



## **STATUS AND MANAGEMENT OF RESOURCES FOR EFFECTIVE INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION PROGRAMME IN TERTIARY INSTITUTIONS IN RIVERS STATE**

<sup>1</sup>Emeka G. NWOKOCHA  
[emekanwokoca@yahoo.com](mailto:emekanwokoca@yahoo.com)

<sup>2</sup>Dr. Christiana A. ONWUCHEKWA  
School of Secondary Education (Business)  
Department of Accounting Education  
Federal College of Education (Technical). Omoku, Rivers State

### **Abstract**

*This study investigated the status and management of resources for effective instructional delivery of business education programme in tertiary institutions in River State. The Stratified random sampling technique was used to select 109 lecturers that took part in the study. The study adopted descriptive survey design. An instrument titled 'Status and Management of resources for business education programme' (SMRBP) was developed. Percentage was used to analyze the research questions, while chi-square was used to test the hypothesis at 0.05 significant level. It was revealed from the study that majority of the lecturers teaching business education courses do not have the relevant certificate. The results also showed that majority of the non-human resources for business education programme are unavailable. Various measures in which resources can be properly managed was shown in the work. It was however recommended that unqualified business education lecturers be encouraged to take up programmes that will enhance their teaching quality in business education and resources should be made available by government and authorities should evolve means of properly managing the resources for achievement of business education objectives*

**Keywords: Status, Resources, Resource Management and Instructional delivery**

### **Introduction**

Business education courses encompasses a series of related courses and subjects extending through one or more years of the tertiary school and culminating at or near the time of graduation. These series of courses usually constitutes a fairly clearly distinct pattern for each of the four main employment areas of business education namely Stenographic, the booking keeping, clerical and distributive areas. Business education is offered both at the colleges of education and university levels. According to Osuala in Ogunwole (2015), the objective of business education is to train the necessary manpower for the industry, private and business establishments. Thus business education opens various career opportunities for its graduates.



As noted by the National Commission for Colleges of Education (NCCE, 2012), in its minimum standard and curriculum framework, the philosophy of business education is to make the business educator understand the concept and philosophies of the National Policy on Education as regards Business Education in National Development. To achieve this, the curriculum implementation framework of the commission (2012), asserts that a quality assurance system was set up to among others;

- i. Ascertain the conditions and status of equipment, learning materials and facilities in awarding institutions in Nigeria.
- ii. Ensure there are adequate resources to deliver the curriculum and
- iii. Determine the quality of input, process and output variables that provide information on learning outcomes and their improvement for the purpose of decision making and decision taking.

For a good educational policy or programme to guarantee quality outputs, it must be serviced optimally with appropriate trained and motivated teaching staff adequately supplied with necessary facilities and equipment. According to Maeke (2003), poor learning resources and facilities have been classified under school based causes of dropout rate and withdrawal. Bakhda (2004), points out those available facilities should be adapted and utilized to suit the school curriculum and to suit the many kinds of functions and occasions organized for students.

Resources are the sum total of everything used directly or indirectly for the purpose of education training to support, facilitate or encourage the acquisition of knowledge, competence, skill and know-how and these include human and physical or material resources (Akinsola, 2000). Business education as an academic programme can only be effectively implemented with adequate educational resources. Aguwezie in Ugwuanyi (2012) stated that educational resources are things that stimulate a learner and bring about the understanding of the curriculum content. They are therefore the resources used for the implementation of any educational programme. Instructional educational resources are therefore vital inputs for teaching any subject or course in the school curriculum.

According to Akinbola, Ado and Inyang (2006), teaching resources are classified into two; human and material resources. Human resources indicators include staff strength, teacher quantity, quality, qualification and experience, while material resources include physical size of a school, physical facilities, and instructional facilities such as libraries, laboratories and workshops. Similarly, Onyango (2001) categorized school resources as physical and material resources. He indicated that material resources includes those items so designed, modified and prepared to assist teaching and learning operations. The availability, adequacy and management of these resources in schools have been shown to relate significantly with students' academic performance and teaching effectiveness (Adebayo in Akinbobaet.al 2006). Resources in business education are the business educators, support



