



Evaluation of Instructional Resources for Teaching Business Subjects in Public Secondary Schools in Rivers State, Nigeria

¹Dr. W. J. Ubulom & ²Dr. P. C. Ogwunte

¹Department of Business Education
Rivers State University
Port-Harcourt, Nigeria

E-mail: ubulom@yahoo.com; will.ubulom@gmail.com

²Department of Vocational Education
Nnamdi Azikiwe University
Awka, Nigeria

Email: peter.Ogwunte@yahoo.com

ABSTRACT

The study assessed the adequacy of instructional resources available for teaching business subjects in public secondary schools in Rivers State, Nigeria. The study adopted the ex post facto research design and was guided by two research questions and a null hypothesis tested at 0.05 level of significance. The population for the study consisted of 624 business subjects' teachers in public secondary schools in Rivers State. A sample size of 375 business subjects' teachers was randomly selected using stratified random sampling techniques. The research instrument used was a questionnaire developed by the researcher based on the insight gained from the review of related literature. The first section sought demographic information on the respondents, while the second section contained 43-items in two clusters according to the research questions. The instrument was designed on a five point scale. The consistency and reliability was assured using the split-half method to determine the degree of reliability which yielded correlation co-efficient of 0.89. Data collected were analysed using mean and standard deviations for research questions, and t-test for the test of hypothesis.

Keywords: Evaluation, Instructional Resources, Teaching, Business Subjects

INTRODUCTION

Education is universally recognized as an instrument for social, political, scientific and technological development. This is the reason why no society can afford to toy with the education of its citizens as this could result in a snail speed development (Azikiwe, 2010). Education is generally seen as an aggregate of all the processes by which a child or young adult develop his/her abilities, attitudes and other forms of behaviours which are of value to the society in which he lives. Hence, education has continued to be important and this is why there has been a growing concern in the last few years about the quality of education (including business education) that is offered in the nation's schools.

Business Education (Business subject inclusive) is the education for the acquisition and development of skills and competencies, attitudes and attributes which are necessary for efficiency of the economic system (Aliyu, 2006). Business education is quite embracing. At the junior secondary school level, it is called business studies, at the senior secondary school level, it is known as business subjects, and at the tertiary level, it is called business education (Ubulom, 2012). Business subject is a programme designed to enable students acquire practical and vocational skills, attitudes, knowledge and competencies necessary to gain self-employment or function effectively in the society (Ogwunte & Okolocha, 2016). For Okolocha & Oyeneke (2013), business subjects equip its recipients with personal skill, consumer skills and knowledge for clerical and managerial abilities needed to adapt to

changing economic and business realities and these skills made them to be wealth and job creators rather than wealth and job seekers.

Business subjects curriculum came into being in 2011 academic year with five subjects which includes office practice, commerce, insurance, financial accounting and store management. The goal of the new business subject curriculum is geared towards wealth creation, entrepreneur development and skill acquisition for self-employment (Oduselu, 2011). In order to implement and achieve these lofty objectives of business subjects at the senior secondary school level, instructional resources are very important. Instructional resources are simply the resources used for effective implementation of any educational programme of which business subject is not exception. The resources are staffing, which include teaching staff, non-teaching staff, head of department/discipline/sub-discipline and staff development, physical facilities, which are laboratory/clinic/studio facilities (area per student) and equipment, classroom facilities and equipment, laboratories size (area per student) and equipment and safety and environmental sanitation as well as financing of the programme.

Resources in business education are those basic requirements for the attainment of the objectives of the programme (Ugwuanyi & Eze, 2008). They are employed to enhance teaching and learning process in business education. Akpomi (2003) and Abayomi (2009) categorized resources in education as human and material resources. Resources in education can also include any piece of information, a piece of evidence, an activity, an idea, or a series or combination of these that a learner can be directed or turned to in the development of his ability to learn, think, feel, discriminate and create. They can also be anything within the environment whether be they artefacts, a person or an experience, an account or an explanation that may be of value that can assist the learner to think, understand and learn.

