



ADEQUACY OF EDUCATIONAL RESOURCES FOR ENHANCING SKILL ACQUISITION AMONG BUSINESS EDUCATION STUDENTS FOR JOB CREATION IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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Abstract

This study determined the adequacy of educational resources for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design. The population of the study comprised 98 business educators from four tertiary institutions that offered business education programme in Anambra State and there was no sampling. A 30-item structured questionnaire validated by two experts in the field of business education and measurement and evaluation was used for data collection. The reliability of the instrument was established using trial-testing and data analyzed using Cronbach alpha yielded correlation index of 0.88 and 0.91 for clusters B1 and B2 respectively with an overall coefficient value of 0.90. Data were analyzed using mean, standard deviation and t-test. Findings showed that human and physical resources provided for enhancing skill acquisition among business education students for job creation were lowly adequate. It was further revealed that gender did not significantly influence business educators' mean responses on the adequacy of human and physical resources provided for enhancing skill acquisition among business education students for job creation. The researchers concluded that a lot still need to be done by government in the area of providing adequate number of human and physical resources to business education programme in tertiary institutions in Anambra State. Based on the findings, it was recommended among others that federal and State governments should give business education department permission to recruit more qualified business educators so that they will have manageable workload. This will enhance skill acquisition of students for job creation.

Key Words: Adequacy, Educational Resources, Business Education, Skill Acquisition

Introduction

Skill acquisition is vital for Nigeria to grow economically, particularly in this era of economic recession. The Federal Government of Nigeria recognized skills acquisition and development as an important factor in the drive to enhance productivity, reduce youth unemployment and achieve sustainable economic development (Nwaukwa, Iloeje, Nzeh & Nwagu, 2018). Skills refer to abilities, capabilities, aptitude and expertise acquired through deliberate, systematic and sustained training necessary to adaptively perform job functions effectively. A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy or both (Uchendu, 2015). Skill is the ability to do something well, usually gained through training or experience. Vanpatten and Benati (2010) saw skill as the ability to do rather than underlying competence or mental representation. To clarify this concept, Masumeh (2014) identified nine defining attributes of a skill from a psychological perspective as follows: skill is learned, skill involves motivation, purpose and



goals, skills require content and context knowledge, skills are performed and transferred in the presence of specific stimuli, skill involves problem solving relevant to the context, skill involves relative judgments with individual differences in skill performance evident, standards of excellence are important, skill involves comparable replication, and considerable periods of time are required to reach high levels of skill.

Skills acquisition refers to ability to be trained on a particular task or function. It is a form of training of individuals or group of individuals to acquire skills needed for self-sustenance (Idoko, 2014). Skill acquisition is the manifestation of idea and knowledge through training geared towards instilling in the youths the spirit of entrepreneurship needed for meaningful development (Douli, 2012). Skill acquisition is a major tool for extreme poverty and hunger eradication with the aim of creating an avenue for jobs and wealth which will bring self-reliance and sufficiency and, contribute to the growth and development of a country's economy (Isaac, 2011).

Skill acquisition is the ability to be trained on a particular task or function (Mike, 2014). Idoko (2014) posited that skill acquisition requires the gathering of various abilities that enhance task execution through the coordination of both theoretical and practical form of knowledge. It involves the training of people in different fields of trade under a legal agreement between the trainers and the trainees for certain duration and under certain conditions. Nwaukwa, Iloeje, Nzeh and Nwagu (2018) stated that skill acquisition leads to employment generation in small and medium enterprises such as computer business centers, book binding centers, laminating centers, computer sales, computer training, internet centers (cybercafe), business registration, photocopying centers, reprographic, and printing press among others.

According to the Development Education Center (2019), skill acquisition and youth development are emphasized in Nigeria to meet the following needs: reduction in youth unemployment rate, diversification of job opportunities, effective function, crime reduction, employment generation and national development.