staff and other learning facilities which are necessary in achieving the business education goals. The use of these resources could give more valuable and powerful conducive teaching-learning environment. The proper management and use of these resources will be a morale booster to business educators who coordinate other activities in the school system but also ensure the attainment of goals. As Oni in Akinbobola et al (2006) noted, that the availability and adequacy in quantity and quality of educational resources prompt effective teaching and learning activities in schools, while their inadequacy affects the students' performance negatively. Adequacy and appropriate resources as well as its management is vital in the general administration of schools as well as goals attainment. Dangara (2016), observed that accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Agabi in Dangara (2016) however observed that resources provided by government for execution of education projects in the school system is inadequate and irregular, he therefore opined that prudence in the use of available resources will be the best alternative.

The teaching of business education courses requires different resources and also having them enough would improve teaching and learning. If the objective of business education programme is to be achieved then there must be adequate and appropriate business education resources which must be properly managed in order to guarantee effective instructional delivery. Without adequate and efficient utilization of available resources, the system may fail to achieve its desired goals.

According to Business encyclopedia (BE nd), Resource management is the process by which businesses manage their various resources effectively. Resources can be intangible, People and time and tangible facilities, materials and finances. Management of resources in business education will involve planning to ensure that the right resources are assigned to the right business education task. This could be in form of scheduling staff, facilities and tools needed for teaching business courses.

To manage means to handle or arrange a number of people, things or situations to bring about what one desires. Dangara (2016) observed that physical resource management has a direct impact on the learning environment and is a key determinant of educational outcomes. He stated that it is critical that school physical resources management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies.



Facilities can limit business education programme. Well planned and managed facilities will enhance the day to day learning process in our school system. For business education to attain efficiency and effectiveness about its philosophy and objectives, both human and non-human resources must be properly managed. Part of the integral prerequisites to be put in place towards the actualization of the business education programme requires adequate provision of resources, maximum utilization and appropriate management of education resources to avoid wastages and improve the quality of the teaching and learning. Business education lecturers need these facilities in order to create the kind of classroom environment that will make learning easier and more beneficial. Noun in Dangara (2016) observed that a careful assessment of the school system in Nigeria reveals that some of the problems bedeviling the system which have been hindering the system from achieving its lofty goals are inadequate facilities, supply of sub-standard Educational resources, misuse of school facilities, and shortage of fund, poor management and ineffective leadership. Azuka in Enyekit, Ubulom and Onuekwa (2013), affirmed that many institutions that offer courses in business and office Education lack adequate facilities for proper execution of their applauded programme.

If business education is to be meaningful and useful to the learners, then there should be resources which should be properly managed in other to achieve the desired goals. This will only be possible if resources both human and material are managed effectively and for the explicit purpose of improving learning.

#### **Research Questions**

1. What is the status of non-human resources available for instructional delivery of business education programme in Rivers State?
2. What is the status of human resources available for instructional delivery of business education programme in Rivers State?
3. In what ways are non- human resources in business education programme managed in tertiary institutions in Rivers State.

#### **Research Hypotheses**

1. There is no significant difference between the number of available non-human resources for teaching business education course and those not available for teaching business education course in Rivers State.
2. There is no significant difference between the number of available human resources that are qualified for teaching business education course and those not qualified for teaching business education courses in Rivers State.



## Methods

The study adopted a descriptive survey design. The stratified sampling techniques was used to select 109 lecturers from about 155 lecturers teaching business education courses in five tertiary institutions the state. The instrument for data collection was a Likert type structured questionnaire which consisted of three parts. Section one contained demographic information, section two contained list of resources, and section three is on management of resources based on twelve measures. The instrument was validated by three experts. Research assistants were used to administer and retrieve the instruments from the institutions were the researcher could not reach personally. Data collected were analyzed using frequency count, percentages and chi-square. Responses below 50% of the total response were regarded as negative to the status and management of resources for teaching business education courses.

