

Promoting Sustainability Development: The Role of Business Studies Teachers' in Public Upper Basic School in Oyo State

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This paper focused on promoting sustainability development: the role of business studies teachers in public upper basic schools. It examined the concept of business studies as a subject and the teachers' for promoting sustainability in public upper basic schools. Business studies is an academic subject that exposes students to business knowledge and practices and it's also a subject that's been taught in the upper basic schools and geared towards imparting in students the necessary business skills, attitudes and knowledge required to survive and succeed in the world of business. However, despite the wide applicability and importance of Business studies, many students seem not to be finding their feet in the subject and world of work after graduation, that's why this study seeks to determine the strategies that the business studies teachers' will inculcate in promoting sustainability development. The study adopts the descriptive survey design. One research question and One hypothesis tested at 0.05 level of significance. Population of the study consists of 1,269 business studies teachers, while sample consisted of 109 business studies teachers selected from 11 selected local government were randomly selected across all the three senatorial districts. A validated questionnaire containing 29 items with reliability coefficient of 0.05 level of significance. Findings reveals that instructional facilities such as visual aids and typing pool used by the teacher in teaching of business studies in Oyo state are rarely available while audio- visual aids are not available for the teaching of business studies in upper basic schools in Oyo state. Based on the findings, it was recommended among others that government and other educational stakeholders should ensure that the public upper basic schools should be equipped with the right instructional facilities such as the typing pool, visual and audio- visual aid for effective teaching of business studies as they can stimulate learning and help the students to have practical knowledge of the subject which will help in promoting sustainability development in the nation.

Keywords: Business studies, teachers', instructional facilities, sustainability, upper basic

Introduction

Education is defined as the way teachers assist pupils to acquire skills, knowledge and beliefs in school. The role of Business Studies teacher in promoting Sustainability development in public upper basic schools especially in Oyo state as the scope of the study of this research work needs to be properly handled. The instructional facilities used by the teachers to teach the pupils at the upper basic school level of education system is a very important issue that needs to be focused on especially in practical subjects such as Business studies is very paramount to look into in order for the teacher to achieve a successful transfer of knowledge from the teacher to the pupils. Instructional Facilities assist teachers to make their lessons explicit to learners.

Business studies is one of the prevocational subjects at junior secondary school. It's a subject taught at the upper basic school that is geared towards imparting in students the necessary business skills, attitudes, and knowledge required to survive and succeed in the world of business according to Wokocha, B and Brown (2017).

Business Studies is a course designed to prepare the learners to acquire useful knowledge, skills to gain employment and also handle their own business affairs and to function intelligently as consumers and citizens in a business economy Akpomi, M.; Okiridu, O and Chukwu, C (2022). It was asserted that Business Studies is important for the underdeveloped, developing and the developed nations because it is a programme of instruction by which the teacher plan, organize and transfer the employers' needed skills to the learners. According to Kayii, N.E and Okiridu, O.S.F (2020) Business Studies aids learners with functional and suitable skills, knowledge, attitude and value that would enable them operate in the environment they find themselves.

Business Studies became one of the compulsory subjects offered in Upper Basic schools. It is an academic subject that exposes students to business knowledge and practices. The subject was designed to introduce students to the foundational knowledge of the principles and practices of business. Business Studies prepares students for business careers as well as to enable them to become more efficient and advance to higher business positions. Business Studies have five components which include - Office Practice, Commerce, Bookkeeping, Shorthand and Typewriting Abubakar, S (2020)

Business education is an integral part of vocational education, which aimed at equipping the students with relevant skills for purpose of making them functional in the society. Business education focuses on skills acquisition in different areas Oyerinde. O.D; Onajite, O.G and Aina, A.M (2020). Business Studies remains a relevant subject in secondary schools that develops in the learner, competencies that are needed for survival in the business world Wokocha and Brown (2017).

Promoting Sustainable development can be refer's to as all means of development of the pupils in the school. This statement was made by China, Lilly and Igbemi (2017) that sustainable development

is all about improving the lives of people. For sustainability development to occur in business studies subject by the teacher's in Oyo state, effective educational goal attainment needs to be look into such as business studies subjects need to be effectively taught using effective teaching strategies and available instructional facilities by the teachers in order to attain the required goals.

