



**ASSESSMENT OF QUALITY OF HUMAN AND MATERIAL
RESOURCES AVAILABLE FOR EFFECTIVE TEACHING OF
BUSINESS STUDIES AT UPPER BASIC EDUCATION IN PRIVATE
SECONDARY SCHOOLS IN EBONYI STATE CENTRAL
SENATORIAL ZONE, NIGERIA**

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Abstract

This study investigated the quality of human and material resources available for effective teaching of business studies at upper basic education in private secondary school in Ebonyi state Central Senatorial Zone, Ebonyi State, Nigeria. The purpose was to identify the business studies teachers available for effective teaching of business studies at upper basic education, to determine the business studies instructional material available for teaching of business studies and the ascertain the condition of the instructional materials available for teaching of business studies at upper basic education level in Private secondary schools. A descriptive survey research design was adopted for the study. Three research questions and three null hypotheses guided the study. The population of the study consists of 117 business studies teachers in recognized Private Secondary school in Ebonyi state Central Senatorial Zone. There was no sample in study since the population was manageable. The instrument for data collection was a structured questionnaire title: Quality of Human Resources Available for Effective Teaching of Business Studies at Basic Education (QHMRATBSBE) with 27 items and a checklist titled: Availability of instructional materials for effective teaching of business studies (AIMETBS) with 54 items were designed and used for data collection. A total of 117 copies of questionnaires was distributed, 85 were retrieved and used to analyze the data using mean and standard deviation statistics, while t-test statistics was used to test the null hypotheses at 0.05 levels of significance. The findings of the study revealed that available human and materials resources were not adequate for effective teaching of business studies in upper basic education, also most of the materials resources available for teaching of business studies at upper basic education are in good condition in private secondary schools in Ebonyi state. It was recommended that proprietors of private secondary school should ensure that business studies teachers in all area of business education be recruited and engaged to teach business studies, not graduate of business related discipline, Instructional materials/equipment resources for teaching business studies should be provided by proprietors of private secondary schools to aid in the implementation of mandate of business studies curriculum in private secondary schools.



Keywords: *Assessment, Human and Material Resources, Availability, Business Studies, Upper Basic Education*

Introduction

The development of human and material resources has been the focus, towards the development of a nation. This is due to fact that the growth of tangible capital stock of a nation depends to a considerable degree on human capital development. Without adequate investment in developing the human and material resources of the education sector, the possibility of the growth of any nation might be hampered. Education is the vital instrument for social and economic mobility at the personal level and an instrument for transformation of society at the national level (Okpala, 2016). The major concern of the researchers here is on the availability of human and material resources in private secondary school as both of them are the major ingredients to determine the effectiveness and performance of the school. Resources, according to Flippo (2013) mean anything that can give help or support when needed in order to achieve a goal or objective by an individual, group of individuals or an organization. Thus, educational resources according to Flippo (2013), means those things that are needed to help or support in achieving educational goals and objectives. Irondi (2019) maintain that educational resources are made up of human, financial and material resources. He adds that human resources are made up of school administrators, the same people teachers, bursars, typist, Clarks, messengers, cleaners, watchman, cook, drivers, librarians, gardeners etc. Human resources in secondary school are made up of skilled and unskilled. Caster (2016) noted that there is no organization that can function properly without adequate qualified personnel. He maintains that the quality of the personnel (teachers) determines the quality of the school product. Adequate provision of human resources in schools helps to produce the quality students and also help to promote good school administration. It is the responsibility of the school proprietors in private establishment, and the government in public schools to provide good human resources to secondary schools.

Assessment in relation to this study is seen as the process of identifying, gathering and interpreting information about teaching and learning of business studies. The central purpose of assessment is to provide information on availability of human and material resources and set the direction for ongoing teaching and learning (Adeodekun, in Salami, 2016). It is also a systematic process for determining and addressing needs or gaps” between current conditions and desired conditions or wants. The discrepancy between the available human and material resources (current condition) and expected human and material resources (wanted condition) in the teaching business studies in private schools must be measured to appropriately to identify the need.

According to Samuel and Bestman (2012), human resources in the secondary school system refer to the principal, teachers, students and the nonacademic staff (which includes clerks, messengers, cleaners etc). Usoro (2010) saw human resources as the people with different specializations, roles and capabilities who are an integral part of the organization. Usoro further noted that human resources constitute all people resident in the nation or organization who are not incapacitated beyond the possibility of contributing to the social and economic well-being of that nation or organization. They may be direct employees, clients or customers, temporary employees or consultant, part-time persons or any person, with different types of other relationships to the organization.



