Available
3	Slides	227	2.78	0.96	Available
4	Television/Monitor	227	2.66	0.94	Available
5	Video Disc	227	2.53	0.91	Available
6	Audio cassettes	227	1.42	0.68	Not Available
7	Compact Disc	227	2.60	0.93	Available
8	Computer	227	2.72	0.95	Available
9	CD ROMS	227	1.60	0.73	Not Available
10	Microphones	227	2.77	0.96	Available
			2.50	0.90	

With a grand mean of 2.50 and standard deviation of 0.90, Table 1 revealed that all the listed instructional resources were available to a high extent in their respective institutions except Audio Cassette with a mean of 1.42 and CD ROM with a mean of 1.60 as noted by the respondents that are not available. These two resources were below the benchmark for acceptance of the available instructional resources in tertiary institutions in Delta State.

Research Question Two

To what extent male and female Business Education Students usage of instructional resources enhance their academic performance? This question sought to examine how male and female Business Education students’ usage of instructional resources influences their academic performance. Result is illustrated in Table 2

Table 2: Mean and Standard Deviation Analysis of Male and Female Business Education Students Usage of Instructional Resources and Academic Performance

s/n	statement	N =90		Rmk	N =137		Rmk
		\bar{X}	St.D		\bar{X}	St.D	
1	The usage of instructional resources is too cumbersome for my liking	3.0	1.0	Accepted	2.67	0.94	Accepted
2	I prefer the usage of instructional resources because it is seamless to use	3.12	1.01	Accepted	2.52	0.92	Accepted
3	The instructional resources available in my department is of standard and that encourages/ entices me to use it for learning	2.72	0.95	Accepted	2.42	0.89	Rejected
4	The instructional resources in my department is too old and that discourages me from using it for learning	2.86	0.97	Accepted	2.44	0.90	Rejected
5	Instructional resources, especially the electronic once are better suited to my learning style	3.15	1.02	Accepted	2.83	0.97	Accepted
Grand Mean and Standard Deviation		2.97	0.99		2.58	0.92	

Table 2 showed the responses of both male and female Business Education students in the usage of instructional resources. Statistical data revealed that the male Business Education students agrees to all the statement measuring their usage of instructional resources as against the female students where statement 3 and 4 were rejected. The implication here is that the male students use and employ instructional resources in their academics to a Very Large Extent as against the female folks to a High Extent. This is also reflected in the grand mean score, where the male has 2.97 as against the female 2.58 respectively.

Test of Hypotheses

Hypothesis One: There is no significant difference in the availability of instructional resources and Business Education students’ academic performance in tertiary institutions in Delta State. Result is presented in Table 3

Table 3: Pearson r Analysis on Availability of Instructional Resources and Business education students’ Academic Performance

Variables of the study	N	df	\bar{X}	SD	Cal. r	Crit. r	Alpha	Rmk
Availability of Instructional Resources	227	225	2.76	0.95	0.86	.196	0.05	Rejected (significant)
Business Education Students Performance								

N =227, df =225, P<0.05 level of significance

Table 3 indicates that the cal r of 0.86 is greater than the crit. r of .196 at an alpha of 0.05 level of significance. It means that the null hypothesis is rejected, showing that there is a significant positive

correlation between the availability of instructional resources and Business Education students performance in tertiary institutions in Delta State.

Hypothesis Two: There is no significant difference in male and female Business Education students’ usage of instructional resources and their academic performance in tertiary institutions in Delta State. Result is presented in Table 4

Table 4: T-test Analysis of Male and Female Business Education Students Usage of Instructional Resources and Academic Performance

Gender	N	Mean	SD	t-cal	Df	t-crit.	level of Decision Sig
Male Business Education Students	90	2.97	0.99	1.91	373	1.96	0.05
Female Business Education students	137	2.58	0.92				Not Significant Accept

Table 4 reveals 90 male Business Education students have a mean of 2.97 with standard deviation of 0.99, while 137 female Business Education students are with a mean of 2.58 and standard deviation of 0.92. The degree of freedom is 225, t-calculated value of 1.91, and t-critical value of 1.96 at 0.05 level of significance. Since the t- calculated value of 1.91 is lesser than the critical t-value of 1.96, the null hypothesis is therefore accepted. Therefore, there is no significant difference between male and female Business Education students usage of instructional resources in tertiary institutions in Delta State.

