EXTENT OF PROVISION OF INSTRUCTIONAL RESOURCES AND PHYSICAL FACILITIES IN THE BUSINESS EDUCATION CURRICULUM IN SELECTED TERTIARY INSTITUTIONS IN SOUTH EAST, NIGERIA

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Abstract
The study investigated the extent of provision of instructional resources and physical facilities in business education (OTM) programme in selected tertiary institutions in South East, Nigeria. . Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Survey research design was adopted for the study. The population of the study comprised 110 business education OTM lecturers in public tertiary institutions in South East, Nigeria. The entire population was used as the sample size for the study. The instrument for data collection was a validated structured questionnaire developed by the researcher. The test of reliability of the instrument using Cronbach Alpha yielded coefficient values of 0.85 and 0.88 for clusters 1 and 2 respectively. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' responses. t-test was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed, among others, that instructional resources and physical facilities are provided in the business education (OTM) programme in tertiary institutions in South East, Nigeria to a low extent. Based on these findings, the researcher recommended, among others, that Government at all levels should increase the budget allocation for instructional resources, such as workbooks, digital projectors and computers, to improve the quality of education.

Keywords: Provision, Instructional Resources, Physical Facilities, Tertiary Institutions, Business Education

Introduction

Tertiary education refers to education at the post-secondary level, typically offered by universities, polytechnics, and colleges of education. In Nigeria, tertiary education is governed by various regulatory bodies, including the National Universities Commission (NUC) and the National Commission for Colleges of Education (NCCE) (Ogunode et al., 2021). Tertiary education in Nigeria has been undergoing reforms in recent years, aimed at improving access, quality, and relevance. Many academic programmes are offered in tertiary institutions. Business education is one of the academic programmes offered in tertiary institutions in Nigeria.

Business education is an aspect of the vocational education programme offered at the tertiary level of education which prepares students for careers in business. Business education is the education that prepares individual for business competencies necessary for teaching business attitudes, concepts, skills and knowledge. Oludare et al. (2022) averred that business education is a programme of instruction that offers various skills in accounting, marketing, office technology and management (OTM) and recently entrepreneurial education. The OTM programme which is an aspect of the business education programme is the main focus of this research work. Office Technology and Management (OTM) is a field of study in business education that focuses on equipping students with the necessary skills and knowledge to manage and operate modern

office equipment and technologies. It involves the use of information and communication technologies (ICTs) in managing office operations, including record keeping, communication, and office organization. The OTM was designed to equip students with vocational skills in the programme and socio-psychological competence required for management of office (Ejeka & Mgbonyebi, 2016). The objectives of the OTM are to equip students with the knowledge, competencies and skills needed to successfully hold positions as secretaries, managers, administrative assistants in both private and public sectors; develop in students the knowledge that will make them versatile and adaptable to the changing situation in the business world; and develop the potentials of students for further academic and professional pursuits (Ndogu et al., 2021).

Regrettably, the goals of business education (OTM) in tertiary institutions seem to remain largely unfulfilled. According to Ile and Okafor (2021), the outcomes of technical and vocational education institutions are misaligned with the country's industrial and socio-economic demands due to an overemphasis on academic credentials rather than practical competence. They further argued that the business education programme has fallen short of meeting the expectations outlined by the Federal Republic of Nigeria (FRN, 2013), primarily because tertiary institutions have failed to implement the curriculum effectively. The National Universities Commission (NUC) (2023) stated that for the objectives of business education (OTM) to be realized, instructional resources and physical facilities should be provided.

Instructional resources are essential component of effective teaching and learning. They refer to any materials or tools used to support the delivery of educational content, such as textbooks, workbooks, online articles, videos, simulations, and other types of media. These resources can be used to present information in different formats and engage learners in active exploration and inquiry-based learning. Instructional resources refer to materials or tools used to support teaching and learning. These resources can take various forms such as textbooks, handouts, videos, simulations, and other media. The use of instructional resources is crucial in creating effective and engaging learning experiences that cater to different learning styles (Ihionkhan & Akhigbe, 2022). There are three main categories of instructional resources: print-based resources, digital resources, and multimedia resources. Print-based resources include materials available in physical format such as textbooks and workbooks. Digital resources are materials that are accessed through digital devices like computers, tablets, and smartphones. Examples of digital resources include online articles, videos, e-books, and interactive simulations. Multimedia resources combine different media types such as text, images, audio, and video. Examples of multimedia resources include interactive whiteboards, animations, and podcasts (Onojaife, 2020).