Sustainable development focused on the ways of improving the teaching and learning in school, the judicious use of the instructional facilities by the business studies teacher's in the classroom. In the context of the study, sustainable development focused on equipping the upper basic school pupils in Oyo state with vital skills for self development in order for the pupils to achieve success in their academic achievement and contribute to the economic development of the Nation. Adebayo (2003) stressed that for, teaching and learning of business studies to be effective and meaningful, there is need for personnel (teachers) to acquire relevant degrees and experience in their profession. Business subjects programme requires the services of such specialized, experienced competent male and female personnel who possess the necessary skills and knowledge to ensure that students under them acquire the needed skills and knowledge in order to perform in the world of work after graduation as employees.

Concept of Teaching Strategy

Strategy are those statics, methods such as instructional facilities to be use in teaching in order to achieve the stated objectives laid down by the teacher. Teaching strategy plays an important role in the teaching and learning process in school. Effective strategy used by teachers in teaching and learning of business studies subjects at the upper basic school level are very important. The emphasis is laid because when they his lack of teacher using the appropriate teaching method and required instructional facilities in teaching the subjects it will leads to poor academic achievement of the pupils in the concern subjects and it will also lead to non promotion of sustainability development of the pupils in the future.

Literature Review

The literature review of this study focuses on (1) Roles of business studies teachers in promoting sustainability development in Oyo state and (2) ways of promoting sustainability development in upper basic schools in Oyo state.

Roles of business studies teachers in upper basic school is by promoting sustainability development in Oyo state in the stated practical subject being focused on, also teachers' using effective strategies in teaching the subject Business studies.

Business studies teacher must pursue sustainability development in teaching of upper basic school pupils studying business studies as a subject in Oyo state as it forms the core of healthy development in the state. One ways of promoting sustainability development in upper basic schools is the type of Instructional Facilities used by the teacher in teaching this core subject. In the context of this study, The instructional Facilities can be visual aids, audio- visual aids and typing pool.

Visual aids are teaching aids that appeals to the sense of sight of the students during teaching and learning process. Examples include – charts, pictures, maps, newspapers, magazines etcetera.

Audio-Visual aids are teaching aids that appeals to the both the sense of sight (visual) and hearing (audio) in the students during teaching and learning process. Examples include – television, computer, film strips, slides etcetera.

Typing pool refers to a Business Studies laboratory which consists of all type of Business Studies equipments that can be used to teach the students outside the classroom. It allows the students to practice that which they have learnt in the classroom. Examples of facilities found in a typing pool include – typewriter, filing cabinet, perforator, swivel typing chair etcetera.

Agwu (2001), Uwameiye and Titilayo (2005) observed that the teaching strategies adopted by most business subject teachers are more of theory rather than practical and inquiry, and the type of teaching materials used are all outdated, therefore, no longer relevant for teaching in the present information technology era. They further stressed that most teachers are not after student's participation and contribution in the class, but are concerned with covering their scheme of work. The type of strategy to be adopted by any teacher depends on the information or skills the teacher is trying to convey. For practical skill acquisition in business education (business subjects inclusive), the Nigeria Educational Research and Development Council NERDC (2008), prescribed the following methods as appropriate for teaching business subjects: Discussion, excursion, lecture, chalk board, project, simulation, question and answering, individual learning, demonstration, resource person, text book, explanation, video clip, Field observation, Radio, television, office visit method, dramatization methods, use of local resources, flip chart, CDS, and DVDs.

Statement of the problem

In this modern era when every sector of the economy is clamouring for promoting sustainability and development in Nigeria, research has shown that there are skills and competencies gap – both real and perceived among business studies students and that it needs to be closed. Despite the huge importance of academic achievement of students in Business Studies to the economic development of a nation such as Nigeria, it has been observed that the academic achievement of students in Oyo state seems to be declining at an alarming rate. The implication and consequences of students' poor academic achievement in Business Studies is that the teachers are teaching and using more of theory rather than practical and inquiry, and the type of instructional facilities seems to be outdated, therefore, the instructional facilities are no longer relevant for teaching in the present information technology era which will result to non- promoting and sustainability of pupils in the state.