Discussion of Findings

Findings from research question one and hypothesis one revealed that there is a significant positive correlation between the availability of instructional resources and Business Education students performance in tertiary institutions in Delta State. This finding agrees with the study by Adeogun and Osifila (2008) who carried out a study on the relationship between educational resources availability and students’ academic performance in Lagos state of Nigeria. Their study found that even though there were not enough educational resources in the selected schools, physical facility, financial and human resources were significantly related to students’ academic performance in the area under review. Furthermore, the findings of this study concur with the work of Wogboroma and Williams (2022) who investigated availability and utilization of instructional resources for teaching and learning of accounting in senior secondary schools in Port Harcourt Metropolis; employing two research questions and two null hypotheses in the process. Their findings revealed that instructional resources like textbooks, chalkboards/marker boards, graphs, flannel board, tape recorders, pictures, and calculators are available instructional resources for teaching and learning of accounting in public senior secondary schools in Port Harcourt metropolis and it to a great extent enhance students academic performance when employed properly. In addition, the findings from this study correspond with the work by Ezennakwe et al. (2022) who undertook a study on the availability and utilization of instructional resources in nursing training institutions in Anambra State, Nigeria. Result from their study revealed that student nurses and teachers believed that instructional resources are available and

utilized by tutors. The study also discovered that there is a positive relationship between availability and utilization of instructional resources in nursing training.

Findings from research question two and hypothesis two revealed that there is no significant difference between male and female Business Education students usage of instructional resources in tertiary institutions in Delta State. This finding aligned with the study by Okolocha and Ordu (2018) who examine the availability and utilization of instructional resources for teaching entrepreneurship in Business Education. Findings from their study revealed that gender of students did not significantly influence the respondents' mean ratings on the utilization of physical facilities, equipment and other instructional resources. The implication here is that gender of students does not influence their utilization of instructional resources as revealed by the current study.

Conclusion

The significance of instructional resources to the Business Education students cannot be overemphasized; and it lead to the conclusion that instructional resources is a vital ingredient that should be made available to student and employed in the pedagogical process as it is capable of enhancing male and female students performance.

Recommendations

From the conclusion, the study recommended that:

- i. Government should furnish institutions with modern instructional resources and make its usage compulsory in the teaching learning process;
- ii. Students guardians should make provision for instructional resources to the study to augment and supplement the students are being taught with in the schools with a view to making them a mastery of some of the instructional resources not readily available in their institutions

References

1. Achimugu, L. (2017). Availability and utilization of instructional resources for teaching chemistry in senior secondary schools. *International Journal of Novel Research in Education and Learning*, 4(3), 33-43
2. Adelodun, G. A. & Asiru, A. B. (2015). Instructional resources as determinants of English language performance of secondary school high-achieving students in Ibadan, Oyo State. *Journal of Education and Practice*, 6(21), 195-200.
3. Adeogun, A.A. & Osifila, G.I. (2008). Relationship between educational resources and students' academic performance in Lagos State, Nigeria. <http://www.unilorin.edu.ng/ejournals/ijem>
4. Afoma, R., and Omotuyolle, C. (2018). Utilization of locally made resources in early childhood education to promote effective learning and communicative competence. *Academic Journal of Interdisciplinary Studies*, 2(8), 13-18.
5. Amkpa, S.A. (2007). Gender and age difference in computer use and attitude among students of university of Maiduguri. *The Information Technologist*, 4 (1), 60-67
6. Arum, J. N. (2015). Availability and utilization of instructional resources for the implementation of the new biology curriculum in senior secondary schools in Lagos, Nigeria. *Sky Journal of Educational Research*, 3(7), 73-86. Retrieved from <http://www.skyjournals.org/SJER>