The business education (OTM) curriculum in tertiary institutions in Nigeria requires instructional resources to enhance teaching and learning. These instructional resources may include textbooks, audiovisual materials, computers, and internet facilities. Textbooks are essential instructional resources that provide students with information on the course content. However, the availability of up-to-date textbooks can be a challenge, as many of the textbooks used in the business education (OTM) curriculum are written by foreign authors and are expensive to purchase. Audiovisual materials, such as videos and slides, can be used to provide students with a better understanding of complex topics in the business education (OTM) curriculum. Computers and internet facilities are vital resources for students to develop their practical skills in using various software applications and tools in the OTM field. These

resources also provide students with access to online resources and e-learning platforms, which supplement classroom instruction and provide additional learning opportunities. In the same vein, physical facilities are also an important component of the curriculum implementation in the business education (OTM) programme.

Physical facilities refer to the tangible infrastructure, equipment, and resources that are used in various fields and industries. This includes buildings, machinery, vehicles, tools, and other physical assets that are necessary for carrying out operations, production, and other activities. Physical facilities can vary depending on the specific industry or organization, but they are essential components for providing goods and services to customers. The business education (OTM) programme in Nigeria requires physical facilities to provide a suitable environment for teaching and learning (Ile & Okafor, 2021). These facilities can include classrooms, lecture halls, administrative offices, computer laboratories, library resources, and other equipment necessary for practical training. In addition to the physical facilities, the programme also requires adequate infrastructure such as reliable power supply, internet connectivity, and access to relevant software and hardware tools. The provision and maintenance of physical facilities are crucial for the effective delivery of the business education (OTM) in Nigeria. The following are some essential considerations for the provision and maintenance of physical facilities in OTM programmes as stipulated by NUC (2014):

a. Provision of Physical Facilities:
    i. Adequate Space: The first consideration in the provision of physical facilities is to ensure there is adequate space to accommodate students, instructors, and support staff. The space should be well-ventilated, adequately lit, and conducive to learning.
    ii. Classrooms and Lecture Halls: The next consideration is the provision of classrooms and lecture halls equipped with modern audio-visual equipment such as projectors, sound systems, and display boards.
    iii. Computer Laboratories: Computer laboratories are essential for the Office Technology and Management Programme as they provide hands-on training in computer applications and software. The laboratories should be equipped with modern computer systems, printers, scanners, and other peripherals.
    iv. Libraries: The library is another critical facility required for the Office Technology and Management Programme. It should have a collection of books, journals, and other reference materials related to the programme.
    v. Administrative Offices: Administrative offices are necessary for the smooth running of the programme. They should be equipped with modern office equipment such as computers, printers, scanners, and telephones.
b. Maintenance of Physical Facilities:
    i. Regular Inspection: Regular inspections should be carried out to identify any defects or maintenance needs in the physical facilities.
    ii. Prompt Repairs: Any defects identified during inspections should be promptly repaired to prevent further damage or deterioration.
    iii. Cleaning and Sanitizing: The physical facilities should be cleaned and sanitized regularly to maintain hygiene and prevent the spread of infections.
    iv. Upgrades and Renovations: Periodic upgrades and renovations should be carried out to keep the facilities up-to-date and in good condition.

The provision and maintenance of physical facilities are essential for the effective delivery of the business education (OTM) Programme. The type of institution plays a crucial role in the implementation of the curriculum, as public schools, private schools, community colleges, and universities differ in terms of resources, institutional goals, and student demographics. Ekpoto and Bassey (2018) asserted that these differences influence how effectively the curriculum is implemented. For example, inadequate resources such as insufficient funding, a shortage of teaching staff, and limited facilities can impede proper curriculum execution, resulting in compromises like outdated textbooks or larger class sizes (Ihionkhan & Akhigbe, 2022). Additionally, institutional goals shape curriculum priorities; for instance, religiously affiliated private tertiary institutions may emphasise religious studies, while public institutions typically follow a government-mandated curriculum. The composition of the student body also matters, as community colleges often serve a diverse range of students with different educational goals, necessitating a more adaptable curriculum. Conversely, private schools and universities may have greater autonomy in curriculum design compared to public institutions bound by government standards (Ekpoto & Bassey, 2018).