The success of any educational programme depends, to a considerable extent on the availability and utilization of skilled manpower of all types and grades in the entire school system. Therefore, all the activities of any school system are initiated and determined by the persons who make-up the school. School plants, offices, machine, and other material resources are unproductive without the direction of human efforts (Nwafor, 2016; Momoh, 2018; Adeyeye, 2018; Olajuwon, 2019). In educational settings, human resources constitute the ultimate basis of a nation's wealth. It is the available human resource that mobilizes and galvanizes other resources (material resources) for sociological, political, economic, scientific and technological development. This means that the development of any society is, therefore hinged on the development of its human resources. Adeyanju, Ajayi, and Salomi, (2011) stated that non-human resources; physical material, and financial resources are to be mobilized by the available human resources, to accomplish set organizations or nation's human resources is a major determinant of the success or level of development of such an organization or nation. Adeogun (2019) noted that it is the responsibility of the school administration, proprietors inclusive and the government to ensure that adequate materials resources are made available to the school. This will enable the schools to equip their students effectively and produce good performance on the part of both teachers and students; there is need for the provision of adequate human and materials resources in our secondary schools. Adequately of the human resources according to Adeogun (2019) means having the right quantity and quality of teachers in the school. According to Nwana (2013), teacher quantity refers to the total number of teachers in the school system and for teachers to be effective; they must be adequate in number.

Tanner and Tanner (2019) noted that the success of a curriculum largely depend on teachers handling it. In skill- based courses, business studies inclusive, education as opposed to liberal education, teachers' preparation is more compounded because of the practical skills and competencies that must be imparted (Ulinfun in Osarenren-Osaghae and Irabo (2012). Andreyka (2016) opined that the prime requisite for successful implementation of educational programs is qualified teachers who are occupationally competent and skilled in the use of teaching methods. This implies that teachers' quality is more critical in skill-based courses like business studies. Unfortunately availability and adequacy of qualified business teachers in private secondary is disturbingly absent in our basic education levels in Nigeria. A survey report by the National Education Research Development (NERD) in 1997, of the state of demand and supply of science and technology teachers nationwide indicated that about 320,000 representing 88% of the total needs were not available in 23 difference subjects including business studies at basic education level. A similar survey by NERD (2004) in respect of public secondary school indicated a shortfall of 88%. In the same line, Agbenten (2015) also discovered that shortage of qualified teachers in basic education level is a worldwide phenomenon but more obvious in the developing countries where educational system is constantly expanding without sufficiency of qualified teachers. In support of this statement, Udofort in Osarenren-Osaghae and Irabo (2012) lamented that insufficient qualified teachers in both private and public schools have often resulted in the employment of unqualified people and this de-motivates the students through bad teaching.



Aina in Osarenren-Osaghae and Irabo (2012) also pointed out that the quality and quantity of teachers in the schools have contributed immensely to the high failure rates being experienced in the programme run by National Business and Technical Examination Board (NABTED) certificate examinations in business subjects in secondary schools in Nigeria.

Lasa (2018) asserted that the success of any human endeavour, secondary schools inclusive, is closely related to be quality of teachers who perform the task of teaching. He added that the extent to which public education succeeds will depend to a large extent, upon the quality of the personnel engaged in the educational process and upon the effectiveness with which the discharge individual and group responsibilities. He also pointed out that all ingredients needed in making secondary education succeed, is the competency of the personnel charged with the task of effecting desirable changes in children. In another view, Nwana (2013) pointed out that the adequacy in the number of teaching staff and availability of teaching material influence the overall efficiency and effectiveness of an educational institution. This implies that for secondary schools to be effective and efficient there is need to provide adequate human and material resources.

Ann (2019) defined (material) instructional resources are various things put together by teacher and school authority and government that can be used to back up teaching and learning. They are school facilities, equipment, tools and other device employed to supplement teaching and learning process in school. According to Jiriko, Olorunafje, Nwafulugo and Omengala in Ann (2019) instructional material is a devices developed or acquired to assist and facilitate teaching and learning. Instructional materials give better understanding and makes lessons more meaningful. Okike and Abraham-Ibe (2015) also observed that instructional materials are basic necessities that must be put in place for the teaching and learning of business studies skills to be effective. This is because material resources help to enrich students' knowledge and reinforce verbal instruction in teaching and learning (Ajelabi, 2000). In other words, when instructional resources and media are used during teaching and learning of business studies, it will make classroom environment lively and interesting. According to Nwankwo, Nwogbo, Okorji and Eboka (2015), instructional materials make students active participants in the lesson thereby facilitating their learning process. However, research has also proved that facilitative potentials of instructional resource and media enhance students' academic achievement and also enriching classroom instruction (Afuwape, 2014). To improve the quality of education in schools, adequate material resource needed should be provided in varieties to make instruction resource based (Ayodele-Bamisaye, Nwuzuoike & Okediran, 2013). This means that it is also very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be achieved. In order to achieve a just and egalitarian society as spelt out by the federal government of Nigeria (FGN,2004) in the national policy on education, schools should be properly and uniformly equipped to promoted sound and effective teaching. Suitable textbooks, qualified teachers, libraries, well equipped computer room and other vita material resources which are adequate should also be provided for schools.



Material resources which are educational inputs are vital importance to the teaching of any subject in the school curriculum. Ifeagwu (2019) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. Abimbade (2017) reported that using instructional resources in teaching and learning make students learn more and retain better what they have been taught and that it also promotes and sustain student's interest; it also allows the students to discover themselves and their abilities. Alade and Lemo (2019) reported that resources are very important in the development of qualitative education and so the success or failure of any system of education depends on the quality and quantity of human and material resources made available. They however, point out that lack of physical facilities; ICT lab, inadequate funding, severe shortage of suitable qualified teachers and other material resources as well as tools have been found to be some of the major problems of vocational education which invariably business studies fall within as a pre-vocational subject.

