



Availability and Adequacy of Resources for Teaching Business Studies in Junior Secondary Schools in South East Senatorial District, Rivers State

Gbaranen, Victor Duunebari & Prof. Wey Amaewhule

**Department Of Business Education,
Faculty Of Education, Rivers State University,
Port Harcourt, Nigeria**

ABSTRACT

The study examined the availability and utilization of resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State. Specifically, the aim of the study was to determine the availability, adequacy and utilization of resources used in teaching Business Studies in Junior Secondary Schools in South-East Senatorial district of Rivers State. The research was guided by four research questions and four hypotheses. The survey research design was adopted in the study. The population of the study was one hundred and seventy six (176) Business Studies teachers from Junior Secondary Schools in South-East senatorial district of Rivers State. The entire population was studied. Availability and Utilization of Resources for Teaching Business Studies Questionnaire was the instrument used for obtaining data for the study. The instrument was validated by four experts. The reliability of the instrument was established through the test re-test reliability method of which result of 0.82 was obtained.. The Mean was used to answer the research questions while the Z-test was used to test the null hypotheses. The findings of the data revealed that: resources for teaching Business Studies in Junior Secondary Schools in South-East Senatorial district of Rivers State are available to a high extent; resources for teaching Business Studies in Junior Secondary Schools in South-East Senatorial district of Rivers State are adequate to a high extent; most of the available resources for teaching Business Studies in Junior Secondary Schools in South-East Senatorial district of Rivers State are utilized to a high extent; and resources for updating Business Studies' teachers are utilized to a high extent in Junior Secondary Schools in South-East Senatorial district of Rivers State. Based on the findings of the study, it was recommended among others that Ministry of Education and Non-Governmental Organizations should provide Junior Secondary Schools within South-East senatorial district of Rivers State with adequate, functional and trending resources required for effective content delivery of Business Studies; and Ministry of Education, Principals and Head of schools should organize training conferences for teachers of Business Studies in relation to effective utilization of teaching resources.

Keywords: Business Studies, teaching resources, Junior Secondary Schools

INTRODUCTION

Secondary education serves as a pivot point on which the higher education stands. So there is need for teachers in secondary schools to discharge their responsibilities and duties to the best of their abilities. Hence, personnel to man secondary education subjects should be groomed comprehensively for effective impartation of the pre-planned learning outcomes.

Business Studies refers to course content which is primarily aimed at elevating one's skills as well as providing citizens with the required skills to secure gainful employment as to earn a living and to succeed in life through further education (Ubulom, 1990). Business Studies is a dynamic course which prepares students for the challenges of the 21st century by introducing them to the world of business (Umezulike and Okoye, 2013). In the course of the prevailing circumstances, economic dwindling in securing gainful employment characterized by high cost of living, Business Studies needs to be enhanced in order to foster economic development through diversification brought about by entrepreneurship. Amoor (2010) opined that Business Studies plays significant role in economic

development by providing knowledge and skills to the learners, thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The rationale for teaching Business Studies is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. It is set to prepare people for the roles of enterprises such roles as employees, employers or entrepreneurs, self-employed or business consultants (Emeasoba, 2016). For schools, teachers, government and other stakeholders to achieve the educational goals of Business Studies at the secondary level, strategies should be employed in the teaching of Business Studies. At the Junior section of Secondary School, Business Studies is taught through Computer Education/Data Processing, Shorthand, Typewriting, Book-keeping, Commerce and Office Practice. The curricula contents of these subjects are designed to prepare students for further education in business or to be employed after completion of the Junior Secondary School if opportunities for employment are available. The scheme, of Business Studies subjects in Nigeria is prepared and designed by the Federal Ministry of Education.

According to Van-Daleen and Brittel as cited in Abadom (2010), teaching is defined as the guidance of pupils through planned activities so that they may acquire the richest learning possible from their experiences. Ajoku (2004) perceived teaching as the various activities undertaken by a more experienced and knowledgeable person in order to enable others learn. It entails all activities undertaken by the teacher to bring about a positive change in the behaviour of the learners. Ball and Forzani (2010) also defined teaching as the core tasks that teachers must execute to help pupils learn. Teaching entails all activities teachers prepared before going into the classroom (i.e. preparation of lesson plan, sourcing of instructional materials, etc.), actual presentation of the lesson as well as post-teaching activities.

