

Instructional Facilities and Perceived Academic Performance of Office and Information Management Students in Lead City University, Ibadan

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Abstract

Purpose: The study examined the influence of instructional facilities on perceived academic performance of undergraduate students in the department of Office and Information Management (OIM) Lead City University, Ibadan.

Design/Methodology/approach: A descriptive survey design was adopted for the study and the population was 101 undergraduate students in OIM department. A total enumeration method was adopted given the small population. The adapted questionnaire was reliable given the Cronbach Alpha's coefficient which range from 0.712 and 0.763.

Findings: Results of the findings revealed that instructional facilities which include books, computers, multimedia and shorthand laboratory have significant effect on perceived academic performance of undergraduate students in OIM Lead City University Ibadan ($\text{Adj } R^2=0.505$; $p=0.000$, $Q^2=0.145$). **Conclusion:** This study concluded that instructional facilities had significant effect on perceived academic performance of undergraduate students in OIM Lead City University Ibadan.

Practical Implications: The study recommended that management of Lead City University Ibadan should refocus their commitment on the computer facility and the shorthand laboratory facilities because of the four instructional facilities examined, books and multimedia facilities had significant relative influence on perceived academic performance. Concerted effort in material and in manpower resources need to be reinvested to enjoy the benefit of computer and shorthand laboratory instructional facilities.

Keywords: Instructional facilities, Perceived academic performance, Office & Information Management

Introduction

Students' perceived academic performance is an essential part of education. It is considered as the center around which the whole educational system revolves. Furthermore, it is suggested that students' views of their academic accomplishment serve as a basis for knowledge acquisition and the learning of skills as well enhancement of talents. Perceived academic achievement, according to some writers, relates to the information learned as measured by a teacher's grades and/or educational goals set by students and instructors to be achieved over a set period of time. They went on to say that continuing evaluations or examination outcomes are used to evaluate these objectives.

More data suggests that perceived academic performance is a good predictor of educational achievement. It shows and assesses how far a school, its instructors, and students have progressed toward their educational objectives. Similarly, some academics believe that a student's perceived academic achievement over time is a measured and observable activity. He went on to say that it is comprised of a student's performance in assessments such as class activities, class tests, mid-semester, mock examinations, and end-of-semester exams. Another author said that a student's perceived academic accomplishment is defined by their exam, test, and course work results. The authors' criteria show that quantitative outcomes like class activities, tests, and exam results characterize perceived academic achievement. Accordingly, the results obtained by a student at the end of a specific term in all subjects are used as the operational definition of perceived academic performance in this study; a student who receives a total of aggregate 6-36 in six of his or her subjects is considered academically good; and the percentage pass is 50% and above.

Other studies estimate student success depending on the outcome of a given topic or the previous year's outcomes (Farooq M.S., 2011). (Farooq M.S., 2011). The following factors have been identified as contributing to students' poor perceived academic performance in the Department of Office and Information Management: lack of instructional facility maintenance and students' attitudes toward instructional facilities, lack of instructional facility maintenance as most equipment and instructional facilities in Nigerian institutions are in despair and decay due to poor maintenance culture (Akinsolu R. A., 2004). (Akinsolu R. A., 2004). Furthermore, there is a

shortage of this upkeep in our different tertiary institutions, which has resulted in a substantial setback in effective acquisition that would increase student perceived academic achievement in the department of Office and Information Management. When students are given with required facilities, they may not utilize them as they should, leaving the existing facilities outdated, particularly if they are not handled with care. Stakeholders in the educational sector are required to work together to maintain school equipment and instructional facilities, with parents and the government giving financial assistance. In a same spirit, school authorities must find weaknesses and make optimum use of the available equipment. The availability, care, and continuance of instructional facilities at Nigerian tertiary institutions are impacted by students' views regarding educational facilities, where they think that government property belongs to no one. The "It's government property" mindset has become a canker-worm eating deep into the fabric of educational institutions, as students mishandle equipment and are rarely penalised, enabling them to get away with it. This leads to inadequate instructional facilities, and educational officials are held accountable. Government, faculty, and students show little or no interest in upgrading the present level of infrastructure at higher institutions. Students must be taught how to properly care for educational facilities in order to support successful teaching and learning, which will have an influence on their perceived academic achievement.