Instructional Materials for teaching business studies as enumerated in FME (2014), includes computer, projector, accounting machine, recording/dictating machine, guillotine machine, addressing machine, fax machine, model office, ICT laboratories, typewriter, business studies textbooks, tape recorder, typing room, swivel typing chair, electric typewriter, manual typewriter, ink duplicating machine, carbon paper, filing cabinet, A4 typing sheet, typing sheet, A4 headed typing sheet, A5 headed typing sheet, letter headed memo pad, A4 duplicating paper, stencil, typewriter eraser, tipex, visitor's book, file jacket, file tags, bulletin board, telephone message pad, request form booklet, business documents specimen, postage book , Adding/listing machine, ruled ledger sheet, analysis sheet for trial balance, store record book, Short hand studios, tape recorder, sound tapes/ cassette, shorthand pen, unrulled chalkboard, ruled chalkboard, shorthand note book, incoming register, dispatch book spiral binding matching, typewriters, laminating machine, scanning machine, collating machine, punched card machine/perforating machine, photocopying machine, franklin machine, shredding machine amongst others. The use of these instructional materials enables the teacher to properly demonstrate the desired skills to the students. However, a study of Kulo and Agbogo (2016) on the availability of instructional materials revealed that these instructional materials were absent in most schools particularly junior secondary school in Nigeria. Alfred and Kayoma in Ann (2019) also pointed out that most Nigerian secondary schools, private schools inclusive do not have the required instructional materials and equipment for the teaching of business studies skills. Esene and Ohiwerei in Emeasoba (2018) defined business studies instructional materials as business appliances or office type machines that we use in teaching and practice of business subjects. These include typewriters, computers, dictating machines, stencil duplicators, telephone, filing cabinets, etc. Provision of equipment for the teaching and learning of Business Studies is a necessity. The knowledge and skills acquired are expected to prepare the learners to acquire basic practical knowledge required to function well in the society or progress successfully in their education. The classroom is expected to prepare students for the office through adequate, practically oriented training with the use of various equipment as instructional materials. However, Ademiluyi (2011) has observed that tools and material needed to work in public schools are often not available; no text books, work books, revision text like questions and answers and other materials.



Availability refers to services/resources that can be obtained in the discharge of certain functions. Longman (2003) asserts that availability refers to resources ready to be used, able to be used or that can easily be found and used. Ugwuanyi (2013) citing Onyejiemezie noted that availability is a state of making provision for a satisfactory standard requirement in terms of teaching resource to enhance effective instructional activity in a particular subject. According to the author no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant activities and concrete experiences. In other words, availability can be defined as human and material resources ready for use in teaching business studies at basic education level. In recognition of the importance of availability of resources in teaching and learning business studies Olaitan, Igbo, Ekong, Nwachukwu and Onyemaechi (2019) noted that no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant materials and activities as well as concrete experiences. The importance of availability of resources cannot be over-emphasized in teaching of business studies in schools. The availability of resources instructional facilities, equipment and supplies as well as adequate personnel motivates the learners, increases the teacher's efficiency and promotes the productivity of the teacher. Facilities, supplies and equipment provision are important aspect of business studies programme at basic education level.

Business study is one of the numerous business subjects being offered in almost all the junior secondary in Nigeria. It is such a vital subject as the study equips the students with the basic knowledge and foundations of the practice of business. Okute, (2018) sees business studies as a fundamental subject that has to do with acquisition, conversation, and expectation of wealth. Business study at upper basic school is a single subject, which comprises five integral areas of commence, bookkeeping/accounting, office practice, shorthand and typewriting. Business studies at the senior secondary school comprise five separate subjects which are economics, commerce, bookkeeping/accounting, shorthand, and typewriting. Students should be equipped with the appropriate skills in each of the units in business education after graduation from the school systems. Only then can one conclude that the objectives of teaching these subjects in secondary school have been achieved. Many authors in business education hold that the study helps prepare students about business by supplying the basic knowledge, insight, and information as well as prepare them for business with practical teachings to make them self-reliant in the face of a dilapidated economy. In the light of these, NERDC (2007) stated that the business studies will enable the student to: acquire the basic knowledge for business; develop the basic skills in office occupation; prepare for further training in business studies; have basic skills with which to start a life of work; have basic skills for personal use in future; rate the knowledge and skills acquired to the national economy.

In order for these objectives to be successfully actualized, there are some fundamental needs that must be adequately provided. These basic needs include the resources of both human and materials. According to Osarenren-Osaghae and Irabo (2012), no educational system rises above the quality of her teachers anywhere in the world. Thus the growth and development of skill- based courses in any country of the world largely depend on the quality and adequacy of teachers in these areas of professional endeavour. Human and material needs have been considered important in our schools if effective teaching and



learning will take place. It is generally accepted in the world that student's performance is directly influenced by human and material resources available in various schools. These resources however make teaching and learning more effective and real. However, criticism abounds on the adequacy of human and material needs/resources available for effective teaching and learning in many schools in Nigeria. Also, government and school authorities have obviously been challenged on the neglect of the adequate provision of necessary material resource needed in our schools such as buildings, books, good and modern library, Information and communication technology (ICT) Laboratory, etc as well as qualified teachers. These however, allow effective teaching and learning take place. Learning resources serve as a practical instructor especially when teaching business studies. However, the provision of human and material resources in secondary schools is a collaborative effort of the school authority, government and stake holders in the field. According to Osarenren-Osaghae and Irabo (2012), it is very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be achieved.