Equipping students with relevant skills is an important mandate of business education programme at both secondary and tertiary education in Nigeria (Federal Republic of Nigeria (FRN), 2013). This is noted in the policy statement of National Policy on Education (FRN, 2013) which expressly stated that the primary goal of business education is to produce skillful and dynamic business education graduates for gainful employment or self-employment. In line with this expressed policy objective, Ubulom and Enyoghasim (2012) defined business education as a programme of study that equips students with knowledge, attitudes, skills and competencies needed to become productive members of the society. Ubulom and Enyoghasim stated that business education programme equips its recipients with skills such as communication skills, computation skills, personal reliability skills, economic adaptability skills and group and organizational effectiveness skills. With numerous opportunities available to business education graduates, the programme is believed to be a veritable tool for sustainable development, and tackling widespread graduate unemployment. Additionally, *business education programme* develops students' managerial and business decision-making skills and practical experiences in form of industrial training (IT).

Osuala maintained that these skills are highly needed by business education graduates for gainful employment as employees or self-employed. Similarly, Ubulom and Enyoghasim (2012) posited that business education students are equipped with entrepreneurial skills to establish small scale businesses like photocopying, computer and internet centers, computer and phone repair, and phone accessory sales, computer training, printing press, rental services, and land and house agency among others and manage them successfully. With these opportunities, business education is believed to be a veritable tool for sustainable development and tackling widespread youth unemployment.

Similarly, Kao and Mao (2011) posited that training in business education programme enables students to acquire a set of strategic, analytical, managerial and decision-making skills to effectively deal with problems in the real world. Business education also teach creativity skills, innovative skills, problem-solving skills, decision-making skills, information and communication technology skills and critical-thinking skills among others. Business education *provides trainings to equip recipients with* technical skills, managerial skills, communication skills and business decision-making capability (Ezeani, 2011). These courses thus incorporate and practical experiences, in the form of presentations, industrial visits, and interaction with experts from the industry. No wonder developed countries such as China, Canada, and USA are investing heavily in business education programmes so as to improve the quality of students' skill acquisition for national development.



Equipping business education students with relevant skills requires human and physical resources. Ndinechi and Nwogu (2015) in agreement stated that for business education programme to meet up with its expectations both in input, process and output, laid down minimum academic standards for personnel, physical facilities, library and information, academic content and leadership must be met. The National University Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) set some minimum standards for running business education programmes. These minimum standards include entry requirements for students, provision of teaching and learning resources, and the qualifications of personnel in the institutions. Though, the Nigerian government through the Federal Ministry of Education are constantly making policies to ensure that the standard of business education programme is improved, however, it is one thing to make sound policies, and another thing to implement these policies effectively and efficiently without the right quality and quantity of resources in business education departments (Osarenren-Osaghae & Isabor, 2012).

Educational resources refer to all human, material, non-material, audio-visual, school environment and community materials available in an academic environment to facilitate and simplify the teaching and learning process (Usman, 2016). Educational resources also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Educational resources cover all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process. Usman (2016) listed types of educational resources for teaching as human, materials/physical, financial, time, and information and communication technology (ICT) resources. This study however covered human and physical resource needs for enhancing skill acquisition of undergraduates for job creation.

Human resource constitutes a vital vein of any institution. According to Usman (2016), human resource in the school system includes teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. In the context of business education programme, human resource involves all the members of staff from the highest to the lowest. The whole members of staff contribute in one way or the other, either directly or indirectly to the success or failure of the programme. There are also some groups of the human resource who are mostly concerned and pointed at whenever the issue of educational failure is raised. These include lecturers (academic staff), technologists and so on. All these personnel work together to see that students acquire requisite skills. Truly, no educational programme can succeed without good and devoted teachers backing the programme up. For business education programme to be effectively implemented adequate and competent lecturers (human resource) have to be available to handle the programme. Human resource in business education differs in characteristics relative to gender (male/female). Gender is a construct used to distinguish between male and female business educators. It is a social construct and not biologically determined but a concept equivalent to race or class (Offorma in Ezeh, 2016). These characteristics can influence the opinion of business educators on their ratings of human and physical resources for enhancing skills acquisition among students for job creation. In agreement, Ndinechi and Nwogu (2015) reported that gender influenced academic staff opinions on the extent of availability of human resources. However, Eze and Obi (2015) discovered that gender did not significantly influence academic staff opinions on the extent of availability of physical resources for teaching technology subjects.