Classrooms, seminar rooms, instructional labs, computer laboratories, on-campus clinics, libraries, and other places utilized largely for the delivery of formal education to students are designated as instructional facilities. All things that are deployed to assist, enable, influence, or promote the acquisition of knowledge, competences, and abilities are termed instructional facilities (Owoeye, J., 2011). These educational establishments include: Computers in the classroom, which play a vital influence in the career development of pupils. The most powerful tool that kids can exploit to acquire new talents and more sophisticated versions of existing teachings is a computer with internet connectivity. Students are taught the principles of computers and the internet in schools all throughout the globe. Another is multimedia in the classroom, which is especially beneficial in office and information management owing to the usage of multimedia technology in the classroom (OIM). Suitable books in the library are another example of an educational facility that supports lecturers in educating students; yet, if there are no suitable books in the library, it becomes a

common room, hurting the morale of students to widen their horizons beyond what they are taught in class. Every person's life revolves around literature. Books are supposed to be our best friends. The necessity for a computer keyboarding room in the Information Management (IM) Department is vital for schools to have and receive the most up-to-date and high-quality computer supplies. Students may engage directly with the data obtained through computers, and they can get practical experience by practicing on their own.

It is hard to exaggerate the relevance of instructional facilities in the learning process. This is because such facilities enhance, assist, and make learning straightforward, bright, and tangible. The availability of instructional facilities, according to one expert, is vital to creating effectiveness in educational delivery and monitoring in the school system (Olumorin, C. O., 2010). Another author stressed the poor inadequacy and underutilization of instructional facilities required to compensate for sense organ limitations and promote dominant organ ability (Mathew N. G., 2013). He suggested that lecturers should try their utmost to give locally manufactured facilities in lieu of conventional ones in order to promote their lessons. Textbooks, a whiteboard, and key equipment such as a computer, projector, television, and video should all be widely accessible in classrooms. Lecturers can give their lessons more quickly, and students may study without difficulties owing to instructional facilities (Ogbondah L., 2013). They argued that all sense organs are in direct relationship with educational facilities. When learners employ at least three of their sense organs, namely sight, hearing, and touching, learning is improved. He advised that instructors seek for extra teaching tools to enhance what textbooks give in order to extend ideas and ignite students' interest in the topic.

Several investigations on the influence of instructional facilities on student perceptions of academic performance have been undertaken in Nigeria and other areas of the globe. However, empirical studies on the impact of instructional facilities on perceived academic performance of Office and Information Management (OIM) students are uncommon, necessitating the need for this study, which aimed to investigate the impact of instructional facilities on perceived academic performance of Office and Information Management students at Lead City University, Ibadan.

Literature Review

Individual students' psychological traits and their immediate psychological conditions have an impact on educational results, according to Walberg's theory of perceived academic performance. Student ability/prior success, motivation, age/developmental level, quantity of teaching, quality of instruction, classroom atmosphere, home environment, peer group, and outside-of-school exposure to mass media are among the nine major characteristics highlighted by Walberg's study. Student evaluations have recently been included into teacher and course assessments in higher education. According to studies on learning environments, psychosocial features of classroom learning settings have additional value in predicting student growth.