Research Questions

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

Hypotheses

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

Methodology

A descriptive survey research design was employed to carry out this study. Population of the study consists of 1,269 business studies teachers, while sample consisted of 109 business studies teachers selected from 11 selected local government were randomly selected across all the three senatorial districts. A validated questionnaire containing 29 items with reliability coefficient of 0.05 level of significance. The reliability of the instruments (questionnaires) were determined using Cronbach's Alpha and Kuder Richardson – twenty (KR-20) respectively. Data was analysed using descriptive and inferential statistical techniques. Demographic information of the teachers were analysed using descriptive statistics such as frequency and percentage. Research questions were answered using descriptive statistics such as frequency, percentage, mean and standard deviation. Hypotheses one were tested using inferential statistics such as multiple regression.

Results

Instrument Response Rate

Table 1.1: Instrument Response Rate

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

Source: Field Survey, 2022

Table 1 shows the instrument response rates. Instructional Facilities Questionnaire (IFQ) was administered on one hundred and nine (109) public upper basic school Business Studies teachers. All the one hundred and nine (109) questionnaires were retrieved and valid which gave a response rate of 100%.

Table 1.2: Frequency Distribution of Business Studies Teachers' Demography

(n = 109)

Demographic Data	Frequency (F)	Percentage (%)
Gender		
Male	41	37.6
Female	68	62.4
Total	109	100
Age (years)		
Below 30	18	16.5
31-40	39	35.8
41-50	48	44.0
51-60	4	3.7
Total	109	100
Highest Educational Qualifications		
TCI/TCII/NCE	10	9.2
Bachelor's degree	63	57.8
PGDE	22	20.2
Master's degree	14	12.8
Total	109	100

Years of Educational Experience

1-5	9	8.3
6-10	20	18.3
11-15	59	54.1
16-20	15	13.8
21-25	6	5.5
Total	109	100

Source: Field Survey, 2022

Table 1.2 shows the frequency distribution of public upper basic school Business Studies teachers' demography as obtained from the questionnaire distributed during the field. It is revealed from the table that 41 (37.6%) of the teachers are males while 68 (62.4%) are females. This result may suggest that female teachers are more than their male counterparts in the public upper basic schools in Oyo state. Furthermore, it is revealed that 15 (16.5%) of the teachers are below 30 years of age, 39 (35.8%) are within 31-40 years of age, 48 (44.0%) are within 41-50 years of age while 4 (3.7%) are 51-60 years of age. This result suggests that majority of the teachers are in their mid-age. It is also revealed that 10 (9.2%) of the teachers have TCI/TCII/NCE as their highest educational qualifications, 63 (57.8%) have Bachelor's degree, 22 (20.2%) have PGDE while 14 (12.8%) have master's degree as their highest educational qualification. This result implies that most of the teachers are well educated. Lastly, 9 (8.3%) of the teachers have within 1-5 years of teaching experience, 20 (18.3%) have 6-10 years of teaching experience, 59 (54.1%) have 11-15 years of teaching experience, 15 (13.8%) have 16-20 years of experience while 6 (5.5%) have 21-25 years of teaching experience. This result implies that majority of the teachers have above 6 years of teaching experience which is quite good.

2.1 Research Questions

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

Table 2.1: Availability level of Audio -Visual Aids for teaching Business Studies (n = 109)

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

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

Source: Field Survey, 2022

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

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

Table 2.1 presents the availability level of audio-visual aids for teaching in Business Studies in public upper basic schools in Oyo State. Audio-visual aids are those teaching aids or instructional facilities that appeal to both the sense of hearing and sight of the students during the teaching and learning process in the Business Studies classroom. Examples include – computer assisted instruction, interactive boards, tape recorders, television set, film and overhead projectors as shown in the table above. The criterion mean was set at 2.500. The rating scale of Not Available (1) to Highly Available (4) was used. Six (6) items were used to ascertain the availability level of audio-visual aids for the teaching

of Business Studies as perceived by the Business Studies teachers. All the six items were rated 'not available' as their means were within 0.000-1.499. The weighted mean (SD) of 1.367 (.45) confirms generally that audio-visual aids for the teaching of Business Studies in Oyo State public upper basic schools is not available. This results suggest that instructional facilities such as audio-visual aids for the teaching of Business Studies are lacking in most public upper basic schools in Oyo state. This means that the teaching of Business Studies in the schools is only done with the traditional talk and chalk method as it is void with the use of audio-visual aids facilities to stimulate the students' interest in learning the subject.