7. Babayomi A. A. (2016). Comparative study of the teaching and learning resources in private and public secondary schools in Lagos State. Masters Thesis, Department of Educational Administration, University of Lagos, Nigeria.
8. Bassey, L. G. & Amie-Ogan, O.T. (2019). Availability and utilization of instructional resources for effective teaching in public junior secondary schools in Port Harcourt Metropolis, Rivers State. *International Journal of Innovative Social & Science Education Research* 7(3), 83-89
9. Bassi, M.D. & Camble, E. (2011) Gender differences in use of electronic information resources in University Libraries in Adamawa state, Nigeria. digitalcommons.unl.edu/cgi/viewpoint. Chanda, D. H., Phiri, S. N. A. & Nkosha, D. C. (2013). Teaching and learning resources analysis and development in basic education. <http://unesdoc.unesco.org/>.
10. Effiong, O. E. & Igiri, C. E. (2015). Impact of instructional resources in teaching and learning of biology in senior secondary schools in Yakurr LGA. *International Letters of Social and Humanistic Sciences*, 62, 27-33. www.scipress.com.
11. Ekele, C. B. (2016). Availability and utilization of instructional resources in public primary schools in Federal Capital Territory, Abuja, Nigeria. An unpublished M.Ed Research Dissertation, Faculty of Education and Extension Services, Usmanu Dan fodiyo University, Sokoto, Nigeria.
12. Ezennakwe, J. O., Ndie, E. C. & Anieche, J. E. (2022). Availability and utilization of instructional resources in nursing training institutions in Anambra State. *International Journal of Medical and Health Sciences Research*, 9 (1), 18-26.
13. Ford, N; Miller, D. & Moss, N. (2001). The role of individual difference in internet searching: An empirical study. *Journal of the American Society for Information Science and Technology*, 52(12), 10 - 49
14. Fuller, B., & Clark, P. (2016). Raising school effects while ignoring culture? Local conditions and the influence of classroom tools, rules, and pedagogy. *Review of Educational Research*, 64(2), 119–157. <https://doi.org/10.3102/00346543064001119>
15. Ganira, K. Odundo, P. A., & Muriithi, Z. W. (2016). Influence of head teacher management of preschool programmes and learning achievement in Mombasa County, Kenya. *Educational Journal*, 5(5), 81-91. <https://doi.org/10.11648/j.edu.20160505.11>
16. Gumbi, S. U. & Bashar, M. (2021). Availability and utilization of instructional resources for teaching social studies in public primary schools in kware local government area, Sokoto State, Nigeria. *SER*, 20 (1 & 2), 102-112
17. Idiogbe, T. (2012). The role and importance of teaching aids for Nigerian teachers. Available at www.academia.edu.
18. Ikolo, V. E. & Okiyi, R. B. (2012) Gender differences in computer literacy among clinical medical students in selected southern Nigerian Universities www.stanford.edu
19. Ikolo, V.E. (2010). Gender digital divide and national ICT policies in Africa. In Adomi E.E Handbook of research in Library and information sciences. London: IGI Publications.
20. Kochhar, S. K. (2012). The teaching of social studies. New Delhi, India: Sterling Publishers Private Limited
21. Lewis, B. (2018). TLM or teaching learning resources definitions: Thoughts. Available at www.wikipedia.org