According to instructional facilities theories, there is a direct link between the facilities that instructors use and the learning results of their students. These impacts include increased learning capacity, superior learning and completion skills, and a positive attitude toward learning. Furthermore, these theories assume that educational institutions have the ability to develop students' highest level of intellectual skills by clearly demonstrating, step by step, how to follow rules/principles and elaborate on concepts, all of which have a positive impact on solving new problems by analyzing the situation and formulating a plan. According to the authors, instructional facilities can be used to boost learners' learning capacity through self-teaching or assisted learning (Gagne, Wager, Golas, and Keller, 2005). This implies that "eliciting performance" and "offering feedback on performance accuracy," as well as "giving learning direction," are the primary instructional facilities for guided exploration learning. For educators, many of Gagne's insights have far-reaching implications. Many of these ideas, such as the development of critical thinking and problem-solving skills in students, have capacity-building implications. By implication, the instructional facilities hypothesis is noteworthy since it established a link between instructional facilities and academic performance perception.

Instructional Facilities and Perceived academic performance

According to a research, there is a high association between instructional facilities and perceived academic success (Adeogun, 2001). Schools with greater teaching facilities, he believes, fared

better than schools with fewer instructional resources. This finding was supported up by a research that revealed private schools outperformed public schools owing to the availability and appropriateness of teaching and learning resources. Because there were limited instructional facilities available in public schools, it was noticed that both teaching and learning resources were in low supply (Adeogun, 2001). He went on to add that if fundamental instructional facilities are not provided, effective teaching and learning cannot take place in the classroom. The quality of education is defined by the quality of educational practices that a student experiences. Quality instructional facilities, they argue, should be incorporated into the learner's quality learning experience (Fuller, 1994). Student achievement is influenced by the quantity and quality of teaching and learning resources. This indicates that schools with proper teaching and instructional facilities, such as textbooks, charts, drawings, and real items for students to see, hear, and experience with, have a greater likelihood of attaining academic success than schools without such resources (Mwiria, 1995).

A research of physical instructional facilities and teaching instructional facilities in Tanzanian primary schools backs up the aforementioned assumptions (Ngwenya, 2015). On the effects of instructional facilities on successful learning, the author conducted interviews with instructors and students. According to his study, a school's perceived academic achievement may be related to competent teaching and instructional resources. He argued for the provision of adequate instructional facilities in order to deliver high-quality education. This was the first research of its type in Tanzania to relate the function of physical facilities with students' evaluations of school success. However, it only looked at physical infrastructure, neglecting educational facilities. Physical facilities, such as classrooms, seats, and desks, do not, in my view, adequate to promote effective teaching and learning. In addition, educational facilities are necessary. A researcher's study validates my thoughts that a school's success is contingent on its capacity to offer relevant and appropriate text books and other teaching and learning materials.

According to research, an improvised medium of modest technology facilities and resource-centered learning may enlarge any course of study's constrained knowledge base and increase teaching to a guaranteed quality (Keller, 2005). It may also promote approaches to guarantee that

technology is introduced into the teaching and learning of core scientific disciplines. Their results are in accordance with those of a researcher who concluded that employing simulation equipment opens up new vistas for individual learning tools, environmental resources, and services. The employment of ICT may also assist to reduce some of the problems in acquiring access to educational facilities. The usage and fast expansion of electronic communications, according to UNESCO (2004), has the potential to affect the quality and efficiency of basic education across the globe. The ease with which instructors and students may acquire knowledge on practically any subject through the Internet has the potential to revolutionize instructional content and practice.

Furthermore, courses created by the best academics in a given country might be made available to students all over the world. As a result, modern technology-based instructional strategies that use the Internet and the World Wide Web (WWW) to improve communication and resource availability may be used more frequently. According to one professor, ICT has the potential to increase access and enhance the relevance and quality of education in underdeveloped nations. He goes on to say the following about the possibilities of ICT: ICTs dramatically speed up the learning and absorption of knowledge, providing impoverished countries with hitherto unimagined opportunities to overhaul educational institutions (Tinio, 2002).

