



AVAILABILITY OF INSTRUCTIONAL MATERIALS REQUIRED FOR TEACHING ENTREPRENEURSHIP IN BUSINESS STUDIES IN SECONDARY SCHOOLS IN DELTA STATE FOR EMPLOYMENT SKILLS DEVELOPMENT

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Abstract

The study examined the availability of the required instructional materials for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development. Two research questions guided the study. The study adopted a descriptive survey research design. The population for the study was made up of 595 Business studies teachers in secondary schools in Delta State. The sample for the study consists of 119 Business studies teachers in secondary schools in Delta State. The instrument for data collection for the study was a structured questionnaire titled: “Instructional Materials Required for Teaching Entrepreneurship Skills in Business Studies (IMRTESBS)” and a Checklist Titled: “Availability of Instructional Materials for Teaching Entrepreneurship Skills in Business Studies (AIMTESBS)”. Data collected was analyzed using mean and standard deviation for research question 1, frequency and simple percentages for research question 2. The findings of the study revealed that 20 instructional materials required for the teaching of entrepreneurship in business studies for employment skills development, were not available in secondary schools in Delta State. Based on the findings, the study recommended that instructional materials for teaching entrepreneurship skills in business studies be made available to Business studies teachers in secondary schools in Delta State.

Keywords: *Availability, Instructional materials, Entrepreneurship, Business studies, Employment, Development*

Introduction

Business studies is an aspect of vocational and technical subjects taught at the secondary school level to give the learners the basic knowledge and skills of business activities. It is offered to prepare the students for career in business. Business studies is a combination of five skilled subjects, which include: office practice, commerce, bookkeeping, typewriting (keyboarding) and shorthand. These subjects are the basics for Office Technology and management (OTM), Accounting, Marketing and Computer Science, amongst others at the tertiary level. Business studies equip its recipients with the skills to be self-employed or secure employment at the completion of junior or senior secondary school education. As stated in the National Policy on Education (FRN, 2013), business studies at the secondary school level is a subset of vocational subjects which



involves the acquisition of practical skills, understanding and knowledge relating to occupation. This means that business studies prepare the recipients with functional trade/entrepreneurship skills for useful living.

The need for entrepreneurship skills at the secondary school level was recognized by the Nigerian government when it emphasized in the National Policy on Education (FRN, 2013), that secondary school education should aim at inspiring students with a desire for achievement and self-improvement both at school and life after school. The secondary school students are expected to be captured early by making them acquire the spirit of self-reliance as well as preparation for self-employment. Also, giving them the opportunity to secure jobs and function effectively in the world of work. This early self-discovery in turn will help in the building and development of the nation through providing employment thereby reducing poverty rate and unemployment (Akpomi and Amadi, 2010). According to Udo and Babangida (2017) the aim of teaching entrepreneurship at the secondary school level is primarily for vocation which encourages self-employment.

Teaching entrepreneurship is a process of providing the students with the knowledge and capability to undertake business ventures. It creates in the learner the willingness and ability to seek out investment opportunities (Abdulkadir, 2011). It aims at producing youths who can make use of their brain and hands due to the acquired creative knowledge and skills, thereby giving them a sense of self worth and confidence at the tender age. Mgbor and Mgbor (2011), stated that entrepreneurship is a tool for human capital development. This implies that a graduate of any level of education in Nigeria, with the knowledge of entrepreneurship should be able to fit into the world of work as an employer of labour, self employed or employee.

The acquisition of skills through entrepreneurship training according to Eze (2003) would help the youths avoid idleness and laziness, lead to meaningful engagements, actualize their potentials and live a purposeful life. Based on this, Ementa (2013) suggested that Nigeria should prepare the young generation from the primary schools through secondary schools to higher level of education to ensure adequate preparation for self-reliance. This will increase their chances of employment in the world of work. Teaching entrepreneurship skills require the use of instructional materials for proper demonstration of the skills.

Instructional materials are various things put together by man (the teacher, students, the school authority and the government) that can be used to back up teaching and learning. They are facilities, equipment, tools and other devices employed to supplement teaching and learning process. Jiriko, Olorunjafe, Nwafulugo and Omengala (2015) defined instructional material as a device developed or acquired to assist and facilitate teaching. Instructional



materials gives better understanding and makes lessons more meaningful. Okike and Abraham-Ibe (2015) observed that instructional materials are basic necessities that must be put in place for the teaching and learning of skills to be effective. According to Nwankwo, Nwogbo, Okorji and Egboka (2015), instructional materials make students active participants in the lesson thereby facilitating their learning process.