According to Aichievboloria (2005), human resources include learners, teachers, non-tutorial staff, and leaders in education, educational administrators and members of the community with relevant skills or knowledge. For Carl (2008), they are composed of the business educators, support staff in the workshops as well as resource persons in all capacity. The interaction among these personnel is crucial for effective teaching and learning in business education programme.

The material resources are all instructional facilities and equipment needed in the workshops and laboratories. They include spaces, building and other infrastructural facilities, real life situations or objects from the community, abridge versions or representations of real objects such as pictures, models, audio recorders, video recording machines, films, and the hardware for producing or using them-the hack equipment, different types of projectors, tape recorder, television and the computer (Oghurba, 2009). Financial resources constitute the important aspect of resources in education that cannot be ignored. This is because the provision of adequate and appropriate learning experiences, which generate effective or meaningful learning outcomes, requires adequate funding of the institutions of learning. Above all, the provision both the human material resources cannot be made possible with the absence of financial resources. But Yadar (2007) disclosed that due to the present Nigeria's economic predicaments, many institutions that offer courses in business and office education lack adequate facilities for proper execution of their applauded programmes. As a result Yadar added that these programmes have been operating at a pseudo level, a situation that negated some of the basic theories of vocational education.

In order to effectively run any educational programme in institutions of learning with the aim of meeting the required minimum academic standards of the nation, physical facilities seem to be among the several resources required. Their importance to the over-all success of an educational enterprise has never been in doubt (Ekpenyong, 2002). Even for business education programme, the importance of facilities (both human and materials) cannot be overemphasized (Adeogun & Osifila, 2008). If business subjects must maintain its position as an effective outfit for human resource development, the training process must involve the use of the right and proper machines, tools, equipment and environment that is replica of modern office in the phase of information technology (Aihievboloria, 2005). Teaching facilities are very important for many reasons. One is for effective classroom instructions, which the facilities offer in business education and the other is their use for practical orientation and training of the individuals for their adaptation in occupational jobs for self-reliance. Shehu (2003) pointed out that teaching facilities help learners substantiate their career choices before moving into their world of work and motivate learners towards self-reliance in teaching learning process. This implies that teaching facilities help to stimulate learners' interest; whenever these

facilities and equipment are utilized, they generate greater students interest in the learning system and also enhance retention of ideas. Learning will therefore be less meaningful without the use of teaching and learning facilities and students would grope in the dark for long before they could get a grasp of what the teacher says (Tsang, 2005).

Business education involves the use of tools and equipment, which must be available if the processes of effective teaching and learning must take place but this is the area in which business education suffers a lot (Soyode, 2003). Inadequate infrastructures, unavailability in space and accommodation can hinder progress, effectiveness and mobility in business education. It was in recognition of the enormous importance and benefits, which instructional facilities have in the teaching-learning process that the National Universities Commission (1989), National Board for Technical Education (2004) and the National Commission for Colleges of Education (1996) set minimum standards for admission requirements into educational programmes, curriculum of educational programmes, classroom facilities, equipments and personal for effective running of academic programmes (including business education) in the Nigerian universities, polytechnics and colleges of education respectively.

Instructional facilities as defined by Uwheraka (2005) and Tsang (2005) are those materials and devices employed to supplement written or spoken words in the transmission of knowledge, attitudes and ideas and to emphasized clarity and vitalize the instruction. Business education programme is heavily depended on equipment to teach the required subject (Frankie-Dolor, 2002). Facilities used in business education according to Yadar (2007) may embrace all those facilities that make easy the process of learning in school environment such as typing pool, typewriters, duplicating machines, office cabinets, perforating machine, stop watches, typewriting furniture, photo-coping machines, scanning machines, business teachers and business textbooks, libraries. For Abayomi (2009), equipment and facilities such as laboratories, motion pictures, slide projectors, opaque projected recorder, radio, television and video are useful materials that can be used in business education programme. Okoro and Iyeke (2004) outlined facilities for business education among others to include typewriters, dictation machines, recording machines, adding machines (cash registered, Coin counting machines, cheque writing machines, bank note counting machines), copying machines or copier or photocopying machines, duplicating machines and collecting machines.