Physical resources are the tangible resources that can easily be seen and observed in any institution. The physical resources may not be the same in all institutions. In the educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, lavatory facilities, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals. Akomolafo and Adesua (2016) stated that physical resources refer to the school buildings, classrooms, library, laboratories, lavatory facilities, offices and other materials and infrastructure that would likely motivate teachers to teach, and students to learn. Similarly, Ndinechi and Nwogu (2015) opined that physical resources are one of the environmental factors that influence teaching and learning in Nigerian tertiary institutions. Ndinechi and Nwogu listed physical resources in business education to include classrooms, lecturer theatres, laboratories, studios, staff offices, computer laboratories, and internet access. Accordingly, Nepal and Maharjan (2015) noted that physical resources provide and maintain safety, cleanliness, and creativity of the learning environments to the students which encourage students' high achievement. Physical resources strive to give business education students a comfortable learning environment in which they work and learn. Nepal and Maharjan revealed that in developing countries (Nigeria inclusive), low quality of learning



among students can partly be attributed to inadequacy of physical resources in schools. Additionally, Okpuzor (2012) noted that shortage of physical resources affect the quality of teaching and learning in business education programme. Quality diminishes when the resources needed for teaching and learning in business education are inadequate or not available. The detrimental effect of this is that business education students perform far below expectation in their examinations and lack necessary skills and competencies for gainful employment or self-employment after graduation.

Adequacy of educational resources is essential if business education lecturers are to enhance skills acquisition. Adequacy is a condition of being enough in quantity and good enough in quality for a particular purpose or need (Ugwuanyi, 2013). Ugwuanyi opined that adequacy of human and material resources constitute a strategic factor in the effective teaching of business education courses. This is because, they determine to a very large extent the smooth functioning of the programme. The author further posited that both availability and adequacy of resources influence efficiency and high productivity in teaching. According to Okolocha and Ihionkhan (2015), in some business education programmes in Nigeria, there is inadequacy of human and material resources for teaching of courses. This supports the earlier findings of Amiaya (2013) which revealed that business education programme faces the problem of inadequacy of resources which hamper acquisition of skills needed for self-reliance.

Business education students in tertiary institutions upon graduation are supposed to be job creators, but contrary to these expectations, most of them roam the streets for years searching for very scarce white-collar jobs. This is because, they are inadequately equipped with relevant skills probably due to the fact that business education programme is not up-to-date with required resources (human and physical) as found in the programme in other parts of developed countries. When there are shortage of resources in business education programme, there is a huge gap in area of skill acquisition.

Providing the right quality and quantity of human and physical resources can help in creating a conducive learning environment for teaching and learning of skills (Osarenren-Osaghae & Isabor, 2012). Osarenren-Osaghae and Irabor stated that physical resources are needed to bring about quality skilled business education graduates that can help in reducing youth and graduate unemployment in Nigeria. According to the report of National Bureau of Statistics (NBS) (2020), the unemployment rate in Nigeria has increased from 23.1% in 2019 to 27.1% in the 2nd quarter of 2020 and is projected to hit 40.1% by the end of 2020. Considering the high unemployment rates among graduates (business education graduates inclusive), it is assumed that skill acquisition in business education programme in tertiary institutions in Nigeria has not been achieved. This may be attributed to inadequacy of educational resources in business education departments in tertiary institutions in Nigeria especially in Anambra State. Therefore, this study deems it necessary to determine the adequacy of human and physical resources for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent are human resources provided for the business education programme adequate for enhancing skill acquisition for job creation in tertiary institutions in Anambra State?
2. To what extent are physical resources provided for the business education programme adequate for enhancing skill acquisition for job creation in tertiary institutions in Anambra State.

Hypotheses

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

1. There is no significant difference in the mean ratings of male and female business educators on the adequacy of human resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State.
2. There is no significant difference in the mean ratings of male and female business educators on the adequacy of physical resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State?