The whole process of teaching is only said to be effective when the learners exhibit the behaviours stated in the objectives of the lesson. To achieve this, the teacher needs to device acceptable means of teaching the students with the use of resources.

Teaching resources are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. Teaching resources make teaching and learning more interesting, practical, realistic and appealing. Tamunuodienye (2003) defined teaching resources as the human, materials or equipment used by the teacher and/or learners with the aim of achieving the objective of a lesson. He further defined it as all devices employed to enhance the teaching and learning process. Ikerionwu (2000) described teaching resources as objects or devices that assist the teacher to present a lesson to the learners in a logical manner. According to Fadeiye (2005) teaching resources are visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities. Through the application of teaching resources, the objectives of every teacher or lesson will be achieved to at least a great extent. Hence, there is great need for all curriculum developers to improvise teaching resources in order for teaching and learning outcomes to be realistic and attainable. The vitality of teaching resources according to Jekayinfa (2012) is to make learning concrete and real, substitute things for another, allow the students to participate in the production of materials, economical and more teacher-students resource oriented.

Some major studies have been done on availability and utilization of instructional materials in relation to teaching-learning outcomes. Among these studies were Abdu-Raheem (2014), Afolabi and Adeleke (2010), Eniyewu (2005), Ibeneme (2000), Isola (2010). It is noted that most of these studies were done on secondary school subjects other than Business Studies, and not in South-East Senatorial district of Rivers State.

Statement of the Problem

The inability of business studies students to be absorbed in the labour force after their JSS or subsequently, to be admitted into the Nigerian Universities to further their studies or to confidently sit for both local and international examinations of Business Studies subjects in Nigeria which calls for concern to stakeholders (Atieno, 2014, and Abdulkareem, 2007). These attest to incompetence of Business Studies students and may be attributed to factors and environment relating to teaching of Business Studies. Having acknowledged the importance of teaching resources in the course of teaching and learning, it is still observed that most secondary schools in Nigeria do not have adequate teaching resources (Yusuf, 2013). This undoubtedly affects students' performance both nationally and internationally. It was observed that students usually fail in examinations owing to improper

teaching methods and lack of essential teaching aids for instructional delivery (Abdu-Raheem, 2016). The extent to which resources meant for teaching aids of secondary school subjects, especially subjects of Business Studies need to be studied in order to provide authentic and factual information to which stakeholders in the educational system can work with. In order to truly determine the degree to which resources necessary for the teaching of Business Studies are available in public Junior Secondary Schools in South-East senatorial district of Rivers State as well as its utilization in the teaching process by the teachers of Business Studies, research studies need to be carried out within the region. Therefore, this study sought to investigate the adequacy and utilization of resources for effective teaching of Business Studies in Junior Secondary Schools in South-East Senatorial district in Rivers State.

Purpose of the Study

The main purpose of the study was to determine the availability and adequacy of resources for teaching Business Studies in secondary schools in South-East senatorial district of Rivers state.

Specifically, the study sought to:

1. Determine the extent to which resources for teaching Business Studies are available in Junior Secondary Schools in South-East Senatorial districts of Rivers State.
2. Explore the extent to which available resources meant for teaching Business Studies in Junior Secondary Schools in South-East Senatorial district of Rivers State are adequate.

Research Questions

The following questions were set to guide the study:

1. To what extent are resources available for the teaching of Business Studies in Junior Secondary Schools in South-East Senatorial district of Rivers State?
2. To what extent are the available resources for teaching Business Studies in Junior Secondary Schools in South-East Senatorial district of Rivers State are adequate?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- 1: There is no significant difference between the mean scores of interlopers and educators on the extent of availability of resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State
- 2: There is no significant difference between the mean scores of experienced and less experienced teachers on the extent of utilization of resources for the teaching of Business Studies in Junior Secondary Schools in South-East Senatorial district of Rivers State.

METHODOLOGY

The study adopted the survey research design and the population of the study was 176 business studies teachers from public Junior Secondary Schools in South-East senatorial district of Rivers State. 176 business studies teachers were used as the sample size. There was therefore no sampling technique since the entire population was studied.

