



IMPROVING INSTRUCTIONAL RESOURCES PROVISION IN JUNIOR SECONDARY SCHOOL BUSINESS STUDIES THROUGH PUBLIC-PRIVATE PARTNERSHIPS IN NIGERIA

¹**Onwubuya, Uju Nkiru**
ujbuya@gmail.com

²**Amobi, Stella Chinyere**
stellasuccess661@gmail.com

Department of Technology and Vocational Education,
Faculty of Education,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract

The study examined the improvement of instructional resources provision in junior secondary school business studies through public private partnerships in Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive survey design was adopted for the study and the population of the study comprised 658 business studies teachers from the 258 public junior secondary schools in the State. Through simple random sampling technique the researcher sampled 30% of the total population of 658 business studies teachers in the State. This amounted to 197 business studies teachers. The instrument for data collection was a validated four point rating scale questionnaire developed by the researcher. The data collected from the respondents were analyzed using mean, standard deviation and t-test. Findings on show that the areas in which public private partnerships could be utilized in improving the provision of instructional resources in business studies in junior secondary schools in Nigeria include provision of physical facilities like classroom blocks, tables and chairs, recruitment of qualified business studies teachers, providing ICT hardware and software to meet the objectives of business studies curriculum, professional development and training of business studies teachers and repair of physical facilities among others. Further findings reveal that government constructing a business studies laboratory in junior secondary schools, individuals providing maintenance for buildings in junior secondary schools, engaging private ICT firms in the integration of information and communication technology in business studies and involving privately owned educational consultancy firms in the provision of teaching aids for business studies are some of the PPP strategies for improving the provision of instructional resources in junior secondary school business studies in Nigeria. The location of respondents did not significantly affect business studies teachers' opinions. Based on these findings, the researchers recommends among others that Federal and State government in conjunction with the private sector should organize training programmes like conferences, seminars and workshops where administrators of business studies in junior secondary school would be trained on best practices in PPP for instructional resources provisions

Key words: Instructional Resources, Provision, Business Studies, Public Private Partnerships

Introduction

A school is an organization built to improve attitudes and educate students under the supervision of teachers. It is an entity containing the facilities and equipment for delivering education from elementary school to college. The school is defined as a place where individuals are prepared for the part they are going to play in society (Usman, 2016). Thus, schools are institutions where individuals go to learn, develop and get an education in order to prepare them for their futures. According to Usman (2016), the primary purpose of any school is to provide society with the manpower to establish and increase the quality of life of its goods. Formal schooling in Nigeria is carried out at pre-basic, basic (which includes primary schools and junior secondary 1-3), senior secondary and tertiary levels of education. The junior secondary education which is the focus of this paper is the level of education which a child receives after primary school (Federal Republic of



Nigeria, 2013). The first objective of the junior secondary education is to provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement. To achieve this objective the business studies subject was included as part of the curriculum of junior secondary education.

Business studies is a subject designed to equip its recipients with personal skills, customer skills and knowledge of clerical and managerial skills needed to adapt to changing economic and business conditions and these skills made them producers of resources and employment rather than wealth and job seekers (Ogwunte & Okolocha, 2016). According to Okoro (2013), business studies is a subject at the junior secondary education feared towards equipping students with business skills and competencies required for use in business offices. The objective of business studies according to Odiike and Menkiti (2019) are to provide the orientation and basic skills with which to start an occupation for those who may not have the opportunity for further training; to provide basic business skills for personal use now and in the future; to provide students for further training in business studies and to develop basic skills in office occupation. Okolocha and Ordu (2018) noted that the realization of the objectives of business studies necessitates that instructional resources are provided to facilitate effective administration and quality educational service delivery. Ubulom and Ogwunte (2017) posited that availability and provision of resources are necessary for the attainment of the objectives of business studies.

Ubulom and Ogwunte (2017) defined instructional resources as any piece of knowledge, a piece of data, an action, a concept, or a sequence or combination of these that may be guided or turned to by a learner in improving his capacity to read, perceive, experience, differentiate and build. Manabete and Makinde (2016) defined instructional resources as the materials or facilities that promote school teaching and learning. According to Onyesom and Okolocha in Okolocha and Ordu (2018) instructional resources are those basic requirements that aid and facilitate effective teaching and learning. In this sense they opined that instructional resources comprise human, physical facilities and equipment for teaching and learning.

The human resources according to Ubulom and Ogwunte (2017) include the human elements which include business studies teachers, supervisors and other support staff. According to Amadi and Ezeugo (2019), physical facilities include such amenities as sufficient and comfortable classrooms, workshops or laboratories, computers, decent water supply facilities, toilet facilities, efficient libraries, transport and communication networks among others. Equipment for teaching and learning in business studies include all those facilities that make easy the process of learning in school environment such as typing pool, typewriters, duplicating machines, office cabinets, perforating machine, stop watches, typewriting furniture, photo-coping machines, scanning machines, business teachers and business textbooks, libraries (Ubulom & Ogwunte, 2017). For effective teaching and learning in business studies, there is need for adequate provision of instructional resources. However, it appears that instructional resources provision has not been adequately provided. Amanchukwu, Stanley and Olorube (2015) decried the poor state of instructional resource provision in business studies in secondary schools. Amanchukwu, et al (2015) further stated that in schools where instructional resources were available; the resources were in a terrible state. This situation resonates the need to improve the provision of these instructional resources in business studies through the adoption of initiatives that promotes collaborations and partnership with the private sector.