Method

This study adopted descriptive survey research design. The population of the study consisted of 98 business education lecturers from four tertiary institutions offering business education courses in Anambra State. The whole population was studied because the population was not too large. The instrument for data collection was a structured questionnaire titled “Adequacy of Educational Resources for Enhancing Skill Acquisition for Job Creation (AERESAJC). The questionnaire was divided into two- parts A and B. Part A was designed to elicit demographic information of the respondents such gender while parts B consists of 30 items in two clusters B₁ to B₂ which are structured on a 5-points rating scale of Very Highly Adequate (VHA) – 5, Highly Adequate (HA) – 4, Moderately Adequate (MA) – 3, Lowly Adequate (LA) - 2 and Very Lowly Adequate (VLA) -1. The face and content validity of the instrument was established using the opinions of two experts in the field of business education and one expert in measurement and evaluation. Trial-testing method was used to determine the reliability of the instrument using 20 business education lecturers in tertiary institutions in Enugu State who were not part of the study population. Data collected in the trial-testing were analyzed using Cronbach Alpha which yielded coefficient values of 0.88 and 0.91 for clusters B1 to B2 respectively with an overall coefficient value of 0.90. The researcher personally administered copies of the questionnaire on the respondents with the help of two research assistants adequately briefed. Out of 98 copies of questionnaire distributed, 91 were retrieved and used for data analysis. Data collected were analyzed using mean and standard deviation to answer the research questions and determine the homogeneity of the respondents’ opinions. The t-test was used to test the null hypotheses at 0.05 level of significance. A hypothesis was rejected where the p- value is less than the alpha value of 0.05 but accepted where the p-value is greater or equal to the alpha value.

Results

Research Question One

To what extent are human resources adequate for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State?

**Table 1: Respondents’ mean ratings and standard deviations on adequacy of human resources for enhancing skill acquisition for job creation
N = 91**

S/N	Items on Human Resources	X	SD	Remarks
1	Business educators lecturing in the department	2.07	0.78	Lowly Adequate
2	Business educators with required academic qualifications lecturing in the department	1.59	0.51	Lowly Adequate
3	Business educators belonging to professional bodies such as ABEN and TRCN	2.57	0.86	Moderately Adequate
4	Business educators with relevant industrial experiences lecturing in the department	2.23	0.98	Lowly Adequate
5	Business educators who knows the methodology for effective teaching of business education courses	3.50	0.70	Highly Adequate
6	Qualified technologists	2.39	0.89	Lowly Adequate
7	Business educators with required ICT competencies	3.64	0.91	Highly Adequate
8	Business educators with relevant pedagogical competencies	2.37	0.70	Lowly Adequate
9	Business educators handling specialized areas in the department	2.40	0.81	Lowly Adequate
10	Business professionals not business educators lecturing in the department	2.60	0.76	Moderately Adequate
11	Experienced business educators lecturing in the department	2.41	0.87	Lowly Adequate
12	Business educators who engage in regular researches lecturing in the department	3.51	0.64	Highly Adequate
13	Business educators who attend regular seminars, conferences and workshops	3.54	0.71	Highly Adequate
Cluster Mean		2.21		Lowly Adequate



Data in Table 1 show that out of 13 items on adequacy of human resources for enhancing skill acquisition among business education students for job creation, items 5, 7, 12 and 13 are highly adequate with mean scores ranging between 3.50 and 3.64; items 3 and 10 are moderately adequate with mean scores ranging between 2.57 and 2.60 while the remaining seven items are lowly adequate. The cluster mean score of 2.21 shows that on the whole, human resources provided for enhancing skill acquisition among business education students for job creation are lowly adequate. The standard deviation shows that there is homogeneity in respondents' responses.

Research Question Two

To what extent are physical resources adequate for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State?