The majority of research on student performance does not link it to inadequacy or a lack of instructional resources. Despite the fact that studies in Tanzania have lamented low school performance, none have linked it to a lack of high-quality instructional tools. These findings suggest that there is an issue in schools that is linked to insufficiently high-quality instructional facilities, and so they will contribute to the body of knowledge on educational quality. A wealthy society will establish good schools with competent professors, learning infrastructures, and easy-to-learn children, resulting in good academic performance or success. (Owoeye, J., 2011).

As the name indicates, instructional facilities are visual and audiovisual technology that assists in the concretization of abstract concepts and ideas during the teaching or learning process. They are also materials that the speaker utilizes to augment his or her presentations. Equipment or resources used to promote learning for optimal student performance are referred to as instructional facilities. Hardware, software, and telecommunications in the Department of Office and Information

Management include personal computers, scanners, digital cameras, phones, faxes, modems, teleconferencing, compact disks, projectors, digital video disk players, recorders, radio and television programs, and data base systems used in education, as well as digitalized laboratories, workshops, and model offices.

The phrase "instructional facilities" refers to a planned collection of experiences within a learning environment, such as a lecture hall, computer lab, or workshop, with the objective of supporting learners in attaining desired changes in behavior or performance in response to specified demands. Various office apparatus, equipment, and technologies are employed in communication and information sciences programs with the objective of imparting knowledge and training to students (Oyinloye, 2014). Although instructors utilize textbooks, charts, models, graphics, actual objects, and improvised facilities to encourage pupils to study, they do it in a number of ways. The compatibility, sufficiency, and effective usage of educational facilities impact the effectiveness of accomplishing what they set out to achieve in a classroom context. It is evident that instructional facilities affect students' judgments of their academic accomplishment in teaching and learning. It gives the learners with the required sensory experiences for successful and persistent behavioral change. Instructional facilities are meant to boost the quality of education so that students in schools may attain their best potential academic performance. The validation – loop on the success of the interaction and teaching is supplied by the students' performance on the defined learning objectives. According to one author, instructional facilities are vital in teaching and learning as they are employed to augment a teacher's efficiency and effectiveness in delivering courses (Omabe, 2006). It was discovered that educational facilities help in the learning of abstract notions by aiding in the concretization of ideas and inspiring the imagination of learners (Enukoha, 2004).

H1: Instructional facilities greatly impact academic achievement of students in the Department of Information Management, Lead City University, Ibadan.

Conceptual Model

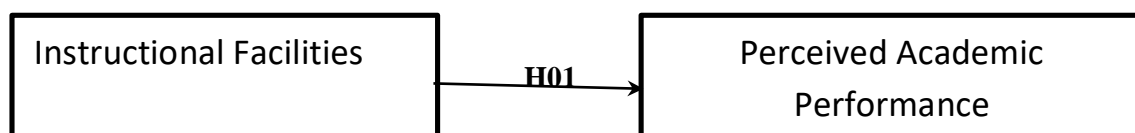


Figure 1: Conceptual Model
Source: Researcher Work 2021

Methodology

To explain the influence of instructional facilities on perceived academic performance, this research employed a descriptive design technique. One hundred and one (101) undergraduate (300 and 400 level) students of Office and information management from the college of Information science at Lead City University in Ibadan, Oyo State, Nigeria made up the study's population. The full enumeration approach was adopted in this investigation owing to the limited population. The data collecting instrument is a structured questionnaire prepared by the researcher utilizing relevant literature and based on the study's goals. The questionnaire was utilized to acquire information on instructional facilities and perceived academic achievement of undergraduate student of Office and Information management department Lead City University Ibadan Oyo State, Nigeria. The research utilized the Likert scale design and the instrument is made up of three pieces. The questionnaire was tested to face validity which examined how well the content of the instrument assesses what it is supposed to measure. It was also employed in establishing a scale's validity, which is a procedure that actually assesses the face value of the measuring device. To achieve the reliability of the instrument, Cronbach alpha which is the coefficients of all scores from different methods of splitting scales items are averaged and the average of the coefficients between (0.0 and 1.0) was used to test the internal consistency reliability of the Likert scale items. The empirical survey study methodology was aligned to guarantee the items under variables in the questionnaire were assessed by professionals and experts in the department of Information Management, Lead City University, Ibadan.