## Results

**Table 1: Analysis of status of non-human resources**

Resources	AV(N)	%	NAV(N)	%
Laboratories/studies	46	42.2%	63	57.8%
Lectures demonstration table	48	44.0%	6	56.0%
Stop watch	36	33.0%	73	67.0%
Filing Cabinet	88	80.7%	21	19.3%
Adding & listing Machine	38	34.9%	71	65.1%
Chalkboard	100	100%	-	-
Interactive white board (1WB)	32	29.4%	77	70.6%
Swivel typing chairs	22	20.2%	87	78.8%
Manual type writers	46	42.2%	63	57.8%
Computer	88	80.7%	21	19.3%
Drop desk	40	36.7%	69	63.3%
Departmental Library	89	81.7%	20	18.3%
Head phones	18	16.5%	91	83.5%
Tape recorders/ consoler	26	23.8%	83	76.2%
Electric calculators	24	22.0%	85	78.0%
Projectors	34	25.7%	75	64.8%
Flexible use of space	78	71.6%	31	28.4%
Class room	89	81.7%	20	18.3%
Reproduction machine	64	58.9%	45	41.3%
Scanning machine	38	34.9%	71	65.1%
School plants	72	66.1%	37	33.9%
Shredding machine	32	29.4%	77	70.6%
Ledger books	38	34.9%	71	65.1%
Instructor chair	51	46.8%	58	53.2%
<b>Colum total</b>	<b>1246</b>		<b>1370</b>	

Table 1 above shows response of business education lecturers on the availability of non-human resources in tertiary schools in Rivers State. It was revealed from the table that majority of the non-human resources are below 50% response rate. A comparison of available and non-available resources shows that AV has 48% and NAV has 52%. This is an indication that AV resources are inadequate.



**Table 2: Status of human resources available for teaching business education courses.**

S/N	Qualification	No of Available Lecturers	Qualified	Not Qualified
1.	B.Ed./B.Sc.	7	-	-
2.	B.Ed./B.S.Eds. In Bus. Edu.	15	15(13.76%)	7(6.42%)
3.	MED/M.Sc.	32	-	32(29.36%)
4.	M.ED./M.Sc. Ed in Bus. Edu.	20	27(18.35%)	-
5.	Ph.D.	25	-	25(22.94%)
6.	Ph.D. in Bus. Edu.	17	10(9.17%)	-
	<b>Total</b>	<b>109</b>	<b>45(41.28%)</b>	<b>64(58.72%)</b>

The table above is the analysis of research question 2. It shows the frequency of distribution and percentage of available qualified lecturers in the five tertiary institutions. The table shows that business education lecturers in schools consist of B.ED/B.Sc. 7(6.42%), B.Ed./B.Sc. (Ed) Business Education 15(13.76%), M.Ed./M.Sc. in other areas 32 (29.36%), M.Ed./M.Sc. in Business Education 20(18.35%), PhD in other discipline 25(22.94%) and PhD in Business Education 10(9.17%). The status of the human resources available for teaching business education courses were considered in line with the curriculum implementation framework of the minimum standard which required academic staff to be a professionally qualified teacher in the relevant discipline.

**Table 3: Response on methods used in Management of Non-human Resources in Business Education**

S/N	Resources Managerial Basis	Response Rate		Rank
		F	%	
1.	Record keeping	106	97.25	2 <sup>nd</sup>
2.	Safety Factors	60	55.05	11 <sup>th</sup>
3.	Library	102	93.58	4 <sup>th</sup>
4.	Classroom	72	66.05	10 <sup>th</sup>
5.	Laboratory	104	95.42	3 <sup>rd</sup>
6.	Material storage and usage	92	54.40	7 <sup>th</sup>
7.	Fund	109	100	1 <sup>st</sup>
8.	Tools storage system	80	73.39	8 <sup>th</sup>
9.	Management	98	89.91	6 <sup>th</sup>
10.	Lecturers	72	66.06	9 <sup>th</sup>
11.	Flexible use of space	100	91.74	5 <sup>th</sup>
12.	Regular servicing	55	50.46	12 <sup>th</sup>

Table 3 shows the basis for the management of all the non-human resources. The table depicts that all the factors listed are important in effective and efficient management of Business education resources for effective instructional delivery of business education programme.