The researcher designed an instrument titled "Availability of Resources for teaching Business Studies questionnaire (ARFTBUSQ)" it was validated by experts. Its reliability was found to be 0.82 and found useful. A total of 176 copies of questionnaire were administered, 170 were returned from the respondents.

RESULT

In analysis of the data, mean and standard deviation were used to analyze the research Z-text at 0.05 level of significance. Decisions were based on boundary limits of the four response patterns of VHE, HE, LE, VLE. Any value from 3.50-4.00 was regarded as Very High Extent 2.50 – 3.49 (Very Low Extent). A null hypothesis was accepted if Z-value < critical value of 1.96 and rejected if Z-value > critical value of 1.96.

Research Question 1: *To what extent are resources available for the teaching of Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State?*

Table 1: Mean Responses on Extent of Availability of Resources for Teaching Business Studies Subjects

S/N	Item	VHE	HE	LE	VLE	\bar{X}	SD	Decision
1.	Recommended textbooks used in teaching studies	75	80	13	2	3.34	0.45	HE
2	Stationery for lesson aids	50	109	6	5	3.20	0.41	HE
3	Typewriter for practical lesson	60	99	9	2	3.28	0.37	HE
4	Computer devices	72	84	11	3	3.32	0.45	HE
5	Wall projector system	90	70	8	2	3.46	0.37	HE
6	Ruled spread sheet	58	92	16	4	3.20	0.49	HE
7	Chalk board	48	101	20	1	3.16	0.40	HE
8	Source documents(invoice, receipts, cheques, bills and payment voucher)	71	81	13	5	3.28	0.49	HE
9	Sampled accounting/ financial Statements	59	90	15	6	3.19	0.54	HE
10	Printed chart needed in the teaching of business education subjects	81	79	9	1	3.14	0.38	HE
Grand Mean						3.28		HE

Source: Field Survey, 2018

Cut-off Point:

Using four point-rating scale: 4, 3, 2 and 1.

$$= 4+3+2+1= 10/4 =2.5$$

Therefore, the cut-off point is **2.5**

From the analysis in table4.1 above, the grand mean of 3.28 is more than the cut-off point (2.50) which implies that resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State are available to a high extent.

Research Question 2: *To what extent are the available resources for teaching Business Studies in Junior Secondary Schools in South-East Senatorial district of Rivers State are adequate?*

Table 2: Mean Responses on Extent to which Available Resources are Adequate for Teaching Business Studies

S/N	Item	VHE	HE	LE	VLE	\bar{X}	SD	Decision
11	Sufficient business studies textbooks recommended for teaching	102	52	16	0	3.51	0.19	VHE
12	Enough of stationery samples for teaching business studies	60	81	24	5	3.15	0.59	HE
13	Enough typewriting machine for teaching of business studies subjects	30	60	77	3	2.69	0.60	HE
14	Adequate computer devices	16	24	80	50	2.03	0.69	LE
15	Good and adequate wall projector devices for teaching of business studies subjects	2	72	42	54	2.13	0.77	LE
16	Adequate spread sheet for practice	71	92	5	3	3.35	0.39	HE
17	Good number of source documents	70	84	12	4	3.29	0.49	HE
18	Standard chalk board for teaching of business education subjects	97	61	2	0	3.38	0.34	HE
19	Adequacy of current financial documents	40	67	61	2	2.85	0.62	HE
20	Sizeable number of well-printed and labeled charts and models for teaching of business education subjects	70	65	29	6	3.17	0.69	HE
Grand Mean						3.24		HE

Source: Field Survey, 2018

Information in table 4.2 above portrays that respondents with a mean of 3.24 said that resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district are adequate to a high extent.

HO₁: There is no significant difference between the mean scores of interlopers and educators on the extent of availability of resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State

Table 3: Z-test Result of the Difference between interlopers and educators on Availability of Resources for Teaching Business Studies

Groups	N	\bar{X}	SD	Z-cal.	A	Df	z-crit.	Decision
interlopers	106	3.29	0.72					
educators	64	3.28	0.74	0.086	0.05	168	1.960	Accepted

Source: Field Survey, 2018

Decision Rule: Accept null hypothesis if z-calculated is less than z-critical and Reject null hypothesis if z-calculated is greater than z-critical.