The geographical location of a tertiary institution is another significant factor affecting curriculum implementation. School location refers to the physical setting of educational facilities, which influences accessibility for students, staff, and the surrounding community. Elements such as proximity to residential areas, transport networks, and availability of essential services impact the institution's operational effectiveness. Abamba (2021) emphasised that school location plays a pivotal role in students' academic success. In Nigeria, rural schools often face challenges such as teacher shortages, inadequate facilities, and poorly equipped laboratories, all of which negatively affect students' motivation and academic performance (Enyekit & Ukata, 2022). Research indicates that students in rural settings frequently have lower educational aspirations compared to their urban peers (Abamba, 2021). However, these assertions remain unverified in business education (OTM) programmes in South East Nigeria. In light of these considerations, the researcher explored the extent of provision of instructional resources and physical facilities in business education (OTM) programmes in selected tertiary institutions in South East Nigeria.

Statement of the Problem

The rising rate of unemployment among business education graduates is a concerning trend in today's job market. Business education (OTM) programmes are designed to equip its graduates with the skills and knowledge necessary to succeed in a range of administrative and managerial roles across various industries. However, despite this preparation, many graduates are struggling to find employment in their field of study. There are several factors contributing to this trend. Firstly, there seems to be a saturation of the job market in this field due to an increase in the number of graduates every year. The competition for available job openings has become intense, making it difficult for graduates to secure employment. Secondly, it seems like the rapid technological advancements have made some of the skills taught in these courses obsolete. Employers are now looking for graduates with up-to-date skills that are relevant to the current job market. Thirdly, some employers seem to prefer experienced candidates over fresh graduates. This leaves many graduates with limited or no work experience at a disadvantage. Lastly, there seem to be a mismatch between the skills possessed by graduates and the requirements of the job market. This means that graduates may lack some of the critical skills and technological competencies that employers are looking for. All these factors made the researcher to ask the question; are the minimum standards of the business education (OTM) curriculum implemented? Is business education (OTM) programme still effective in preparing students for real world

challenges? This is because the problem of the study is that the business education (OTM) curriculum seems to be inadequate in preparing graduates for the demand of the world of work. This appear to have contributed to the increasing rate of criminal activities among some graduates who are unfit to get themselves employed or engage in entrepreneurial activities. It is against this backdrop therefore that the researcher sought to determine the extent instructional resources and physical facilities are provided in the business education (OTM) programme in selected tertiary institution in Nigeria in general and South East zone in particular.

Purpose of the Study

The purpose of the study was to determine the extent of provision of instructional resources and physical facilities in business education (OTM) programme in selected tertiary institutions in South East, Nigeria. Specifically, the study:

1. determined the extent of provision of instructional resources of the business education (OTM) curriculum in selected tertiary institutions in South East, Nigeria.
2. ascertain the extent of provision of physical facilities of the business education (OTM) curriculum in selected tertiary institutions in South East, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent are instructional resources provided in the business education (OTM) programme in selected tertiary institutions in South East, Nigeria?
2. To what extent are physical facilities provided in the business education (OTM) programme in selected tertiary institutions in South East, Nigeria?

Hypotheses

The following null hypotheses guided the study and were tested at .05 level of significance:

1. There is no significant difference in the mean ratings of OTM lecturers in Universities and Colleges of Education on the extent instructional resources are provided in the business education (OTM) in selected tertiary institutions in South East, Nigeria.
2. There is no significant difference in the mean ratings of OTM lecturers in rural and urban areas on the extent physical facilities are provided in the business education (OTM) in selected tertiary institutions in South East, Nigeria.

Method

The research design that was adopted in this study was descriptive survey. This study was conducted in South-East, Nigeria. The South-East is one of the six geo-political zones in Nigeria. South-East, Nigeria (Igboland) is the smallest of Nigeria's informal geopolitical zones and consists of five States of Abia, Anambra, Ebonyi, Enugu and Imo States. The population of the study comprised 110 business education (OTM) lecturers from 12 public tertiary institutions offering business education (office technology and management) programme in South East, Nigeria comprising both males and females with varied qualifications and years of teaching experiences. The study adopted census method. The entire population of 110 business education (OTM) lecturers were used for the study.