**Hypothesis One:**

**Table 4: Chi-Square analysis of availability of non-human resources**

Resources	AV	NAV	Round Total	D.F	Calculated X <sup>2</sup>	Decision P<.05
Laboratories/studies	46(42.2%)	63(57.8%)	109	23	725.29	
Lectures demonstration table	48(44.0%)	6(56.0%)	109			
Stop watch	36(33.0%)	73(67.0%)	109			
Filing Cabinet	88(80.7%)	21(19.3%)	109			
Adding & listing Machine	38(34.9%)	71(65.1%)	109			
Chalkboard	100(100%)	-	109			
Interactive white board (1WB)	32(4.4%)	77(70.6%)	109			
Swivel typing chairs	22(20.2%)	87(78.8%)	109			
Manual type writers	46(42.2%)	63(57.8%)	109			
Computer	88(80.7%)	21(19.3%)	109			
Drop desk	40(36.7%)	69(63.3%)	109			
Departmental Library	89(81.7%)	20(18.3%)	109			
Head phones	18(16.5%)	91(83.5%)	109			
Tape recorders/ consoler	26(23.8%)	83(76.2%)	109			
Electric calculators	24(22.0%)	85(78.0%)	109			
Projectors	34(25.7%)	75(64.8%)	109			
Flexible use of space	78(71.6%)	31(28.4%)	109			
Class room	89(81.7%)	20(18.3%)	109			
Reproduction machine	64(58.9%)	45(41.3%)	109			
Scanning machine	38(34.9%)	71(65.1%)	109			
School plants	72(66.1%)	37(33.9%)	109			
Shredding machine	32(29.4%)	77(70.6%)	109			
Ledger books	38(34.9%)	71(65.1%)	109			
Instructor chair	51(46.8%)	58(53.2%)	109			
<b>Colum total</b>	<b>1246</b>	<b>1370</b>	<b>2616</b>			

S = Significant @ P <.05 alpha level. AV = Available; NAV= Not Available  
Critical x<sup>2</sup> – Value = 35.17



Table 4 shows the chi-square analysis of available non-human resources for teaching business education courses. From the table, calculated  $\chi^2$  value of 725.29 is greater than critical  $\chi^2$  – value of 35.17. Since the calculated  $\chi^2$  value of 725.29 is greater than the critical value 35.17, the null hypothesis is rejected. This implies that there is a significant difference between the number of non-human resources available and those not available for business education programme.

**Hypothesis Two**

**Table 5: Chi-Square analysis of status of human resources for business education instructional delivery**

Qualification	Qualified	Not Qualified	Row total	Df	Calculated $\chi^2$ value	Dec. @P<.05
B.Ed./B.Sc.	-	7	7	5	12.15	S
B.Ed./B.Sc. in Bus. Edu.	15	-	15			
M.Ed./M.Sc.	-	32	32			
M.Ed./M.Sc. in Bus.Edu.	20	-	20			
Ph.D.	-	25	25			
Ph.D. in Bus.Edu.	10	-	10			
Column total	<b>45</b>	<b>64</b>	<b>109</b>			

Critical  $\chi^2$  – value 11.07  
S = Significant at P<.05 alpha level

Table 5 shows the chi-square analysis of available business education lecturers qualified for teaching business education courses. From the table, calculated  $\chi^2$  value of 12.15 is greater than critical  $\chi^2$  – value of 11.07. Since the calculated  $\chi^2$  value of 12.15 is greater than the critical value 11.07, the null hypothesis is rejected. This implies that there is a significant difference between the number of available human resources that are qualified and those not qualified. The implication of this is that there are more lecturers without relevant certificate teaching business education courses than those that have the relevant certificate in tertiary schools in Rivers State.



### **Discussion of Major Findings**

The result of the data analyses in table 1, shows that the non-human resources available for instructional delivery of business education programme is below 50%. This implies that non-human resources for instructional delivery of business education courses are grossly unavailable in the state. The findings of this study affirms the reports of Ilugbo and Ama in Enyiket; Ubulom and Onuekwa (2013) who in a nationwide survey found gross inadequate instructional materials and equipment for teaching business education courses at all levels. Similarly, the study agrees with the study of Jekayinka, Atiku in Ajayi and Ayodele (2001), who proved that adequate supply of instructional resources has significant effects on student's performance and enhance the effectiveness of instructional delivery and supervision. However as they noted, there seems to be in Nigerian schools an alarming shortage and even complete absence of laboratory facilities. An NUC report as cited in UNESCO in Ajayi and Ayodele (2001) stated that academic and physical facilities were in the deplorable state with insufficient lecture theaters/hall, laboratories etc. Similarly, Waweru in Omego and Simatwa (2010) observed that appearance of adequate physical facilities in school is an important source of inspiration and motivation for members of the school community because lack of such facilities interferes with the learning process. Owiye in Omego and Simatwa (2010), states that provision of material inputs for learning is important for the efficiency of education