As shown in table 4.5 above, the value of z-calculated (0.086) is less than the table value of Z-test (1.960) at 168 degree of freedom and 0.05 level of significance. This implies that there is no significant difference between the mean scores of interlopers and educators on availability of resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State.

HO₂: There is no significant difference between the mean scores of experienced and less experienced teachers on the extent of utilization of resources for the teaching of Business Studies in Junior Secondary Schools in South-East Senatorial district of Rivers State.

Table 4: Z-test of the difference between Experienced and Less-Experienced Teachers on Utilization of Resources for Teaching Business Studies

Groups	N	\bar{X}	SD	Z-cal.	A	Df	Z-crit.	Decision
Experienced	73	3.21	0.803					
Less-Experienced	97	3.29	0.683	-0.6849	0.05	168	1.960	Accepted

Source: Field Survey, 2018

The result of z-test in table 4.6 above shows that there is no significant difference between the means scores of experienced and less-experienced Business Studies' teachers on the utilization of resources for teaching Business Studies in the studied zone, since the z-calculated(-0.6849) is less than the z-critical (1.960) when tested at 0.05 level of significance and 168 degree of freedom. This makes the null hypothesis to be accepted.

DISCUSSION OF FINDINGS

The discussion of findings was done under the following subheadings: availability of resources for teaching Business Studies; adequacy of available resources for teaching Business Studies.

Availability of Resources for Teaching Business Studies in Junior Secondary Schools in South-East Senatorial District of Rivers State

The analysis in table 1 revealed that resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State are available to a high extent. The data

collected were analyzed using statistical tool (Arithmetical Mean) with a benchmark of 2.50 and the deduced Grand Mean was 3.23 out of 4.00 which was above average. This result implies that resources meant for teaching Business Studies in Junior Secondary Schools were available to a high extent. This percentage of resources available did not depict a very high state of availability. Resources such as Business Studies textbooks, stationary, typewriter, chalkboard, among others were available for subjects' teacher to reference and use in the course of discharging their duties. The result of the finding was in agreement with Linda (2016) which asserted that instructional resources meant for teaching Business Education subjects were available to low extent. It was observed that 9 items were available out of 14 items required for teaching in classroom situations. These include: radio programs, work book, bulletin board, photocopy machines, use of chalk board, file cabinet, stapling machines, stop – watches and overhead projectors while five were not available, include Video tape recorders, audio tape recorders, calculating machines, alarm – clock and perforators.

The Z-Test of the hypothesis tested on table 1 shows that there was no significant difference between the mean scores of interlopers and educators on the availability of resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State. The analysis of the z-test value calculated (0.086) was less than the table value of z-test (1.960) which makes the null hypothesis to be accepted. This report is supported by Usman, et al (2015) and Linda (2016) who stated that resources such as chalk board, bulletin board, audio-visuals (computer devices) were available to a large extent. Therefore, resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State are available to a high extent.

Adequacy of Resources for Teaching Business Studies in Junior Secondary Schools in South-East Senatorial District of Rivers State

The result of finding in respect to Research Question 2 which sought to find out how adequate are the available resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State shows that the resources are adequate to a high extent. This result was revealed in table 2 in which a grand mean of 3.4 was realized in the course of analyzing the respondents' responses using arithmetical mean. It was observed that few of the available resources for teaching Business Studies were adequate to a high extent. This means that not all of the resources were in functional condition that can be used to demonstrate lesson contents or to practice with by the learners. It was noticed among other resources that few schools within the study scope do have computer devices, wall projector and typewriter but are not in a good condition. Computers, typewriters, wall projectors were only placed in school computer room for window dressing which was not used by either the teachers or the students for knowledge acquisition.

This result concurred with Wanjiku (2013) who noted that resources for teaching Business Education Subjects (Business Studies) in secondary schools were inadequate. The study revealed that inadequacy of resources required for teaching commercial subjects hampered the teaching process which makes teachers to mostly explain all concepts in the subject without practical demonstration of the concept in the course of content delivery. He further revealed that inadequacy of resources contributes to ineffectiveness of the system.