The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. The 9 years basic education was to ensure the acquisition of functional education and for laying the foundation for technical, vocational and entrepreneurship in learners. Upper basic Education is a phase of education in state/federal secondary schools for Years 7, 8 and 9, which helps to ensure the bridge between primary and secondary school is safe, strong and consistent for all students. Hanna (2019) noted that the Universal Basic Education (UBE) programme is expected to provide free and compulsory education from primary to Junior Secondary levels. However, researches have shown that the lacks of adequate human and material resources are the two critical problems that could hinder the successful implementation of UBE. Like every other enterprise, the success of UBE depends solely on the provision of adequate human and material resources. Upper Basic education schools are found both in government and private owned secondary schools. Government/public secondary schools are secondary schools established, owned, controlled and funded by the government. This could be state or federal government while private owned secondary school are secondary schools established, owned, controlled and funded by private individuals or organizations. Business studies is among the ten subject taught at basic education level in junior secondary schools as revised by NERDC. At this level of basic education the subject is meant to be taught by specialists in Business Education with a minimum qualification of National Certificate in Education (N.C.E). But it is quite unfortunate to note by observation that teachers in business related areas such as economics, accountancy, banking and finance and business management are deployed to teach business studies at the basic education level in private secondary schools in Ebonyi State. Supporting this view, Ocho in Okorie and Okoli (2014) stated that staffing in Ebonyi State secondary schools is nothing to write home about both in quantity and quality. Specialist's business studies teachers are professional in the field. These professionals received their training in business education both at the NCE and first degree level. As a result of their training in business education, they provide to the students education programme, valuable training and experience in matter concerning business and economic education.



But when teacher is not qualified to teach business studies at this basics level, aim of business studies at this level will not be achieved. Again, a study of Kulo and Agbogo (2016) on the availability of instructional materials revealed that these instructional materials were absent in most schools particularly junior secondary school in Nigeria. Alfred and Kayoma in Ann (2019) also pointed out that most Nigerian secondary schools, private schools inclusive do not have the required instructional materials and equipment for the teaching of business studies skills. It is, therefore, necessary to find out the quality of human and material resources available for effective teaching and learning of business studies at basic education level in private secondary schools in Ebonyi state, hence the need for this study.

Statement of the Problem

The availability of human and material resources in secondary schools is crucial and government of the state has been consistent in ensuring that these educational resources are available for schools. Human and material resources make teaching and learning more understandable, meaningful and easy. It is generally accepted in the world that student's performance is directly influenced by human and material resources available in various schools. These resources however make teaching and learning more effective and real. However, criticism abounds on the adequacy of human and material needs/resources available for effective teaching and learning in many private secondary schools in Nigeria. Also, in Ebonyi state government and school authorities have obviously been challenged on the neglect of the adequate provision of necessary human and material resource needed in our schools such as buildings, books, good and modern library, Information and communication technology (ICT) Laboratory, etc as well as qualified teachers. These however, allow effective teaching and learning take place. The selection and the use of teaching resources must be systematic for effective teaching and learning of business studies. Most researchers have discovered the problems of adequate human and material resources as one of the major problem that lead to poor academic performance of students in business studies in private secondary schools.

But in spite of the benefits of human and material resources to teaching and learning, the scarcity of the material resources as well as lack of qualified teachers in private schools in Ebonyi state has hindered, to some extent, the efficiency of teaching and learning of business studies. In view of this difficulty, it is quite unfortunate to note by observation that teachers in business related areas such as economics; accountancy, banking and finance and business management are deployed to teach business studies at the basic education level in private secondary schools in Ebonyi State. This has made most teachers of business studies which are not business education graduate to resort to the theoretical method of teaching the subject. This undoubtedly, is contrary to the improvement of business studies in private secondary schools, which is greatly needed at this period of our development with emphasis on practical oriented learning (Mark, 2017). Report from past researchers reveal that private secondary schools lack qualified teachers as well as infrastructural facilities like laboratories, libraries and ICT centres and these affect the performance and productivity of schools.



Also researcher has taught for a number of years in some private secondary schools in Ebonyi state and had visited a number of secondary schools as a resources person. Through these experiences, the researcher observed that most teachers in private secondary schools in the state are not graduate of business education and do not full make use of materials resources in the teaching of business studies due to non-availability. This negligence of the effective use of the material resources and facilities in teaching and learning of business studies and lack of qualified business studies teachers affected the academic performance of students in business studies in secondary schools in Ebonyi state. It is based on the aforementioned problems that the researcher is motivated to examine the quality of human and material resources available for effective teaching and learning of business studies at upper basic education level in private secondary schools in Ebonyi state

Research Questions

The study was guided by the following research questions:

1. What are the qualities of Business studies teachers available for effective teaching of business studies at upper basic education level in private secondary schools in Ebonyi state Central Senatorial Zone?
2. What is the business studies instructional material available for effective teaching of business studies at upper basic education level in private secondary schools in Ebonyi state Central Senatorial Zone?
3. What is the condition of the available business studies instructional material for teaching Business Studies at upper basic Education level in Private secondary schools in Ebonyi state Central Senatorial Zone?