Aliyu (2006) listed the necessary equipment expected for use in business education delivery as business studies laboratory and typewriters (manual, electric and electronic), word processors, computers, duplicating machines and calculators. Other equipments that could be included according to Aliyu are shredding machines, stapling machines, guillotine, photocopiers, filing cabinets, stop watches, fax machines, tele-printers, internet and a shorthand laboratory. Equipment such as computers with complete connectivity (that is, e-mail, internet, etc), photocopying machines, fax machines, duplicating machines and suitable chairs are relevant in business education programme (Frankie-Dolor, 2002).

Bongotons & Onyenwe (2010) pointed out that modern equipment such as computers, fax machines and audio-visual instructional materials are lacking in our educational institutions generally. This is evidence that studies carried out by business educators on the implementation of business education programme in Nigeria have shown that the programme has not fared well since the introduction of the National Policy on Education in 1981. On the availability of equipment and facilities in business education delivery, Umumadi (2009) reported Ilugbo (2006) who carried out a study in Osun State and another study at Delta State in 2005. The results of these studies revealed gross inadequacy of instructional materials and equipment for business education programme at all levels.

Statement of the Problem

More than anything else, instructional resources and facilities are very necessary for the utmost realization of the goals of education. In this era of accelerated technological development, modern instructional facilities and equipment are not only important, they are expected to be available in a reasonable state and properly utilized. Azih (2008) found that students offering business education in schools find it difficult to acquire the needed skills and competencies as a result of lack of adequate resources in school.

Accordingly, Dolor (2001) noted that most business teachers have little or no knowledge of modern office machine in terms of efficient usage. This may be as a result of lack of these modern machines and equipment in schools. However, it is particularly worrisome to note that Nigerian public secondary schools seem to be fast declining, especially in the area of resources required for the

educational production processes. This of course may have a consequent effect on the products of these institutions. This is why this study was conducted to empirically fill the identified gap.

Purpose of the Study

The purpose of this study was to assess the instructional resources for teaching business subjects in public secondary schools in Rivers State. Specifically, the study sought to determine the adequacy of:

1. Physical facilities available for teaching business subjects in Rivers State public secondary schools.
2. Equipment/supplies available in the typing laboratories for teaching business subjects in Rivers State public secondary schools.

Research Questions

The following research questions guided the study

1. How adequate are the physical facilities available for teaching business subject programme in Rivers State?
2. How adequate are the equipment and supplies available in typing laboratories of public secondary schools in Rivers State?

Hypotheses

The following hypotheses were formulated and tested in this study at 5% alpha level:

1. There is no significant difference in the mean ratings of male and female business subject teachers on the adequacy of physical facilities available for teaching business subjects in Rivers State
2. There is no significant difference in the mean ratings of male and female business subject teachers on the adequacy of equipment and supplies available in typing laboratories of public secondary schools in Rivers State

METHOD

The study adopted the ex-post-facto research design. The population of the study consisted of 624 business subject teachers in public secondary schools in Rivers State. A sample size of 325 business subject teachers was randomly selected using stratified random sampling techniques. The research instrument used in this study was developed by the researchers based on the insight gained from the reviewed of related literature. The first section sought demographic information on the respondents, while the second contained 43-items in two clusters according to the research questions. The instrument was designed on a five-point type of scale with response options of highly adequate (HA) – (5), Adequate (AD) – (4), undecided (UD) – (3), Moderately Adequate (MA) – (2), Inadequate (IA) – (1).

RESULTS

Research Question 1

How adequate are the physical facilities available for teaching business subjects programme in Rivers State?

Table 1: Mean and standard deviations of business subject teachers on the adequacy of physical faculties for teaching business subjects programme in Rivers State.