Table 2.2: Availability level of Visual Aids for teaching Business Studies (n = 109)

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

Criterion Mean = 2.500; Weighted Mean = 2.042; SD = .56; Overall Decision = Rarely Available

Source: Field Survey, 2022

Rating Scale used: Highly Available (HA) = 4, Moderately Available (MA) = 3, Rarely Available (RA) = 2, Not Available (NA) = 1. Std. Dev. = Standard Deviation; **Mean Threshold:** 0.000-1.499 = Not Available; 1.500-2.499 = Rarely Available (Low); 2.500-3.499 = Moderately Available (Moderate) and 3.500 to 4.000 = Highly Available (High)

Table 2.2 presents the availability level of visual aids for teaching in Business Studies in public upper basic schools in Oyo State. Visual aids are those teaching aids or instructional facilities that appeal to the sense of sight of the students during the teaching and learning process in the Business Studies classroom. Examples include – posters, cartoons, maps, charts, newspapers, magazines, whiteboards and shorthand dictionary as shown in the table above. The criterion mean was set at 2.500. The rating scale of Not Available (1) to Highly Available (4) was used. Five (5) items were used to ascertain the availability level of visual aids for the teaching of Business Studies as perceived by the Business Studies teachers. All the five items were rated 'rarely available' as their means were within 1.500-2.499. The weighted mean (SD) of 2.042 (.56) confirms generally that visual aids for the teaching of Business Studies in Oyo State public upper basic schools is rarely available. This results suggest that instructional facilities such as visual aids for the teaching of Business Studies are rarely available in most public upper basic schools in Oyo state. This means that the teaching of Business Studies in the schools is only done with the traditional talk and chalk method as it is void with the use of visual aids facilities to stimulate the students' interest in learning the subject.

Table 2.3: Availability level of Typing Pool for teaching Business Studies (n = 109)

S/N	Items	HA	MA	RA	NA	Mean (\bar{x})	Std. Dev.	Decision
1	Manual typewriters for teaching Business Studies	8 (7.3%)	9 (8.3%)	54 (49.5%)	38 (34.9%)	1.881	.54	Rarely Available
2	Electronic typewriters for practice in Business Studies	3 (2.8%)	6 (5.5%)	69 (63.3%)	31 (28.4%)	1.826	.53	Rarely Available
3	Dictating Machines for teaching Business Studies	2 (1.8%)	3 (2.8%)	53 (48.6%)	51 (46.8%)	1.596	.48	Rarely Available
4	Teachers' Demonstration stand for teaching Business Studies	4 (3.7%)	6 (5.5%)	55 (50.5%)	44 (40.3%)	1.725	.50	Rarely Available
5	Punching machine for practice in Business Studies	5 (4.6%)	6 (5.5%)	52 (47.7%)	46 (42.2%)	1.725	.50	Rarely Available
6	File cabinet for reference purpose in Business Studies	1 (0.9%)	2 (1.8%)	67 (61.5%)	39 (35.8%)	1.679	.50	Rarely Available
7	Swivel typing chairs for learning in Business Studies	–	4 (3.7%)	58 (53.2%)	47 (43.1%)	1.606	.49	Rarely Available

8	Ink duplicating machine for practical purposes in Business Studies	1 (0.9%)	5 (4.6%)	54 (49.5%)	49 (45.0%)	1.615	.51	Rarely Available
9	Shorthand pen/notebook for learning shorthand in Business Studies	5 (4.6%)	11 (10.1%)	52 (47.7%)	41 (37.6%)	1.817	.53	Rarely Available
10	Photocopying machine for demonstration purposes in Business Studies	3 (2.8%)	7 (6.4%)	56 (51.4%)	43 (39.4%)	1.725	.51	Rarely Available
11	Perforating machine for teaching Business Studies	6 (5.5%)	12 (11.0%)	69 (63.3%)	22 (20.2%)	2.018	.57	Rarely Available
12	Guillotine for teaching Business Studies	7 (6.4%)	10 (9.2%)	51 (46.8%)	41 (37.6%)	1.844	.53	Rarely Available
13	Alarm clock/stop watch for reference purposes in Business Studies	5 (4.6%)	11 (10.1%)	65 (59.6%)	28 (25.7%)	1.936	.56	Rarely Available
14	Telephone Message pad for learning Business Studies	4 (3.7%)	7 (6.4%)	51 (46.8%)	47 (43.1%)	1.706	.53	Rarely Available
15	Single/Double hole punch for learning Business Studies	3 (2.8%)	8 (7.3%)	54 (49.5%)	44 (40.4%)	1.725	.53	Rarely Available
16	Stapling machine for demonstration purposes in Business Studies	8 (7.3%)	32 (29.4%)	48 (44.0%)	21 (19.3%)	2.248	.59	Rarely Available
17	Adding/listing machine for teaching Business Studies	-	3 (2.8%)	23 (21.1%)	83 (76.1%)	1.266	.45	Not Available
18	Calculator for teaching/learning Business Studies	13 (11.9%)	29 (26.6%)	44 (40.4%)	23 (21.1%)	2.294	.59	Rarely Available