The instrument for data collection was a structured questionnaire developed by the researcher. The instrument was titled: Questionnaire on Extent of Provision of Instructional Resources and Physical Facilities in Business Education (OTM) Programme in Selected Tertiary Institutions (QEPIRPFBEPTI) with two main Sections – A and B. Section A contained two items on respondents' background information covering type of institution and location while Section B contained a total of 23 items arranged in two clusters (1 and 2 Clusters). Cluster B1 contains

11 items on the provision of instructional resources and Cluster B2 contained 12 items on physical facilities. The questionnaire was structured on a 4- point rating scale of Very High Extent (VHE) – 4, High Extent (HE) – 3, Low Extent (LE) – 2 and Very Low Extent (VLE) – 1. The instrument was validated by three experts. Two of the experts were from the Department of Vocational Education, while one expert was from Measurement and Evaluation Unit of the Department of Educational Foundation all in the faculty of education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. To establish the reliability of the instrument, a pilot test was carried out. The instrument was administered on 10 business education (OTM) lecturers in Delta State University, Abraka and Federal College of Education (Technical), Asaba both in Delta State who were not included in the population of the study. The application of the Cronbach Alpha reliability for the two clusters yielded coefficient values of 0.85 and 0.88 for clusters 1 and 2 respectively. Out of the 110 copies of questionnaire administered, 98 copies were retrieved in good condition. These amounted to 89% questionnaire return rate. The retrieved copies of the questionnaire were used for the analysis of data for the study.

The data collected from respondents were analyzed using descriptive statistics, specifically mean and standard deviation, and inferential statistics through t-tests. The mean was used to determine the central tendency, providing the typical value of a variable, while the standard deviation assessed the variability or consistency of the respondents' ratings. A four-point rating scale was used, with mean values of 2.50 or above indicating a high extent and below 2.50 indicating a low extent. For hypothesis testing, the t-test was employed at a 0.05 level of significance to compare mean responses between groups, such as universities and colleges of education or rural and urban areas. The decision rule was based on the calculated t value: if it was less than the critical value, there was no significant difference, and the hypothesis was accepted; otherwise, the hypothesis was rejected. Data analysis was conducted using SPSS version 21.

Results

Research Question 1

To what extent are instructional resources provided in business education (OTM) programme in selected tertiary institutions in South East, Nigeria?

Analysis of this research question is presented in Table 1 below:

Table 1

Respondents Mean Ratings on the Extent Instructional Resources are Provided in Business Education (OTM) programme in Selected Tertiary Institutions

S/N	Item Statements	Mean	SD	Remarks
1.	White boards are provided	3.05	0.76	High Extent
2.	Students are provided with work books	2.40.	0.68	Low Extent
3.	The library is well stocked with books	2.23	0.73	Low Extent

4.	Computers are adequate in the computer lab	1.60	0.88	Low Extent
5.	Tape recorders are available in the lab	2.28	1.00	Low Extent
6.	Infographics are available	2.19	0.85	Low Extent
7.	Televisions are available for visual learning	2.31	0.74	Low Extent
8.	Projectors are available for learning	2.44	0.69	Low Extent
9.	CD/DVD players are available	2.30	0.89	Low Extent
10.	Digital software are available for learning	2.47	0.87	Low Extent
11.	Scanners are available for instructional purpose	2.18	0.71	Low Extent
	Mean of Means	2.31		Low Extent

N = 98

Data in Table 1 revealed the extent instructional resources are provided in business education (OTM) programme in selected tertiary institutions in South East, Nigeria. Data in Table 1 indicated that the respondents rated item 1 with mean rating of 3.05 as implemented in selected tertiary institutions in South East, Nigeria to a high extent. However, the respondents rated items 2-21 with mean ratings ranging between 1.60 and 2.40 as provided in selected tertiary institutions to a low extent. The standard deviation scores ranging between 0.68 and 1.00 indicated that the respondents' opinions were close. The mean of means of 2.31 indicated that instructional resources are provided in business education (OTM) in selected tertiary institutions in South East, Nigeria to a low extent.