22. Macalino, P. P. (2014). Physical plant and facilities in educational management. <https://www.slideshare.net>
23. Manda, P.A. & Mukangara, F. (2007). Gender Analysis of Electronic Information Resources Use; A case of University of Dares Salaam Tanzania, *University of Dares Salaam Library Journal*, 9(1), 31-52
24. Manson, Y. & Nor, N. M. (2011). Use of the school resource centre among Malaysian high school teachers.
25. Marbas, J. (2019). The importance of instructional resources. Available at www.academia.edu.
26. Miller, G. T. & S. Spoolman (2011). *Living in the environment: Principles, connections, and solutions*, 17th ed., ISBN 0-538-73534-1. Belmont, CA: Brooks-Cole.
27. Mohamed, S. A. (2011). Availability and utilization of instructional resources used for teaching history in secondary schools of Hodan district in Mogadishu –Somalia. Unpublished Masters Degree thesis, submitted to Kenyatta University. <http://ir-library.ku.ac.ke/bitstream/>.
28. Momoh, S. (2019). “A study of the relationship between Instructional Resources and Academic Achievement of Students in Ilorin Local Government Kwara State”. An Unpublished MEd Thesis
29. Monsuru, B. M. (2015). Relevance of the use of instructional resources in teaching and pedagogical delivery: An overview. *Handbook of research on enhancing teacher education with advanced instructional technologies*, p. 21. Available at www.igi.global.com
30. Nwaham, C. O. (2011). *School administration and supervision of instruction in Nigeria* (revised and enlarged edition). Agbor: Progress Printing Associates.
31. Nzeneri, I. S. (2010). *Handbook on adult education. Principles and practices* (New edition). Uyo: Abigab Associates Limited.
32. Obaje, M. A., Sani, A & Lawal, V. (2008). Internet Access and Usage by Staff and Students: a case study of University of Jos main Library, Bauchi Road Campus. *Information Technologists*, 5(1), 160-170
33. Obidiegwu, U. J. (2008). Instructional technology in adult education. In R. O. Igbo (Ed.). *Contemporary adult education. An inclusive approach*. Nigerian cooperative adult education practitioners (NCAEP). *Book of Readings*, pp. 218-233. Enugu: CIDJAP Printing Press.
34. Oke, B. E. (2016). Influence of early childhood instructional supervision on caregivers’ effectiveness in Federal Capital Territory centers, Abuja Nigeria. *International Journal for Cross-Disciplinary Subjects in Education*, 7(1), 2682-2692. <https://doi.org/10.20533/ijcdse.2042.6364.2016.0365>
35. Okogi, A. & Igberaharha, O.C. (2023). Information and communication technology and its influence on business education students’ academic performance in Delta State tertiary institutions. *GPH-International Journal of Educational Research*, 6(10), 78-98.
36. Okolocha, C. C & Ordu, P. D. (2018). Availability and utilization of instructional resources for teaching entrepreneurship in business education. *Educational Research International*, 7(4), 51-62
37. Qadir, S. & Quadri, S. M. K. (2016). Information availability: An insight into the most important attribute of information security. *Journal of Information Security*, 7, 185-194. <http://file.scirp.org/pdf>.
38. Remillard, J. & Heck, D. (2014). Conceptualizing the curriculum enactment process in mathematics education. Available at www.researchgate.net
39. Techopedia (2017). Definition of availability. <https://www.techopedia.com>.

40. Tety, J. L. (2016). Role of instructional resources in academic performance in community secondary schools in Rombo District. Masters Thesis, University of Tanzania, Tanzania
41. Ugwuanyi, J. I. (2013). Availability, adequacy and utilization of physical education teaching resources in secondary schools in Enugu State. Unpublished M.Ed. thesis, University of Nigeria, Nsukka. <http://www.unn.edu.ng/>.
42. UNESCO (2016). Global Education Monitoring Report: Policy Study 23
43. Uzochima, G. (2013). Availability of physical facilities in colleges of education in South East Nigeria. *International Journal of Science and Research*, 2(5), 6-14.
44. Wogboroma, N & Williams, S. P. (2022). Availability and utilization of instructional resources for teaching and learning of accounting in senior secondary schools in Port Harcourt Metropolis. *International Journal of Innovative Education Research* 10(1), 77-86