Result and Discussion of Findings

| Path Description | Original sample (o) | t | Sig. | R² | Adj. R² | Sig. | Q² |
|-------------------------|----------------------------|----------|-------------|----------------------|---------------------------|-------------|----------------------|
|-------------------------|----------------------------|----------|-------------|----------------------|---------------------------|-------------|----------------------|

| Unstandardized | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|
| Beta | | | | | | | |
| <hr/> | | | | | | | |
| Books → Perceived Academic performance | 0.465 | 4.369 | 0.000 | | | | |
| Computer Facilities → Perceived Academic performance | 0.150 | 0.127 | 0.241 | 0.530 | 0.505 | 0.000 | 0.145 |
| Multimedia → Perceived Academic performance | 0.252 | 2.584 | 0.010 | | | | |
| Shorthand Laboratory → Perceived Academic performance | 0.118 | 1.018 | 0.309 | | | | |
| <hr/> | | | | | | | |

The results of the multiple regression analysis for the influence of instructional facilities on perceived academic performance showed that instructional facilities have positive and significant influence on perceived academic performance of undergraduate students in the Department of Information Management, Lead City University, Ibadan Oyo State, Nigeria.

This study's results are consistent with earlier studies. Adeogun (2001), for example, revealed a high positive association between instructional facilities and academic achievement. This conclusion validated Babayomi's (1999) research, which revealed that private schools outperformed public schools owing to the availability and appropriateness of teaching and learning resources. Fuller and Clark (1994) have postulated that the quality of instructional procedures that a learner experiences influences the quality of education. Mwiria (1995) also feels that the quality and quantity of teaching and learning materials have an influence on students' performance. This indicates that schools with appropriate teaching and instructional facilities, such as textbooks, charts, drawings, and actual items for students to see, hear, and experiment with, have a greater

likelihood of succeeding well in academics than schools with poor teaching and instructional facilities.

Chonjo (1994) did a research on the physical instructional facilities and teaching instructional facilities in Tanzanian primary schools, which backs up the aforementioned findings. Chonjo conducted interviews with teachers and students to understand more about the effects of educational facilities on successful learning. Academic performance may be linked to competent teaching and instructional facilities in a school, according to his findings. Maundu's (1987) research confirms my idea that in order for a school to function effectively, it must be well-equipped with relevant and adequate text books and other teaching and learning materials.

The conclusions of this research corroborate Walberg's theory of academic performance, which highlights the relevance of instructional facility quantity and quality as a critical success factor for student academic progress. Similarly, instructional facilities theories argued that there is a direct relationship between the instructional facilities employed by instructors and the learning outcomes of their pupils. The conclusions of this inquiry were strengthened by these hypotheses. Therefore this research might infer that instructional facilities have a favorable and substantial impact on perceived academic performance of undergraduate students in the Department of Information Management, Lead City University, Ibadan Oyo State, Nigeria.

Conclusion

The study looked at how instructional facilities affected undergraduate students' opinions of their academic accomplishment at Lead City University in Ibadan, Oyo State, Nigeria. According to the results of this research, instructional facilities are a vital component in boosting student academic attainment. This implies that the correct amount and quality of contemporary instructional facilities have a direct and meaningful influence on student academic progress, fostering self-efficacy and self-confidence both during and after graduation.

Recommendations

Because of the four instructional facilities examined, books and multimedia facilities had a significant relative influence on perceived academic performance, the management of Lead City

University Ibadan should refocus their commitment on the computer facility and the shorthand laboratory facilities, according to the findings of the study. To benefit from computer and shorthand laboratory instructional facilities, a deliberate effort in material and personnel resources must be reinvested. Overall, educational facilities should be assessed on a regular basis in order to achieve the intended influence on students' learning and development.

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