(N = 325)

| S/N | Physical Facilities | Mean | SD | Remarks |
|--|--------------------------------------|------|------|---------------------|
| 1 | Classroom | 4.10 | 1.46 | Adequate |
| 2 | Model office/teachers quarters | 2.46 | 1.07 | Moderately adequate |
| 3 | Typing laboratories/school libraries | 2.41 | 1.02 | Moderately adequate |
| 4 | Short hand studios | 2.42 | 1.04 | Moderately adequate |
| 5 | Teachers quarters | 4.11 | 1.62 | Adequate |
| 6 | School clinics | 3.82 | 1.36 | Adequate |
| 7 | Business teachers/equipments | 2.41 | 1.06 | Moderately Adequate |
| 8 | Safety and environmental sanitations | 3.51 | 2.00 | Adequate |
| 9 | ICT Laboratories | 4.49 | 1.66 | Adequate |
| 10 | Plant and machinery | 3.88 | 1.72 | Adequate |
| 11 | School farm | 3.88 | 1.72 | Adequate |
| 12 | Chalk board | 3.71 | 1.71 | Adequate |
| 13 | School chairs/Desk | 4.31 | 1.83 | Adequate |
| 14 | Classroom facilities | 3.61 | 1.09 | Adequate |
| 15 | Laboratories sizes | 4.12 | 1.81 | Adequate |
| 16 | Financing of the programmes | 3.82 | 1.76 | Adequate |
| 17 | Cheque writing machine | 3.55 | 1.33 | Adequate |
| Grand mean (\bar{x}) | | 3.88 | 1.67 | Adequate |

The data presented in table 1 revealed that the mean scores of respondents ranged from 2.41 to 4.31 with grand mean of 3.88. Business subject teachers assessed 13 items concerning physical facilities as adequate. 4 of the items researched upon is assessed as being moderately adequate. Since the grand mean is 3.88, this implies that business subject teachers perceived physical facilities as being adequate for teaching business subjects programme in Rivers State public secondary schools.

Research Question 2

How adequate are the equipment and supplies available in typing laboratories of public secondary schools in Rivers state?

Table 2: Mean and standard deviation of business subject teachers on the adequacy of equipment and supplies in typing laboratories of public secondary schools in Rivers State

(N = 325)

| S/N | Equipments/Supplies | Mean | SD | Remarks |
|-----|--------------------------|------|------|---------------------|
| 1 | Typewriter | 2.41 | 1.06 | Moderately Adequate |
| 2 | Duplication machines | 4,31 | 1.35 | Adequate |
| 3 | Office cabinets | 3.56 | 1.42 | Adequate |
| 4 | Perforating machines | 3.71 | 1.43 | Adequate |
| 5 | Stop watch | 3.51 | 1.20 | Adequate |
| 6 | Typewriting furniture | 3.51 | 1.21 | Adequate |
| 7 | Photocopying machine | 3.62 | 1.41 | Adequate |
| 8 | Scanning machine | 3.56 | 1.41 | Adequate |
| 9 | Business text books | 2.42 | 1.04 | Moderately Adequate |
| 10 | Motion pictures | 3.83 | 1.58 | Adequate |
| 11 | Slide projectors | 3.76 | 1.54 | Adequate |
| 12 | Dictation machines | 4.04 | 1.57 | Adequate |
| 13 | Recording machine | 3.66 | 1.43 | Adequate |
| 14 | Adding machine | 4.06 | 1.57 | Adequate |
| 15 | Models | 4.07 | 1.60 | Adequate |
| 16 | Audio recorders | 4.01 | 1.30 | Adequate |
| 17 | Video recording machines | 3.63 | 1.43 | Adequate |
| 18 | Films | 4.02 | 1.42 | Adequate |

| | | | | |
|-----------------------|---------------------------|-------------|-------------|-----------------------|
| 19 | Hack equipment | 3.61 | 1.30 | Adequate |
| 20 | Tape recorder | 2.48 | 1.16 | Moderately Adequately |
| 21 | Television | 3.56 | 1.30 | Adequate |
| 22 | Computer | 4.00 | 1.31 | Adequate |
| 23 | Fax machines | 3.58 | 1.52 | Adequate |
| 24 | Opaque projected recorder | 3.58 | 1.52 | Adequate |
| 25 | Radio | 4.02 | 1.42 | Adequate |
| 26 | Cash register | 4.24 | 1.24 | Adequate |
| Grand mean (x) | | 3.30 | 1.40 | Adequate |

The data presented in table 2 revealed that the mean scores of respondents ranged from 2.41 to 4.24 with a grand mean of 3.80. Business subject teachers assessed 23 items concerning equipments/supplies as adequate they found only (1,9 and 20) to be moderately adequately. None of the items researched upon is inadequate. With a grand mean of 3.80, it could be concluded that business subject teachers perceived equipments/supplies as being adequate for the teaching of business subjects in public secondary school in Rivers State.