Instructional materials for teaching entrepreneurship skills in business studies as enumerated in FME (2014), include computer, projector, accounting machine, recording/dictating machine, guillotine machine, addressing machine, spiral binding machine, laminating machine, shredding machine, fax machine, duplicating machine, photocopying machine, scanning machine, collating machine, punched-card/perforating machine, franking machine amongst others. The use of these instructional materials enables the teacher to properly demonstrate the desired skills to the students. However, a study by Kulo and Agbogo (2016) on the availability of instructional materials revealed that these instructional materials were absent in most schools, particularly junior secondary schools in Delta State. Alfred and Kayoma (2012), stated that most Nigerian secondary schools do not have the required instructional materials and equipment for the teaching of skill subjects.

Statement of the Problem

The focus on entrepreneurship training is to equip the learners with employability skills. Teaching entrepreneurship skills require the use of instructional materials to make the lessons more meaningful and understandable. Instructional materials provide a guide to the teacher and the students in the teaching and learning of entrepreneurship skills. The use of instructional materials according to Okike and Abraham-Ibe (2015) is indispensable in teaching entrepreneurship skills for human capital development. To achieve the objectives of teaching entrepreneurship skills, instructional materials need to be available and adequate in quantity. This paper sought to determine the availability of instructional materials needed for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development.

Purpose of the Study

The main purpose of this study is to determine the availability of the instructional materials required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for skills development. Specifically, the study sought to: identify the types of instructional materials required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development, determine the availability of instructional materials for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development.



Research Questions

The following research questions guided the study:

1. What instructional materials are required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development?
2. What required instructional materials are available for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development?

Method

The study adopted a survey design. The study was carried out in public secondary schools in Delta State. The population for the study comprised 595 Business studies teachers in secondary schools in Delta State. Using the stratified random sampling technique, 119 Business studies teachers were selected as the actual sample size. A structured questionnaire titled: “Instructional Materials Required for Teaching Entrepreneurship Skills in Business Studies (IMRTESBS)” and a Checklist titled: “Availability of Instructional Materials for Teaching Entrepreneurship Skills in Business Studies (AIMTESBS)” were designed and used for data collection. The instrument was validated by three experts from Business Education Department in Ebonyi State University, Abakaliki. The questionnaire consists of two parts. Part A was designed to elicit the personal information of the respondents', while Part B consists of 20 items which sought information on the instructional materials required for the teaching of entrepreneurship skills in business studies with a rating scale of Highly Required (HR) 4 points, Required (R) 3 points, Fairly Required (FR) 2 points and Not Required (NR) 1 point. The checklist consists of 20 items which sought information on the availability of the required instructional materials for teaching entrepreneurship in business studies.

The reliability of the instrument was determined using Cronbach Alpha method and yielded reliability co-efficient of 0.90. One hundred and nineteen copies of questionnaires were distributed to the respondents with the help of three research assistants after proper briefing. Mean ratings and standard deviation were used to answer research question 1, while frequency distribution and simple percentages were employed for research question 2. Any item with a mean rating of 2.50 and above was regarded as “Required” while any item with a mean rating below 2.50 was regarded as “Not Required”. For the checklist, any instructional material with percentage value of 50% and above was regarded as “Available” while instructional materials which recorded percentage value of 49% and below was regarded as “Not Available”.



Results

Research Question One

What types of instructional materials are required for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development?

Table 1: Mean Responses on Instructional Materials Required for Teaching Entrepreneurship in Business studies in Secondary Schools in Delta State for Employment skills Development

SN	Item Statements	\bar{X}	SD	Rmks
1	Computer.	3.73	0.54	Rqd
2	Accounting machine.	3.57	0.76	Rqd
3	Recording machine.	3.53	0.64	Rqd
4	Perforating machine.	3.33	0.70	Rqd
5	Fax machine.	3.26	0.73	Rqd
6	Spiral binding machine.	3.70	0.46	Rqd
7	Laminating machine.	3.30	0.70	Rqd
8	Shredding machine.	3.48	0.58	Rqd
9	Addressing machine.	3.61	0.49	Rqd
10	Guillotine machine.	3.47	0.72	Rqd
11	Franking machine	3.73	0.54	Rqd
12	Adding machine	3.31	0.71	Rqd
13	Calculating machine	3.49	0.56	Rqd
14	Letter opening machine	3.53	0.59	Rqd
15	Sealing machine	3.29	0.69	Rqd
16	Electronic scale machine	3.57	0.61	Rqd
17	Stamp affixing machine	3.65	0.47	Rqd
18	Collating machine	3.34	0.63	Rqd
19	Folding machine	3.37	0.55	Rqd
20	Mailing machine	3.70	0.72	Rqd

Note: n = 112, \bar{X} = Mean, SD = Standard Deviation, Rqd = Required.