Research Hypotheses

From the above research questions, two hypotheses were formulated thus:

1. There is no significant difference in the mean response of the male and female business studies teachers regarding the quality of Business studies teachersfor effective teaching of business studies at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state
2. There is no significant difference in the mean response of the male and female business studies teachers regarding the availability of business studies instructional material for effective teaching of business studies at upper basic education level in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state
3. There is no significant difference in the mean response of the Experiences and Inexperience business studies teachers on the condition of the available business studies instructional material for teaching Business Studies in upper basic education level in Private secondary schools in Ebonyi Central Senatorial Zone



Methodology

The design of the study was the descriptive survey. The study was conducted in Ebonyi Central Senatorial Zone. Ebonyi Central Senatorial Zone is one of three political zones under in Ebonyi State. The population consisted of 117 business subject teachers in the recognized Private Secondary Schools in Ebonyi state Central Senatorial Zone. There was no sample since the population was manageable. The instrument for data collection was structured questionnaire titled "Quality of Human Resources Available for Effective Teaching of Business Studies at Basic (QHMRATBSBE) contained 27 items and a checklist titled Availability of instructional materials for effective teaching of business studies (AIMETBS) with 54 items were designed and used for data collection. The questionnaire was structured on a four point scale based on: Very much Available (VMA); points; Moderate Available (MA); points; Rarely Available (RA); points and Not Available (NA); point for data collection in question one, while Strongly Agree (SA); Agree (A), Disagree (D) and Strongly Disagree (SD) for question three. The instrument was validated by two experts in Business Education. The reliability of the instrument was determine using Cronbach Alpha method and yielded reliability co-efficient of 0.78. One hundred and seventeen (117) copies of the questionnaire were distributed to the respondents with the help of four research assistant after proper briefing. Out of One hundred and seventeen (117) copies distributed, only 85 were correctly completed and returned for use in this study. Mean and standard deviation was used to answer the research questions while the null hypotheses were tested using t-test statistic at 0.05 level of significance. The decision rule was based on the condition that any questionnaire items with a mean score of 3.5 to 4.00 was considered as VMA/SA, 2.50 to 3.3.49 is A/MA, 1.5 to 2.49 is RA/D and 1.00 to 1.49 is NA/SD. for the checklist, any material with percentage value of 50% and above was regarded as "Available" while materials which recorded percentage value of 49% and below was regarded as "Not Available". Similarly, null hypotheses were rejected if the calculated t-value exceeds the table value. Where the calculated t-value is less than the critical value, hypotheses was accepted.

Results

Research question one: What are the qualities of human resources available for effective teaching of business studies at basic education level in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state?

Items 1-10 in section B of the research instrument were used to collect data to answer this research question. The data is summarized on Table 1 below



Table1: Mean and standard deviation of the respondents on the qualities of human resources available for effective teaching of business studies at basic education level in private secondary schools.

S/N	Qualities of human resources available	N	X	SD	Decision
1	Business Studies teacher available in your school.	85	3.25	0.92	Very Much Available
2	Available Business studies teacher has academic paper qualification	85	3.88	0.74	Very Much Available
3	Available Business Studies teachers has knowledge of commerce	85	2.57	1.24	Available
4	Available Business Studies teacher specializing in secretarial studies	85	1.66	0.82	Not Available
5	Available Business Studies teachers specializing in accounting education	85	1.57	0.88	Not A Available
6	Available Business Studies teachers who has knowledge of bookkeeping	85	2.50	0.94	Available
7	Available Business Studies teachers has knowledge of shorthand	85	2.34	1.33	Not Available
8	Available Business Studies teachers has knowledge of typewriting	85	2.21	0.47	Not Available
9	Available Business Studies teachers has knowledge of methodology of instruction	85	1.28	0.96	Not Available
10	Available Business Studies teachers has competency in the use of teaching materials	85	2.48	0.94	Not Available
11	Available business studies teacher is from other related discipline	85	3.61	0.78	Very Much Available

Note: *Very much Available (VMA); Available (A); Rarely Available (RA) and Not Available (NA)*

The Table 1 shows that on items 1-10 of the qualities of human resources available for effective teaching of business studies at basic education level in private secondary schools. The respondents considered items, 1,2 and 12 to be Very much Available (VMA);, items 3 and 6 to be Available (A); while items 4, 5, 7, 8, 9 and 10 was considered not available by the respondents. This shows that respondents agreed that the qualities of human resources for effective teaching of business studies at basic education level in private secondary schools are not available.

Research Question Two: to what are the material resources available for effective teaching of Business Studies at basic education level in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state?