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

Source: Field Survey, 2022

Rating Scale used: Highly Available (HA) = 4, Moderately Available (MA) = 3, Rarely Available (RA) = 2, Not Available (NA) = 1. Std. Dev. = Standard Deviation; **Mean Threshold:** 0.000-1.499 = Not Available; 1.500-2.499 = Rarely Available (Low); 2.500-3.499 = Moderately Available (Moderate) and 3.500 to 4.000 = Highly Available (High)

Table 2.3 presents the availability level of typing pool for teaching in Business Studies in public upper basic schools in Oyo State. Typing pool functions like the Business Studies laboratory where students are able to learn the practical aspect of the subject. It consists of several equipments such as swivel typing chairs, manual and electronic typewriters, adding/listing machine, punching machine, filing cabinets, perforating machine, photocopying machine and so on and forth. The criterion mean was set at 2.500. The rating scale of Not Available (1) to Highly Available (4) was used. Eighteen (18) items were used to ascertain the availability level of typing pool for the teaching of Business Studies as perceived by the Business Studies teachers. Seventeen (17) of the items were rated 'rarely available' as their means were within 1.500-2.499. However, one of the item was rated 'not available' as the mean was within 0.000-1.499. The weighted mean (SD) of 1.791 (.52) confirms generally that typing pool for the teaching of Business Studies in Oyo State public upper basic schools is rarely available. This results suggest that instructional facilities such as typing pool for the teaching of Business Studies are rarely available in most public upper basic schools in Oyo state. This means that the teaching of Business Studies in the schools is mostly done theoretically using the lecture method which involves talk and chalk method, however, the equipments for the practical aspect of the subject is rarely available. In answer to research question three, instructional facilities such as visual aids and typing pool for the teaching of Business Studies are rarely available while audio-visual aids are not available for the teaching of Business Studies in public upper basic schools in Oyo state.

Research Hypotheses

H₀1: There will be no significant relative influence of Instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State

Table3.1:Coefficients of Multiple Regression for the relative influence of instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State.

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

Dependent Variable: Students' Academic Achievement in Business Studies

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

Table 3.1 shows that all the indices have individual or significant relative influence on students' academic achievement in Business Studies, this implies that audio-visual aids ($\beta = .088$; $t = 2.509$; $P < 0.05$), visual aids ($\beta = .069$; $t = 2.206$; $P < 0.05$) and typing pool ($\beta = .094$; $t = 2.842$; $P < 0.05$) all have significant relative influence on students' academic achievement in Business Studies. This implies that they may be the cause of the significance observed in the model. On the basis of the significant values, typing pool (sig. = .012) contributed more to students' academic achievement in Business Studies followed by audio-visual aids and visual aids (sig. = .025 in that order. Lastly, the positive values of B for all the significant contributors suggests that as they decrease, the academic achievement of the students' in Business Studies also decreases and vice versa.

4.1 Discussion of Findings

This study was implemented to Promoting sustainability development: the role of business studies teachers' in public upper basic school in Oyo state in which instructional facilities is been used as determinants of students' academic achievement in public upper basic schools in Oyo state. One research questions and One null hypotheses were raised for the study. This section discusses the findings of the study, compares and contrasts the findings with that of previous studies.