Table 1 reveals that the mean ratings of the responses of the respondents on the 20 items in the Table ranged between 3.26 to 3.73 which were all greater than the benchmark of 2.50 on 4-point rating scale. This indicated that the 20 identified instructional materials were required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development. The standard deviation values of the 20 items ranged between 0.46 to 0.76 indicating that the responses of the respondents are close to the mean and one another.

Research Question Two

What instructional materials are available for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development?

Table 2: Frequency and Percentage Distribution of Availability of Instructional Materials for Teaching Entrepreneurship in Business Studies in Secondary Schools in Delta State for Employment skills development

SN	Item Statements	Available		Not Available		Rmks
		Freq	%	Freq	%	
1	Computer.	54	48.2	58	51.8	NA
2	Accounting machine.	41	36.6	71	63.4	NA
3	Recording machine.	49	43.8	63	56.3	NA
4	Perforating machine.	81	72.3	31	27.7	A
5	Fax machine.	14	12.5	98	87.5	NA
6	Spiral binding machine.	59	52.7	53	47.3	A
7	Laminating machine.	50	44.6	62	55.4	NA
8	Shredding machine.	42	37.5	70	62.5	NA
9	Addressing machine.	49	43.8	63	56.3	NA
101	Guillotine machine.	53	46.1	59	53.9	NA
1	Franking machine	41	36.6	71	63.4	NA
12	Adding machine	14	12.5	98	87.5	NA
13	Calculating machine	60	52.9	52	47.1	A
14	Letter opening machine	54	48.2	58	51.8	NA
15	Sealing machine	49	43.8	63	56.3	NA
16	Electronic scale machine	54	48.2	58	51.8	NA
17	Stamp affixing machine	50	44.6	62	55.4	NA
18	Collating machine	42	37.5	70	62.5	NA
19	Folding machine	41	36.6	71	63.4	NA
20	Mailing machine	53	46.1	59	53.9	NA

Note: n = 112, A = Available; NA = Not Available; Benchmark = 50%

Table 2 reveals that the percentage ratings of the availability of perforating machine, spiral binding machine and calculating machine were 72.3, 52.7 and 52.9 respectively. The percentage values of the three instructional materials were above the benchmark of 50% which indicated that the three instructional materials are available for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development. On the other hand, the percentage ratings of computer (48.2%), accounting machine (36.6%), recording machine (43.8%), fax machine (12.5%), laminating machine (44.6%), shredding machine (37.5%), addressing machine (43.8%), guillotine machine (46.1%), franking machine (36.6%), adding machine (12.5%), letter opening machine (48.2%), sealing machine (43.8%), electronic scale machine (48.2%), stamp affixing machine (44.6%), collating machine (37.5%), folding machine (36.6%) and mailing machine (46.1%) were all less than the benchmark of 50% which implied that the instructional materials listed were not available for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development.



Discussion of Findings

The findings of Research Question one, identified 20 instructional materials which include computer, accounting machine, recording machine, perforating machine, fax machine, spiral binding machine, laminating machine, shredding machine, addressing machine and guillotine machine. Others are Franking machine, Adding machine, Calculating machine, Letter opening machine, Sealing machine, Electronic scale machine, Stamp affixing machine, Collating machine, Folding machine and Mailing machine which were required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development.

The findings of this study is in line with the report of Educational Research and Development Council {NERDC}(2014) that recommended several instructional materials for the teaching and learning of entrepreneurship skills in business studies to include computer, projector, accounting machine, recording/dictating machine, guillotine machine, addressing machine, spiral binding machine, laminating machine, shredding machine, fax machine, duplicating machine, photocopying machine, scanning machine, collating machine, punched-card/perforating machine and franking machine amongst others

Research Question two revealed that only three instructional materials which were perforating machine, spiral binding machine and calculating machine out of the 20 identified instructional materials were available for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development, while the remaining seventeen identified instructional materials were not available. The findings of this study is similar to that of Kulo and Agbogo (2016) that carried out a study to assess the availability of instructional materials in secondary schools in Delta State and found that the relevant instructional materials were absent in most of the secondary schools, particularly junior secondary schools in Delta State. The result is also similar to that of Alfred and Kayoma (2012) which found that most Nigerian secondary schools do not possess the instructional materials and equipment required for the teaching of skilled subjects.

Conclusion

This study determined various types of instructional materials required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development. From the findings of the study, it was concluded that:

1. Twenty instructional materials were required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development.
2. The instructional materials identified were not available for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development.



Recommendations

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

1. The State government should make adequate provision for acquiring the instructional materials required for the teaching and learning of entrepreneurship in business studies in secondary schools in the State for employment skills development.
2. The school authority, the teachers and other stakeholders in the field of education should involve themselves in the provision of instructional materials to make the teaching of entrepreneurship skills in business studies a success.

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