Research Question 2

To what extent are physical facilities provided in business education (OTM) programme in selected tertiary institutions in South East, Nigeria?

Analysis of this research question is presented in Table 2 below

Table 2

Respondents Mean Ratings on the Extent Physical Facilities are Provided in Business Education (OTM) programme in Selected Tertiary Institutions

S/N	Item Statements	Mean	SD	Remarks
12.	Lecture halls	3.11	0.83	High Extent
13.	Library facilities	2.28	0.78	Low Extent
14.	Computer Laboratory	2.12	0.80	Low Extent
15	Model Office	2.08	0.76	Low Extent
16.	Shorthand Laboratory	2.32	0.70	Low Extent
17.	Staff offices	2.40	0.87	Low Extent
18.	Workshop	2.31	0.74	Low Extent
19.	Departmental general office	2.60	0.95	High Extent
20.	Furniture for staff room	2.89	1.04	High Extent
21.	Furniture for departmental general office	2.47	0.87	Low Extent
22.	Lightings for offices	2.55	0.77	High Extent
23.	Internet facilities	2.01	0.69	Low Extent

Mean of Means	2.43	Low Extent

N = 98

Data in Table 2 revealed the extent instructional resources are provided in business education (OTM) programme in selected tertiary institutions in South East, Nigeria. Data in Table 2 indicated that the respondents rated items 12, 19, 20 and 22 with mean ratings of 3.11, 2.60, 2.89 and 2.55 as implemented in selected tertiary institutions in South East, Nigeria to a high extent. However, the respondents rated items 13, 14, 15, 16, 17, 18, 21 and 23 with mean ratings ranging between 2.01 and 2.47 as implemented in selected tertiary institutions to a low extent. The standard deviation scores ranging between 0.67 and 1.04 indicated that the respondents' opinions were close. The mean of means of 2.43 indicated that physical facilities are implemented in business education (OTM) in selected tertiary institutions in South East, Nigeria to a low extent.

Hypothesis 1

There is no significant difference in the mean ratings of business education (OTM) lecturers in Universities and Colleges of Education on the extent instructional resources are provided in business education (OTM) in selected tertiary institutions in South East, Nigeria.

Analysis of this research question is presented in Table 3 below:

Table 3

t-test of OTM Lecturers on the provision of Instructional Resources in Business Education across Selected Tertiary Institutions

Variation	N	Mean	SD	t-cal	Df	p-value
OTM Lecturers in Universities	51	2.47	0.85			
				2.33	96	0.02
OTM Lecturers in COEs	47	2.08	0.80			

Result from Table 3 indicated the independent t-test of business education (OTM) lecturers in Universities and Colleges of Education on the extent instructional resources are provided for business education (OTM) in selected tertiary institutions in South East, Nigeria. The results revealed t-calculated =2.33, p-value=0.02 and degrees of freedom of 96. The p-value of 0.02 was greater than 0.05 level of significance, hence the decision was not to reject the null hypothesis. This means that there is no significant difference in the mean ratings of business education (OTM) lecturers in Universities and Colleges of Education on the extent instructional resources are implemented in business education (OTM) in selected tertiary institutions in South East, Nigeria.

Hypothesis 2

There is no significant difference in the mean ratings of business education (OTM) lecturers in rural and urban areas on the extent physical facilities are provided in business education (OTM) in selected tertiary institutions in South East, Nigeria.

Analysis of this research question is presented in Table 4 below:

Table 4

t-test of OTM Lecturers on the provision of Physical Facilities in Business Education across Selected Tertiary Institution

Variation	**N**	**Mean**	**SD**	**t-cal**	**Df**	**p-value**

OTM Lecturers in Rural Areas	68	2.08	0.82	0.68	96	0.04
OTM Lecturers in Urban Areas	30	2.15	0.95			

Result from Table 4 indicated the independent t-test of business education (OTM) lecturers in rural and urban areas on the extent physical facilities are provided in business education (OTM) in selected tertiary institutions in South East, Nigeria. The results revealed t-calculated =.68, p-value=0.04 and degrees of freedom of 96. The p-value of 0.04 was greater than 0.05 level of significance, hence the decision was not to reject the null hypothesis. This means that there is no significant difference in the mean ratings of business education (OTM) lecturers in rural and urban areas on the extent physical facilities are provided in business education (OTM) in selected tertiary institutions in South East, Nigeria.