Hypotheses 1

There is no significant difference in the mean ratings of male and female business subject teachers on the adequacy of physical facilities available for teaching business subjects in Rivers State

Table 3: t–test mean scores of male and female business subject teachers on the adequacy of physical facilities for teaching business subject in Rivers State

| Gender | N | \bar{X} | SD | DF | α | t – cal | t – crit | Decision |
|--------|-----|-----------|------|-----|----------|---------|----------|----------|
| Male | 42 | 3.88 | 1.31 | 323 | 0.05 | 0.87 | 1.960 | Accepted |
| Female | 283 | 3.42 | 1.37 | | | | | |

N = 375, df =

From the t–test in table 3, the t–calculated value of 0.87 is less than t–critical value of 1.960 at 0.05 levels of significance and 323 degree of freedom. The null hypothesis is accepted.

Hypothesis 2

There is no significant difference in the mean ratings of male and female business subject teachers on the adequacy of equipment and supplies available in typing laboratories of public secondary schools in Rivers State

Table 4: t – test mean scores of male and female business subject teachers on the adequacy of equipment and supplies in typing laboratories for teaching business subjects in Rivers State

| Location | N | \bar{X} | SD | DF | α | t – cal | t – crit | Decision |
|----------|-----|-----------|------|-----|----------|---------|----------|----------|
| Urban | 158 | 3.81 | 1.38 | 323 | 0.05 | 0.56 | 1.960 | Accepted |
| Rural | 167 | 3.68 | 1.55 | | | | | |

From the t – test in table 4, the calculated value is 0.56 while the t – critical value is 1.960 at 0.05 level of significance. The t – calculated value is less than t – critical value, the null hypothesis is therefore accepted.

DISCUSSION

The result of the analysis of research question 1 indicates that physical facilities (classrooms, typing laboratories and model offices) for business subject programmes in Rivers State, public secondary schools are moderately adequate while others (such as school libraries, and books) are not adequate.

This findings agrees within the sub that school libraries in Nigeria are nothing but a collection of antiquated and out dated books and materials.

The result of the analysis of research question 2 indicated that equipment and supplies in the typing laboratories in Rivers State, public secondary schools are inadequate. This findings conform to the previous study of Okoro and Iyeke (2004) who found, that the typing pools of secondary school only exist in vacuum and most at times with non-functional typewriters and computers.

CONCLUSION

Instructional resources (both human and material) are necessary ingredients for the attainment of business education (business subject inclusive) objectives, but this study has found that some of these resources are inadequate, while others are adequate in Rivers State, public secondary schools. On the basis of these findings therefore, it could be concluded that students of business subject, programme are learning without the necessary and required resources and facilities for teaching and learning, and this may have affected the preparation and performance of the students, over the years.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Government should deploy adequate number of business teachers to all public secondary schools in Rivers State, Nigeria
2. Adequate physical facilities should be provided for the teaching of business subject programme by government
3. Typing laboratories, short hand studios, model offices and teachers quarters should be adequately equipped with relevant facilities by relevant authorities
4. Business subject programme should be regularly appraised and a review of the status of their instructional resources vis-à-vis the students sizes be conducted to enable them adjust where needed.