Table 2: Respondents' mean ratings and standard deviations on adequacy of physical resources provided for enhancing skill acquisition of students for job creation N = 91

S/N	Items on Physical Resources	\bar{X}	SD	Remarks
14	Well ventilated departmental classrooms/lecture rooms for teaching of business education courses	1.47	0.68	Very Lowly Adequate
15	Business education computer laboratory/ studio	3.56	0.71	Highly Adequate
16	Functioning computers in the computer laboratory/studio for teaching of courses	1.57	0.56	Lowly Adequate
17	Working typewriters in the typing pool	1.43	0.62	Very Lowly Adequate
18	Well ventilated typing pool	1.30	0.65	Very Lowly Adequate
19	Spacious offices for business education lecturers	2.39	0.89	Lowly Adequate
20	Well-furnished HOD's office	3.57	0.91	Highly Adequate
21	Well ventilated secretary's office	2.39	0.70	Lowly Adequate
22	Computer systems for lecturers in their offices	1.48	0.81	Very Lowly Adequate
23	Internet access in lecturers' offices	2.53	0.76	Moderately Adequate
24	Internet access in HOD's offices	2.51	0.87	Moderately Adequate
25	Fire Extinguishers in the departmental office	3.51	0.64	Highly Adequate
26	Burglary-proof windows in the departmental laboratories	3.54	0.71	Highly Adequate
27	lavatory facilities for business education staff	3.57	0.86	Highly Adequate
28	Lavatory facilities for business education students	1.48	0.73	Very Lowly Adequate
29	Well air-conditioned departmental library with current textbooks	1.80	0.66	Lowly Adequate
30	Internet access in the business education library	1.21	0.85	Very Lowly Adequate
Cluster Mean		2.46		Lowly Adequate

Data in Table 2 show that out of 17 items on adequacy of physical resources provided for enhancing skill acquisition among business education students, items 15, 20, 25, 26 and 27 are highly adequate with mean scores ranging between 3.51 and 3.57; items 23 and 24 are moderately adequate with mean scores ranging 2.53 and 2.51, items 16, 19, 21 and 29 are lowly adequate with mean scores ranged between 1.57 and 2.39 while the remaining six items are very lowly adequate. The cluster mean score of 2.46 shows that on the whole, physical resources provided for enhancing skill acquisition among business education students for job creation are lowly adequate. The standard deviation shows that there is homogeneity in respondents' responses.



Hypothesis One

There is no significant difference in the mean ratings of male and female business educators on adequacy of human resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State.

Table 3: Summary of t-test analysis of mean ratings of male and female business educators on the adequacy of human resources provided for enhancing skill acquisition of students

Variable	N	\bar{X}	SD	Df	t-value	P-value	Decision
Male	38	2.28	0.75	89	0.36	0.91	Accepted
Female	53	2.48	0.89				

Data in Table 3 show that t-value of 0.36 at 89 degree of freedom with a p-value of 0.91 is greater than the criterion value of 0.05 ($p\text{-value} = 0.91 > 0.05$). This means that there is no significant difference in the mean ratings of male and female business educators on adequacy of human resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State. Therefore, the null hypothesis is accepted.

Hypothesis Two

There is no significant difference in the mean ratings of male and female business educators on adequacy of physical resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State?

Table 4: Summary of t-test analysis of mean ratings of male and female business educators on the adequacy of physical resources provided for enhancing skill acquisition of students

Variable	N	\bar{X}	SD	Df	t-value	P-value	Decision
Male	38	2.32	0.55	89	0.31	0.76	Accepted
Female	53	2.49	0.86				

Data in Table 4 show that t-value of 0.31 at 89 degree of freedom with a p-value of 0.76 is greater than the criterion value of 0.05 ($p\text{-value} = 0.76 > 0.05$). This means that there is no significant difference in the mean ratings of male and female business educators on adequacy of physical resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State. Therefore, the null hypothesis is accepted.