According to Nnadi (2015) resources (instructional materials) were fairly adequate in secondary schools; it was stated that only 58% of schools have functioning resources. Resources such as projectors and computer were lacking in most secondary schools. However, resources mostly adequate in Junior Secondary Schools within South-East senatorial districts were chalk board, Business Studies textbooks and few others.

CONCLUSION

This study has shown that resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State are available to a high extent. The necessary resources required for effective teaching of Business Studies were available but not to full capacity.

There was clear evidence that resources available for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State were adequate to a high extent. It shows that not all the resources were in good state for use.

The study also revealed that the available resources for teaching Business Studies in Junior Secondary Schools in South-East senatorial district of Rivers State were utilized to a high extent by teachers of Business Studies in the course of discharging their obligations.

The study concluded that resources were utilized to a high extent in the updating of Business Studies' teachers in Junior Secondary Schools in South-East senatorial district of Rivers State.

RECOMMENDATIONS

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

- a. Ministry of Education, Governmental agencies and non-governmental organizations should provide junior secondary schools in South-East senatorial district of Rivers State with good, up-to-date and functional resources necessary in Business Studies.
- b. Ministry of Education in liaison with school administration should set up a monitoring team to ascertain the extent to which available resources are adequate. This will make maintenance and control easier.

REFERENCES

- Abadom, F. A. (2010). *Introduction to Teaching Business Subjects*. Port Harcourt: Sam Graphics.
- Abdulkareem, A. Y. (2007). Prudency in Financing of Primary Education Programme in Kwara State. *Ilorin Journal of Educational*. 3(2). 35-44.
- Abdu-Raheem, O. B. (2016). Effects of Instructional Materials on Secondary Schools Students' Academic Achievement in Social Studies in Ekiti State, Nigeria. *World Journal of Education*. 6(1), 32-39.
- Ajoku, L. I. (2004). *Principles and Methods of Teaching*. Port Harcourt: Pearl Publishers.
- Amoor, S. S. (2010). The Need to Improve Teachers Quality in Business Education In Nigerian Universities. *International Journal of Education Research*. 11(1). 1-11.
- Atieno, A. J. (2014). Influence of Teaching and Learning Resources on Students' Performance In Kenya Certificate Of Secondary Education In Free Day Secondary Education In Embakasi District, Kenya. *Unpublished M.Ed. Thesis* University of Nairobi, Nairobi.
- Fadeyiye, J. O. (2005). *A Social Studies Textbook for Colleges and Universities*. Ibadan: Akin-Johnson Press and Publishers.
- Ikerionwu, J. C. (2000). *Importance of Aids and Resources in Classroom Teaching*. Abuja: Martmonic Investment.
- Linda, U. C. (2016). Assessment of Utilization of Instructional Materials In Teaching And Learning of Business Education Subjects In Secondary Schools In Enugu Education Zone
- Nnadi, A. J. (2015). Availability and Utilization of Instructional Materials for the Implementation of New Biology Curriculum in Secondary Schools in Lagos, Nigeria. *Sky Journal of Educational Research*. 3(7); 78 - 86.
- Tamunodienye, N. (2003). *Curriculum Development: Concepts and Processes*. Port Harcourt: Crystal Publications.
- Ubulom, W.J. (1999). *Pedagogy of Business Education*. Port Harcourt: Minson Publishers.
- Umezulike, A. N., & Okoye, A. C. (2013). Promoting the Stability of the Nigerian Economy through Quality Assurance in Business Education. *ABEN Book of Readings*. 3(1), 181-187.
- Usman, M. A., Abe, N. U., Ibrahim, N., & Magaji, A. L. (2015). Assessment of Availability and Utilization of Instructional Materials in Wamakko Local Government Primary Schools. Unpublished B.Ed. Project Usman Danfodiyo University, Sokoto. Sokoto.
- Wanjiku, M. (2013). Availability and Utilization of Educational Resources in Influencing Performance in Secondary Schools in Mbere South, Embu County, Kenya. *Unpublished Master Thesis*, University of Kenyatta University, Kenya.
- Yusuf, H. O. (2013). Assessment of Availability of the Human And Material Resources For The Implementation of the New Basic Education English Language Curriculum In Kaduna State. *The Online Journal of New Horizons in Education*. 4(3). 41 – 46.