REFERENCES

- Abayomi, R.A.O (2009). A practical approach to effective utilization and maintenance of physical facilities in secondary schools. *African Journal of Educational Planning and Policy Studies*, 7(2), 204 – 216
- Adeogun, A.A & Osifila, G.I. (2008). Relationship between educational resources and students academic performance in Lagos State, Nigeria. Retrieved on the 25th September 2011, from <http://www.unilorin.edu.ng/ejournals/ijem/>
- Aihievboloria, J.E.V. (2005). *A comparative study of man power and physical facilities in tertiary institutions in Delta state*. (unpublished doctoral dissertation). Delta State university, Abraka.
- Akpomi, M. E. (2003). *Resources for effective teaching of business education programme in Rivers State University of Science and Technology*. A paper presented at the annual conference of Association of Business Educators of Nigeria, October 20 - 25 in RSUST, Port Harcourt.
- Aliyu, M.M. (2006). *Business education in Nigeria. trends and issues, Illorin*; Ghosen Print Media.
- Azih, N. (2008). An appraisal of teachers and teaching facilities available for teaching business studies in secondary schools in Abakaliki urban. *Business Education Journal*, 6(2), 135 - 142.
- Azikiwe, V.C (2010, December 11). *The state of Nigerian education*. The Tribune, p24
- Bangotons O.Y & Onyenwe B.O (2010). Availability and adequacy of ICT resources in business teacher education programme of Nigeria. *Business Education Journal*, 7(2), 200 – 215.
- Carl, E.(2008). The use of model office. Retrieved on January 17, 2012 from <http://www.aiiknowledgecenter.typepad.com>.
- Okoro .J. & Iyeke P.O. (2004) An appraisal of instructional facilities for business studies in secondary schools in Delta State. *African Journal of Education and Development Studies*, 4(2), 34 – 40.
- Ugwuanyi, M.O & Eze, M.E (2008). An assessment of the educational resources available for implementing the mandates, of secretary studies programmes in Nigeria in polytechnics. *Business Education Journal*, 8(2), 189 – 208.

- Umumadi, K.E. (2009). Teacher utilization of instructional equipment and materials in teaching basic electricity in urban and rural technical colleges. *International Journal of Scientific Research in Education*, 2(2), 88-95.
- Uwheraka, T. (2005). Analysis of space dimensions and physical facilities in senior public secondary schools (unpublished master's thesis). Delta State University, Abraka.
- Yadra, P.O & Otieno, K.O. (2010). Teaching/learning resources and students' academic performance in mathematics in secondary school in Bondo district of Kenya. *Asian Social Sciences*, 6(2), 64 – 72
- Tsang, M.C & Ding. Y. (2005). Resource utilization and disparities in compulsory education in China, *China Review*, 5(1), 19-31
- Okolocha, C.C. & Onyeneke, E.N. (2013). Secondary School principals perception of business studies teachers effectiveness in Anambra State, Nigeria. *Journal of Education and Practice*, 4(2),2-4.
- Ogwunte, P.C & Okolocha, C.C. (2016). Strategies Considered effective by business teacher in south, Nigeria for teaching new business subjects in secondary schools, *International Journal of Innovative Education Research*, 4(2), 60-70.
- Ubulom, W.J. (2010). Developing entrepreneurial skills through business education programme to curb youth restiveness for sustainable Niger Delta Redevelopment. *European Journal of Business and Management*. 2(4), 67-76.
- Soyode, A. (2004), Business Education in Nigeria: Functionality, Prospects and problem. *Business Education Journal*, 4(1), 1 – 6.
- NBTE (2004), Curriculum and course specifications UNESCO – Nigeria project. (Retrieved 20th October). From www.publications.org/wp-content/u
- National Commission for colleges of Education (NCCE, 1999). *Accreditation report OF academic programmes of Rivers State college of education*: Kaduna: NCCE publications.
- National Commission (NUC, 1989). *Approved minimum academic standards in education for all Nigerian universities*. Lagos: NUC publications.
- Oghurba, E.P. (2009). Analysis of resources management in primary schools in Delta State, Nigeria. *Academic leadership Journal*, 7(1),72-79. Retrieved on 25th September 2011, from <http://www.aljrss>.
- Frankie-Dolor, R.T.(2002), Business education and industry – The missing link. In Aromolaran, E.A (ed.) *Book of Reading in Business Education*. 1(2), 18-22
- Shehu, I. (2003). Business Education for self-reliance: Issues and relevance: In Akinola, C.I (ed.) *Business Education in Nigerian: Trends, Issues and challenges – Business Education Book of Readings*. 1(3), 97 – 105
- Oduşelu, O. (2011). *Career Preference in relation to the new senior secondary education curriculum structure*: Text of a paper presented at a one-day seminar organized by CASSON Ijebu Bloc, Ogun State Chapter , Tuesday, 13th Sept. 2011.