Discussion of Findings

The findings of the study revealed that human resources provided for enhancing skill acquisition among business education students for job creation are lowly adequate. The findings agree with that of Amiaya (2013) which found that business education programme faces the problem of inadequacy of educational resources which hamper acquisition of skills needed for self-reliance. Similarly, it agrees with Okolocha and Ihionkhan (2015) who reported that in some business education programmes in Nigeria, there was inadequacy of human and material resources for teaching of courses. The fact that the findings of the study showed that experienced business educators with required qualifications, business educators handling specialized courses are not adequate is surprising considering the fact that over the years, stakeholders have been calling for recruitment of qualified business educators in the programme. However, this finding shows the extent of negligence and poor attitude of government in ensuring that qualified business educators with necessary experience are recruited in tertiary institutions in Nigeria. This ugly situation affects the delivery of the programme because human resources is the most important factor in the implementation of any academic programme. In agreement, Usman (2016) asserted that without adequate human resources in schools, teaching and learning suffers. Eze and Obi (2015) revealed that there was dearth of human resources for effective delivery of vocational education programme.

The findings further revealed that male and female business educators did not significantly differ in their mean ratings on adequacy of human resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State. This finding could be attributed to the fact that both male and female business educators work in the same academic environment and therefore know the human resource challenges facing business education programme. However, in disagreement, Ndinechi and Nwogu (2015) reported that gender influenced academic staff opinions on the extent of availability of human resources in business education



programmes in universities

Findings of this study showed that physical resources provided for enhancing skill acquisition among business education students for job creation are lowly inadequate. The findings specifically revealed that well ventilated departmental classrooms/lecture, working typewriters in the typing pool, computer systems for lecturers in their offices, lavatory facilities for students, and internet access in the business education library were very lowly adequate. The findings of the study concur with that of Okolocha and Ihionkhan (2015), to the effect that there is inadequacy of human and material resources for teaching of courses. In support, Eze and Obi (2015) discovered that gender did not significantly influence academic staff opinions on the extent of availability of physical resources for teaching technology subjects. This supports the earlier findings of Okpuzor (2012) which revealed that shortage of physical resources affect the quality of teaching and learning in business education programme. Similarly, Ugbe (2018) reported that a lot of business education graduates seem not to acquire adequate skills to operate in office occupation and create jobs for themselves because the lecturers training the students do not have adequate teaching facilities in the departments for training of students. Ugbe regretted that the availability and adequacy of business education facilities for teaching business education programme in Nigeria have generated serious issues and concern because of rapid changes in technology which demands that there should be adequate provision for technologies/facilities for teaching business education. Physical resources have the great potential to support business education across curriculum and thus provide opportunities for effective communication between business educators and students in ways that have not been possible before. Likoko, Bakari and Ndinyo (2013) stated that the availability and adequacy of facilities experienced by a learner determines the quality of education. Likoko, Bakari and Ndinyo further emphasized that, the quality and quantity of educational resources can affect the quality of education and students performance.

The study further revealed that there is no significant difference in the mean ratings of male and female business educators on adequacy of physical resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State. This finding corroborates the findings of Eze and Obi (2015) which discovered that gender did not significantly influence academic staff opinions on the extent of availability of physical resources for teaching.

Conclusion

Human and physical resources was necessary ingredients for the attainment of the objectives of business education programme in tertiary institutions. They are also used to bridge the gap in skill acquisition for job creation. The findings of the study revealed that these resources are lowly adequate. It is concluded that students of business education are not being adequately taught with necessary human and physical resources and this may affect their acquisition of skills for job creation upon graduation. The researchers also conclude that there is still a lot to be done by government in the area of providing adequate number of human and physical resources for the business education programme in tertiary institutions in Anambra State.

Recommendations

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

1. Federal and State governments should give business education departments permission to recruit more qualified business educators so that they will have manageable workload. This will enhance skill acquisition of students for job creation.
2. Adequate physical resources should be provided to business education departments for teaching of the courses. This will help to improve the standard of delivery and acquisition of skills by students for job creation.
3. Management of tertiary institutions should seek assistance from private organizations for provision of more physical resources in business education departments.
4. Management of tertiary institutions in Anambra State should regularly appraise and review the status of their human and physical resources in line with the minimum standards stipulated by the supervisory bodies to prevent the dearth of educational resources.



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