The findings of this study also reveal that majority of the lecturers teaching business education courses in the schools are not qualified. As shown in table 2, the summation of the percentage of those qualified gave 45(41.28%), while those not qualified or with other certificates have 64(58.72%). The demographic information on academic qualification possessed by lecturers indicates that a number of the lecturers teaching business education courses have degrees in other areas and not in business education. This supports the view of Nwaokolo in Enyokit et al (2013), who stressed that there is a dearth of well-trained business educators at all levels of our educational system. Similarly, Obaro (2001), observed that business education programme have shortage of human resources. Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. Darling- Hammond in Rice (2003) reports that 'measures of teacher preparation and certification are by far the strongest correlates of student's achievement. She contended that measures of teacher quality are more strongly related to student's achievement than other kinds of educational investments. According to Vermunt (2014), high quality teacher learning influences student-learning outcome as a result, teachers must undergo cognitive and metacognitive learning processes in order to achieve learning outcome in the form of changed believes about their practice or, even better change in behavior. From Vermunt's point of view a business education lecturer need to possess certain set of knowledge and skills to understand how a business education programme is operated. Commenting on this, Offorma (2010), opined that academically qualified lecturers have shown the tendency to succeed more than their non-qualified counterparts. The implication of this is that we have more lecturers in business education programme who lack the methodological, subject matter content, evaluation competence and skills teaching in our tertiary institutions. Adesina in Chukwuma (2012), noted that teacher's qualification can reflect on lesson delivery and overall performance of students.



How resources are being managed in schools have also been revealed by this study, As indicated in table 3, various basis for the management of all the non-human resources were shown. Each of the items listed had a percentage score of 50% and above, library has 93.58%. The reason for the high percentage score for the library could be the fact that without building up and equipping a good library and as well as managing it with resourceful materials for reading, it could be difficult for students to achieve their aim of specialized skill in business education. Classroom and lecturers attracted 66.05% and 66.06% each. This may be an indication that facilities in the classroom has to be properly managed and since lecturers interacts more with the students and classroom they have a role in ensuring that resources in classrooms are properly managed for proper instructional delivery. Flexible use of space attracted 91.74%. This is an indication that space use should be flexible to allow for proper utilization and to avoid wastage in our school system. Management ranked 6<sup>th</sup> with 89.91% which is an indication that the authorities of our school system are key elements in resources management. They need to adopt measures of ensuring that resources provided are properly managed for achievement of educational goals. Record keeping, laboratory and tools storage system with 97.25%, 95.42% and 73.39% respectively is an indication that business education resource cannot be properly managed if there are no good records which must be properly kept. Also the laboratory and all the tools and facilities need to be properly managed for achievement of business education objectives. 73.33% recorded for storage system is an indication that for resource to be properly managed there must be proper storage system. Repairs and servicing had the least with 50.46%. Even though the percentage rate is within the acceptable limit, it goes to show however that most of the facilities for teaching business Education courses are not regularly serviced and this could impact on effective instructional delivery of business education courses in tertiary institutions. The importance of fund in managing non-human resources can be observed by the 100% recorded for fund. This evidently shows that funds are the basis of non-human resource management in vocational business education. There must be fund which has to be raised and turned into material resources as well as used for maintenance of all other resources including human resources. Fund apparently is the basis for successful resources management. Repairs and maintenances are also hinged on fund.