Items 12-65 in section B of the research instrument were used to collect data to answer this research question. The data is summarized on Table 2 below



Table 2: Frequency and Percentages distribution on the material resources available for effective teaching of business studies at basic education level in private secondary schools

S/N	Available Material Resources	Available		Not Available		Remark
		Freq.	%	Freq.	%	
12	Computers	75	88.2%	10	11.7%	A
13	Office practice laboratories	12	14.1%	73	85.8%	NA
14	ICT Laboratories	10	11.7%	75	88.2%	NA
15	Typewriters	2	2.3%	83	97.6%	NA
16	Business studies textbooks	60	70.5	25	29.4%	A
17	Typing room	12	14.1%	73	85.8%	NA
18	Dom well desk	10	11.7%	75	88.2%	NA
19	Swivel typing chair	2	2.3%	83	97.6%	NA
20	Ink duplicating machine	30	35.2%	55	64.7%	NA
21	Carbon paper	18	21.1%	67	78.8%	NA
22	Filing cabinet	15	17.6%	70	82.3%	NA
23	A4 typing sheet	19	22.3%	66	77.6%	NA
24	typing sheet paper of different sizes	25	29.4%	60	70.5%	NA
25	Stencil	0	0%	85	100%	NA
26	Typewriter eraser	0	0%	85	100%	NA
27	Tipex	20	23.5%	65	76.4%	NA
28	Tape recorder	30	35.2%	55	64.7%	NA
29	Sound tapes/ cassette	25	29.4%	50	58.8%	NA
30	Shorthand pen	16	18.8%	69	81.1%	NA
31	Unrulled chalkboard	14	16.4%	71	83.5%	NA
32	Ruled chalkboard	13	15.2%	72	84.7%	NA
33	Shorthand note book	9	10.5%	76	89.4%	NA
34	Incoming register	20	23.5%	65	76.4%	NA
35	Dispatch book	30	35.2%	55	64.7%	NA
36	Visitor's book	25	29.4%	50	58.8%	NA
37	File jacket	16	18.8%	69	81.1%	NA
38	File tags	12	14.1%	73	85.8%	NA
39	Bulletin board	21	24.7%	64	75.2%	NA
40	Telephone Message pad	17	20%	68	80%	NA
41	Request form booklet	2	2.35%	83	97.6%	NA
42	Business documents specimen	15	17.6%	70	82.3%	NA
43	Postage book	18	21.1%	67	78.8%	NA
44	Adding/listing machine	10	11.7%	75	88.2%	NA
45	Ruled ledger sheet	20	23.5%	65	76.4%	NA
46	Analysis sheet for trial balance	16	18.8%	69	81.1%	NA
47	Store record book	12	14.1%	73	85.8%	NA
48	Short hand studios	21	24.7%	64	75.2%	NA
49	Cheque writing machine	17	20%	68	80%	NA
50	Radio and tape recorders cassette	2	2.35%	83	97.6%	NA
51	Photocopying machine	73	85.8%	12	14.1%	A
52	Scanning machine	12	14.1%	73	85.8%	NA
53	Dictation machines	10	11.7%	75	88.2%	NA
54	Perforating machines	50	58.8%	35	41.1%	A
55	Office cabinets	18	21.1%	67	78.8%	NA



56	Duplication machines	10	11.7%	75	88.2%	NA
57	School chairs/Desk	55	64.7%	30	35.2%	A
58	Fax machines	16	18.8%	69	81.1%	NA
59	Opaque projected recorder	12	14.1%	73	85.8%	NA
60	Stapling machine	50	58.8%	35	41.1%	A
61	Guillotine	12	14.1%	73	85.8%	NA
62	Stop watch	10	11.7%	75	88.2%	NA
63	Single hole punch	2	2.3%	83	97.6%	NA
64	Double hole punch	30	35.2%	55	64.7%	NA

Note: N=85, A = Available, NA = Not available; Benchmark = 50%

The Table 2 above revealed that six (6) items out of 54 were regarded as by the respondents as available materials for teaching business studies, while 46 items are not available materials for teaching business studies at upper basic education in private secondary schools . This concluded that materials resources needed for effective teaching of business studies are not available at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi State.

Research Question Three: What is the condition of the available materials resources for teaching and learning business studies in Basic Education level in Private secondary schools in Ebonyi Central Senatorial Zone?

Items 65-81 in section B of the research instrument were used to collect data to answer this research question. The data is summarized on Table 3 below

Table 3: Mean and standard deviation onthe condition of the available materials resources for teaching and learning business studies in Basic Education level in Private secondary schools

S/N	Condition of the available materials resources for teaching and learning Business Studies subject	N	X	SD	Decision
65	The textbooks available for teaching business studies subjects in my school are current.	87	3.60	0.91	Agree
66	The textbooks available for teaching business studies subjects are of good numbers	87	1.26	0.93	Disagree
67	The typewriters available for teaching business studies are in good condition	87	1.19	0.95	Disagree
68	The available staplers in my school are in good condition	87	3.92	0.77	Agree
69	The available perforators in my school are in good condition	87	3.80	0.50	Agree
70	Demonstration stand use for teaching the students in my school is in good condition	87	1.38	0.92	Disagree
71	The computers in my school for teaching business studies subject, are functioning	87	3.88	0.74	Agree
72	The photocopying machine in my school for teaching business				