Discussion

The finding of the study revealed that instructional resources are provided in the business education (OTM) in selected tertiary institutions in South East, Nigeria to a low extent. This finding may have resulted because administrators of tertiary institutions face budgetary constraints, resulting in limited funds available for acquiring and maintaining instructional resources, such as workbooks, computers, infographics, software, and projectors. This finding is in agreement with Ile and Okafor (2021) who revealed that OTM lack instructional resources. The consensus on the scarcity of instructional resources in OTM highlights a systemic issue within the field of business education in South East, Nigeria. The lack of essential resources can hamper the quality of education and hinder students' ability to acquire the skills and knowledge needed for their future careers. The agreement with Okafor's findings provides additional evidence and strengthens the argument for addressing this issue. It suggests that the problem is not isolated but rather a common concern in the field. Mgbonyegbi and Osamor (2019) noted that OTM programmes are faced with the challenges of inadequate instructional resources. Mgbonyegbi and Osamor further noted that the issue of inadequate instructional resources threatens the realization of the goals of OTM programme in tertiary institutions.

Furthermore, the finding of the study showed that business education (OTM) lecturers in Universities and Colleges of Education did not differ in their opinions on the extent instructional resources are provided in business education (OTM) in tertiary institutions in South East, Nigeria. This finding showed that irrespective of the type of institution, business education (OTM) lecturers are in agreement that instructional resources are implemented to a low extent. The consensus on the scarcity of instructional resources in OTM highlights a systemic issue within the field of business education in South East, Nigeria. The lack of infrastructural resources can hamper the quality of education and hinder students' ability to acquire the skills and knowledge needed for their future careers.

The finding of the study revealed that physical facilities are provided in the business education (OTM) in tertiary institutions in South East, Nigeria to a low extent. This finding may have resulted because limited financial resources can restrict the ability of tertiary institutions to invest in the construction, maintenance and improvement of physical facilities, including classrooms, laboratories, and computer rooms. Also, existing infrastructure may not meet the demands of a modern business education programme (OTM), which often requires up-to-date technology and well-equipped spaces for practical training. The finding of the study is in consonance with Ubulom and Enyekit (2017) who revealed that the school plants in business

education departments fall below the required minimum academic standards level of the programme. Similarly, Omniyi and Elemure (2020) revealed that facilities needed for effective teaching and learning of office technology and management in ensuring quality delivery are inadequate. The consistency of these findings across various studies emphasises the need of resolving physical facility deficiencies in business education departments, particularly in the context of OTM. There is an obvious need for increased investment in infrastructure, maintenance, and renovations, as well as rigorous adherence to academic requirements for physical facilities, to improve the quality of education and guarantee that students are appropriately equipped for their future employment. This coordinated effort among educational institutions, government agencies, and relevant stakeholders is critical for providing students with the resources they need for a high-quality learning experience. Furthermore, finding of the study revealed that no significant difference in the opinions of business education (OTM) lecturers in rural and urban areas on the extent human resources are implemented in business education (OTM) in tertiary institutions in South East, Nigeria. This finding indicate irrespective of their location, business education (OTM) lecturers did not differ in their opinions on the extent physical facilities are provided in business education (OTM) in tertiary institutions in South East, Nigeria. This is in agreement with Okolocha and Efanimjor (2021) who also found no significant difference in the opinions of business educators based on location. This finding implies that the perceived availability of physical facilities is consistent among lecturers across different geographical areas.

Conclusion

The researcher concluded based on the findings of the study that instructional resources and physical facilities are provided to a low extent. It is therefore imperative that stakeholders in the business education programme come up with measures for promoting the implementation of the business education (OTM) curriculum in tertiary institutions.

Recommendations

Based on the findings of this study, the researcher proffered the following recommendations:

1. Government at all levels should increase the budget allocation for instructional resources, such as workbooks, digital projectors and computers, to improve the quality of education. Government through its supervising agencies like the National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) should implement quality assurance mechanisms to regularly assess the adequacy and relevance of instructional resources.
2. Administrators of business education (OTM) programme in public tertiary institutions should explore partnerships with the private sector to enhance physical facilities in tertiary institutions.

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