The Business Studies teachers' demography shows that 41 (37.6%) are males while 68 (62.4%) are females. This result may suggest that female teachers are more than their male counterparts in the public upper basic schools in Oyo state. Furthermore, it is revealed that 15 (16.5%) of the teachers are below 30 years of age, 39 (35.8%) are within 31-40 years of age, 48 (44.0%) are within 41-50 years of age while 4 (3.7%) are 51-60 years of age. It is also revealed that 10 (9.2%) of the teachers have TCI/TCII/NCE as their highest educational qualifications, 63 (57.8%) have Bachelor's degree, 22 (20.2%) have PGDE while 14 (12.8%) have master's degree as their highest educational qualification. Lastly, 9 (8.3%) of the teachers have within 1-5 years of teaching experience, 20 (18.3%) have 6-10 years of teaching experience, 59 (54.1%) have 11-15 years of teaching experience, 15 (13.8%) have 16-20 years of experience while 6 (5.5%) have 21-25 years of teaching experience. This result is also supported by the work on "Work Facets Predicting Overall Job Satisfaction among Teachers in Selected Secondary schools in Ibadan South-West Nigeria" which reported that teachers in Ibadan, Oyo state are mostly females, have Bachelor's degree, are within 30-50 years of age and have above 6 years of teaching experience Ibikunle, M.A; Afolabi, R.F and Bello, S (2022). As study on "An Investigation on the Influence of School Environment on the Academic Achievement of Secondary School Students in Business Studies, Oyo West Local Government Area, Oyo State" also renders support to the above results as it reports that most Business Studies teachers are females, married, have within 6-20 years of teaching experience and Bachelor's degree as their level of academic qualification Adeagbo, S (2021). The similarities in the results could be as a result of the fact that they were all carried out in Oyo state and therefore do not contradict each other.

Research question One reveals that instructional facilities such as visual aids and typing pool for the teaching of Business Studies are rarely available while audio-visual aids are not available for the teaching of Business Studies in public upper basic schools in Oyo state. This finding agrees with the study on the “Influence of School Environment on the Academic Achievement of Secondary School Students in Business Studies, Oyo West Local Government Area, Oyo State” which reported a low availability of typing pool or computer laboratory for the teaching of Business Studies in Oyo state, Adeagbo, S (2021). Another study carried out on “Assessment of adequacy Instructional Facilities on the Effectiveness Teaching of Business Studies Students in Oyo State, Nigeria” also revealed a poor extent of teaching aids such as audio-visual and visual aids for the teaching of Business Studies in Oyo state, Nigeria Adeleye, O.J (2021). The results of these studies are similar since they were all carried out in Oyo state public secondary schools.

Hypothesis One reveals that all the indices have individual or significant relative influence on students' academic achievement in Business Studies, this implies that audio-visual aids ($\beta = .088$; $t = 2.509$; $P < 0.05$), visual aids ($\beta = .069$; $t = 2.206$; $P < 0.05$) and typing pool ($\beta = .094$; $t = 2.842$; $P < 0.05$) all have significant relative influence on students' academic achievement in Business Studies. This finding aligns with that of a study which reported that typing pool or computer laboratory has a significant relative prediction on the teaching of Business Studies and students' academic performance in Oyo state Adeagbo, S (2021). Furthermore, the result corroborates the report of a study which revealed that Instructional Facilities such as visual and audio-visual aids have significant individual prediction on the effectiveness of teaching Business Studies Students and their academic performance in Oyo State, Nigeria Adeleye, O.J (2021).

Conclusion

The findings of this study revealed a low level of academic achievement of the students in Business Studies. Furthermore, it revealed that instructional facilities such as visual aids and typing pool are rarely available while audio-visual aids is not available. **It was also revealed that there is significant combined influence of instructional facilities on academic achievement of students in Business Studies in public upper basic schools in Oyo State.** Furthermore, audio-visual aids, visual aids and typing pool all have significant relative influence on students' academic achievement in Business Studies. On the basis of the above stated findings, it can therefore be concluded that rare and none availability of instructional facilities such as visual aids, typing pool and audio-visual aids could be responsible for the low (poor) level of academic achievement of the students in Public upper basic schools, Oyo state. It can further be concluded that instructional facilities affects sustainability development of students academic achievement in Business Studies in public upper basic schools in Oyo State.

Recommendations

Recommendations were made on the basis of the findings of this study as follows:

- I. Government and other educational stakeholders of the state should ensure that the public upper basic school's teachers' are equipped with the right instructional facilities such as typing pool, visual and audio-visual aids for the effective teaching of Business studies as they can stimulate learning and also help in promoting sustainability development of the subject in the state.
- II. The teachers should also acquire relevant certification in their profession.
- III. The teachers should also go out of their comfort zone to gather experience that are required of them to bring about promoting sustainability development in the state.
- IV. Experienced and competent male and female teachers should be employed in teaching the upper basic school pupils in the school.
- V. There should be proper funding, effective supervision and monitoring of teachers in the upper basic school level of education.

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