	Studies subject are functioning	87	3.80	0.90	Agree
73	Printers in my school for teaching Business Studies subject are functioning	87	3.16	0.19	Agree
74	Swivel chairs are in good condition	87	1.25	0.93	Disagree
75	Typing tables are in good condition	87	1.40	0.92	Disagree
76	Scanner in my school for teaching business Studies subject, is functioning	87	2.40	0.92	Disagree
77	Wall clock in my school for teaching Business Studies subject is functioning	87	1.28	0.82	Disagree
78	Office cabinets available are in good condition	87	1.20	0.75	Disagree
79	Binders available for teaching business Studies subject are functioning	87	1.38	0.93	Disagree
80	Recorder for teaching business Studies subject is functioning	87	1.26	0.93	Disagree
81	The textbooks available for teaching business Studies subjects in my school are relevant	87	3.30	0.84	Agree
	Grand Mean		2.32	0.81	Disagree

The results in Table 3 above revealed that items 65, 68,69, 71, 72, 73 and 81 are rated agreed by business studies teachers, with mean scores of 3.60; 3.92; 3.80; 3.88, 3.80, 3.16 and 3.30 respectively. All other items are rated disagreed. However, with the grand mean of 2.32, it can be concluded that Business studies teacher in private secondary schools in Ebonyi Central Senatorial Zone are of the opinion that the condition of the available materials resources for teaching and learning Business Studies subject do not support effective teaching of business studies in private secondary schools in Ebonyi State.

Hypothesis One: There is no significant difference in the mean response of the male and female business studies teachers regarding the quality of Business studies teachers for effective teaching of business studies at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state

Table 4: Independent t-test result of mean difference between the responses of the male and female business studies teachers regarding the quality of Business studies teachers for effective teaching of business studies at upper basic education in private secondary schools

Variables	N	Mean	SD	t-cal	Df	t-crit.	Sig (2tailed)	Decision
Male teachers	32	3.00	0.84	1.53	83	1.96	0.073	Not Rejected
Female teacher	53	2.95	1.01					

The data in the Table 4 reveals that the calculated value of t was 1.53 ($t_{76}=1.53$). The observed p-value was 0.073 which is greater than the fixed p-value of 0.05 ($p>0.05$). Therefore, the null hypothesis which stated that there is no significant difference between the responses of male and female business studies teachers regarding the quality of Business



studies teachers for effective teaching of business studies at upper basic education in private secondary schools was not rejected.

Hypothesis Two: There is no significant difference in the mean response of the male and female business studies teachers regarding the availability of material resources for effective teaching of business studies at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state

Table 5: Independent t-test result of mean difference between the responses of the male and female business studies teachers on the availability of material resources for effective teaching of business studies at upper basic education in private secondary schools

Variables	N	Mean	SD	t-cal	Df	t-crit.	Sig (2tailed)	Decision
Male teachers	32	2.90	0.94	1.33	83	1.96	0.083	Not Rejected
Female teacher	53	3.51	1.11					

The data in the Table 5 reveals that the calculated value of t was 1.33 ($t_{76}=1.33$). The observed p-value was 0.083 which is greater than the fixed p-value of 0.05 ($p>0.05$). Therefore, the null hypothesis which stated that there is no significant difference between the responses of experienced and inexperience teachers on the effective use of instructional resources on the teaching of business studies subjects was not rejected.

Hypothesis Three: There is no significant difference in the mean response of the Experiences and Inexperience business studies teachers on the condition of the available materials resources for teaching Business Studies in upper basic education in Private secondary schools in Ebonyi Central Senatorial Zone

Table 6: Independent t-test result of mean difference between the responses of experienced and inexperience teachers on the effective use of instructional resources on the teaching of business education subjects

Variables	N	Mean	SD	t-cal	Df	t-crit.	Sig (2tailed)	Decision
Experienced	63	3.20	0.84	1.43	83	1.96	0.073	Not Rejected
Inexperienced	22	2.65	1.01					

Table 6 showed that there 63 experienced and 22 inexperienced respondents. The experienced respondents had mean and standard deviation of 3.20 and 0.84 respectively while inexperienced respondents had mean and standard deviation of 2.65 and 1.01, respectively. The calculated value of t was 1.43 ($t_{76}=1.43$). The observed p-value was 0.073 which is greater than the fixed p-value of 0.05 ($p>0.05$). Therefore, the null hypothesis which stated that there is no significant difference between the responses of experienced and inexperience teachers on the effective use of instructional resources on the teaching of business studies subjects was not rejected. This implied that experienced and in experienced teachers did not differ significantly in their responses regarding the effective use of instructional resources on the teaching of business education subjects.