## **Conclusion**

Business education programmes in schools are established and managed basically for achievement of certain stated goals and objectives. These objectives cannot be achieved without putting in place mechanisms towards achievement of that goal. Many schools have limited physical resources to support learning in business education, however a proper maintenance of available resources could enhance learning. School management need to adopt a wider perception of educational resources maintenance to be able to enrich the teaching and learning experience of lecturers and students. Business education programmes can therefore be effective only when both human and non-human resources are rightly provided and properly harnessed. This paper concludes that there should be adequate provision of resources, maximum utilization and appropriate management of business education available resources to avoid wastages and improve teaching and learning. When facilities are provided and properly managed and maintained in excellent condition, a complete sound business education programme can be achieved.

## **Recommendations**

Based on the findings and conclusions of this study, the following recommendations are made;

1. Lecturers without relevant certificates should be encouraged to take up programmes that will qualify them to meet the requisite standard of teacher quality required for teaching business education courses.
2. Government should make available those non-human resources that are lacking in schools.
3. Administrative heads and lecturers should evolve effective means of managing school resources to enable school have a conducive physical environment which will enhance teaching and learning process.
4. Schools should endeavor to be flexible in its facility planning. This will encourage space sharing, thereby increasing utilization and reduction of wastages.



## References

- Akinbobola, A.O, Ado, I.B & Inyang G.B. (2006).Status of resources for physics teaching in public and private secondary schools in Akwa-Ibom State.*STAN 47<sup>th</sup> Annual Conference Proceedings*.298-304.
- Akinsola, M.K (2000) Enriching Science, technology and mathematics Education.Effect of resource utilization on student's achievement in geometry.*STAN 41<sup>st</sup> Annual Conference Proceedings* 289-291.
- Ajayi, C.A & Ayodele, J.B.(2002). Fundamentals of educational management. Ado-Ekiti: Green line publishers
- Bakhda, S. (2004). *Management Evaluation of Schools*: Nairobi. Oxford University Press
- Chukwuma, J.N. (2012).Accounting competencies possessed by business educators of colleges of education in South-East Geo-political zone of Nigeria. *Business Education Journal* 3(2) 228-246
- Dangara, U.Y (2016). Educational resources: An integral component for effective school Administration in Nigeria. *Research on humanities and social sciences* 6(13); 27-37.
- Enyekit, E, O; Ubulom, W.Y & Onuekwa, F.A (2013). Input Resources and Quality Control in office Technology and Management Programme in Tertiary Institutions in River State: A transformation and agenda process. *Journal management and environmental studies J.I (1), 14-23*.
- Maeke, E.M. (2003).*Secondary School dropouts in Kilome division, Makueni District Kenya*.Unpublished M.Ed. Thesis, Kenyatta University
- National Commission for Colleges of Education (2012).*Curriculum implementation framework for National Certificate in Education*. Abuja. 2102 Edition
- Obaro, R.C (2001). An appraisal of the business education programme of the Rivers State University of Science and Technology (RSUST) Port-Harcourt.*Nigeria Journal of Professional Studies in Education*. 8(3), 99-110.
- Offorma, G.C. (2010). An address at the 2010 International conference of the Faculty of Education, on the Theme; 'Nigeria at 50: Rethinking Teacher Quality'. University of Nigeria, Nsukka.*The Nigerian Education times, No 31, July-August*



- Ogunwole, G.T (2015) Effects of tertiary education trust funds on funding of business education. *Nigeria Journal of Business Education* 2(2), 10-108.
- Omego, P.A. & Simatwa, E.M.W. (2010). Educational resources based challenges faced by Principals in enhancing Student Academic Achievement in Secondary School Education in Kisumu East Sub County, Kenya: An Analytical study. *Green Journal of Educational Research*
- Onyango, G.A. (2001). *Competences needed by Secondary Schools head teachers and Implications for pre- service Education: A case of Nairobi and Kakamega Districts (Kenya)*. Unpublished PhD dissertations Kenyatta University, Nairobi
- Rice, J.K. (2003). *Teacher Quality: Understanding the effectiveness of Teacher Attributes*. Washington, D.C. Economic Policy Institute
- Uguwanyi, M.O. (2012). Strategies for improving educational resource in office technology and management department in the polytechnics. *Business Education Journal* 3(2), 99-109.
- Vermunt, J.D. (2014). Teacher Learning and Professional Development. In Krolak-Schwedt S. et al. (Eds.), *Teachers Professional Development*, 79-95