Discussion of the Findings

The study finds that the quality of business studies teachers available for effective teaching of business studies is inadequate at upper basic education in private secondary school in Ebonyi State. The study further shows that quality of Business Studies teachers are inadequate for the implementation of the upper basic education business studies curriculum in private secondary schools in Ebonyi state, Nigeria. This because the business studies teacher teaching business studies in private secondary school in Ebonyi State is from other related discipline without adequate knowledge of Shorthand, typewriter which are the major components of business studies at basic education. Furthermore, hypothesis tested shows that there is no significant difference in the mean response of the male and female business studies teachers regarding the quality of Business studies teachers for effective teaching of business studies at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state

This finding is supported by study of Osarenren-Osaghae and Irabo (2012) who stated that it is very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be achieved. The finding is also line with Agbenten (2015) who discovered that shortage of qualified teachers at basic education level is a worldwide phenomenon but more obvious in the developing countries where educational system is constantly expanding without sufficiency of qualified teachers. In support of this statement, Udofort in Osarenren-Osaghae and Irabo (2012) lamented that insufficient qualified teachers in both private and public schools have often resulted in the employment of unqualified people and this de-motivates the students through bad teaching. Aina in Osarenren-Osaghae and Irabo (2012) also pointed out that the quality and quantity of teachers in the schools have contributed immensely to the high failure rates being experienced in the programme run by National Business and Technical Examination Board (NABTED) certificate examinations in business subjects in secondary schools in Nigeria.

The results obtained from research questions two shows that most of business studies instructional materials needed for teaching of business studies at upper basic education level available are not available in private secondary schools in Ebonyi state. Furthermore, hypothesis tested shows that there is no significant difference in the mean response of the male and female business studies teachers regarding the availability of business studies instructional materials for effective teaching of business studies at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state. This finding is supported by the study of Kulo and Agbogo (2016) on the availability of instructional materials revealed that these instructional materials were absent in most schools particularly junior secondary school in Nigeria. Alfred and Kayoma in Ann (2019) also pointed out that most Nigerian secondary schools, private schools inclusive do not have the required instructional materials and equipment for the teaching of business studies skills. The finding is also in consonance with Usoro (2010) who noted that physical/material resources in teaching business studies include: computer, audio-video recording, infrastructural facilities stationeries, vehicles, television, sports equipment, models etc. However, Ademiluyi (2011) has observed that tools and material needed to work in public schools are often not available; no text books, work books, revision text like questions and answers and other materials.



The results obtained from research questions three shows that available business studies instructional materials for teaching and learning Business Studies subject are in good condition to support effective teaching of business studies in private secondary schools in Ebonyi State. The study further revealed that all the equipment listed for teaching business studies only computers, photocopying machine, Printers, textbooks staplers and perforators are in good condition to support teaching of business studies in private secondary schools in Ebonyi Central senatorial zone of Ebonyi state. Hypothesis tested shows that there is no significant difference in the mean response of the Experiences and Inexperience business studies teachers on the condition of the available materials resources for teaching Business Studies in upper basic education in Private secondary schools in Ebonyi Central Senatorial Zone. The findings is in line with the work of Adeogun (2019) who noted that it is the responsibility of the school administration, proprietors inclusive and the government should that adequate materials resources are made available to the school. This will enable the schools to equip their students effectively and produce good performance on the part of both teachers and students; there is need for the provision of adequate human and materials resources in our secondary schools

Conclusion

The role played by teachers in any educational system is enormous. They are responsible for the translation and implementation of educational policies and curriculum for all round achievement of the students. This is why the National Policy on Education stated that “no education can rise above the quality of its teachers”. Similarly, no nation or society can rise above the quality of her education. The implementation of upper basic education curriculum in business studies therefore, lies with the quality of business studies teachers. Their qualifications should be scrutinized in order to ensure the successive implementation of quality instruction. In the same vein, business studies instructional materials which also play valuable roles in the teaching and learning of business studies at upper education level, should be provided in adequate supply. Based on the findings of the study, it was concluded that: The human and material resources for the teaching and learning of business studies at upper basic education in private secondary schools in Ebonyi State are inadequate and in most cases unavailable. Most of the available business studies teachers are from business related field, hence not qualified to teach business studies because they did not study the course. In addition, instructional material resources required for the implementation of upper basic education (JSS) business studies curriculum are inadequate in private secondary schools Ebonyi State. Both facilities and the provision of business curriculum textbooks are inadequate. This trend may not only incapacitate the teachers but also serve to miseducate them and their students. This scenario does not educate the students enough in preparing them for higher ground either at work or in choosing a programme of study in Business education. Also since available materials to train students are inadequate, effective teaching and learning of business studies may not achieve the required knowledge and skills for the world of work.



Recommendations

The following recommendations are made based on the findings of this study:

1. Proprietors of Private Secondary school should ensure that business studies teachers in all area of business education be recruited and engaged to teach business studies in their school not graduate of business related discipline.
2. Instructional materials/equipment for teaching business studies should be provided by proprietors of private secondary schools to aid in the implementation of mandate of business studies curriculum in private secondary schools.
3. The Parents Teachers Association (P.T.A) should also assist the proprietors of private secondary school in the provision of some of these equipment needed for the teaching and learning of Business Studies
4. Educational policy makers in Ebonyi state should sensitize the proprietors of private school and teachers on the need to put more emphasis on utilization and improvising of resources materials in teaching and learning of Business subjects
5. Business studies programs, at this level, should be subjected to accreditation and reaccreditation based on the adequacy of facilities, textbooks and other curricula elements by Ministry of Education in Ebonyi.



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