Partnerships focus on the many areas where the private sector actors and public institutions can engage in "win-win" relationships, such as health, education and community development. The basic concept for Public Private Partnership (PPPs) according to Sakari (2013) is to identify the common ground between the private and public sectors and to combine the skills and expertise of the private sector with the public sector's legitimacy and knowledge of development issues. According to Jouko, Venkataraman and Hitendra (2015), Public-Private Partnership in Education (PPPE) is a relationship in which the public (government) and private resources are voluntarily put together mainly for achieving educational goals. Ikenga (2015) defined public private partnership as a cooperation between the public and the private sector, in which the government and the private sector carry out a project together on the basis of an agreed division of tasks and risks, each party retaining its own identify and responsibilities. Sakari (2013) noted that the PPP arrangement for provision of instructional resources entails that both parties in the arrangement have their roles to play. According to Sakari (2013), the role of the government in the partnership include encouraging participation by corporations through establishing regulatory measures that facilitate corporate involvement; providing infrastructural inputs-classrooms, land etc, provision of teachers and administration and management among others. The role of the private sector include providing funds and financing; providing a wide range of resources and materials e.g. building new school facilities/classrooms, supplying electricity or



internet access, providing computers, television, new textbooks and other course materials.; providing services including school or partnership administration, teacher or principal training sessions, and help monitor programs by conducting impact evaluations or student academic assessments. Others include improvement of schools infrastructure through repairs and maintenance as well providing financial support through scholarships (Sakari, 2013). However the ability of the PPP to work effectively is dependent on the location of the school.

The location of school is seen as a factor that could interest private sectors involvement in collaborating with business studies in junior secondary schools. This is because the private sectors would be interested in a PPPE arrangement for the provision of instructional resources for schools in urban areas than those in the rural areas as suggested by Sakari (2013). However, this view is hypothetical and has not been empirically proven. It is against this background that the study is conducted.

Statement of the Problem

Business studies is important for the realization of the objectives of the junior secondary education in Nigeria. This is because of the role it plays in equipping students with necessary business and entrepreneurial skills needed for life. The business studies is a subject that facilitates sustainable development in Nigeria and it is expected that its administration should be availed with the need resources for effective administration. Sadly that has not been the case in junior secondary schools in Anambra State in particular and Nigeria in general.

Business studies seem to have been starved of the necessary instructional resources needed to keep students up-to-date with the latest trends and skills needed for entrepreneurial and business life. Field observation by the researcher revealed that most public secondary schools in Anambra state do not have a business studies laboratory, functional photocopiers, projectors, internet accessibilities and digital whiteboard among others. The absence of these instructional resources seems to suggest that training has been largely theoretical devoid of practical learning experiences. Sadly, this seems to have resulted in the lack of entrepreneurial and business skills among students in junior secondary schools in Anambra State in particular and Nigeria in general.

Purpose of the Study

The study examined the improvement of instructional resources provision in junior secondary school business studies through public private partnerships in Nigeria. Specifically, the study examined:

1. areas of utilizing public-private partnership in improving the instructional resources provision in junior secondary schools in Nigeria.
2. public-private partnership strategies for improving instructional resources provision in junior secondary schools in Nigeria.

Research Questions

The following research questions guided the study:

1. What are the areas of utilizing public-private partnership for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria?
2. What are the public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of business studies teachers in rural and urban areas on the areas of utilizing public-private partnership for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria.
2. There is no significant difference in the mean ratings of business studies teachers in rural and urban areas on the public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria.

Method

The descriptive survey research design was adopted for the study. The study was carried out in Anambra State. The State has 21 local governments. The population of the study comprised 658



business studies teachers from the 258 public junior secondary schools in the State. Through simple random sampling technique the researcher sampled 30% of the total population of 658 business studies teachers in the State. This amounted to 197 business studies teachers. The instrument for data collection was a validated four point rating scale questionnaire which has two Sections-A and B. Section A covered respondents personal data relating to the location of their school. Section B contains 20 items in two clusters according to the research questions guiding the study. Section B1 contained 10 items on areas of utilizing PPP for provision of instructional resources and Section B2 contained 10 items on PPP strategies for improving the provision of instructional resources in junior secondary schools. The instrument was validated by three experts in business education in Nnamdi Azikiwe University, Awka. The Cronbach Alpha technique was used to test the reliability which yielded a co-efficient value of 0.86 and 0.81 for clusters B1 and B2 respectively with an overall reliability coefficient of 0.84 which indicated that the instrument was reliable for the study. The researchers distributed the instrument personally and were assisted by two research assistants who were briefed on the mode of the instrument administration and retrieval. Out of the 197 questionnaires distributed, 162 were retrieved and returned in good condition. The data collected from the respondents were analyzed using mean, standard deviation and t-test. The mean value was used to provide answers to the research question while standard deviation was used to determine the harmony in opinions of the respondents. Any items with mean rating below 2.50 was regarded as disagreed while any item between 2.50 and above is agreed. The t-test was used to test the null hypotheses at 0.05 level of significance. For the hypotheses testing, where the calculated t value is less than critical value of t the hypothesis was accepted. Conversely, where the calculated t value is greater than or equal to the critical t value the null hypothesis was rejected.

Results

Research Question 1

What are the areas of utilizing public-private partnership for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria?

Table 1: Respondents Mean Ratings on Areas of Utilizing of PPP for Improving the Provision of instructional resources in Business Studies in junior secondary schools (N=162)

S/N	Item Statements	X	SD	Remarks
1.	Providing physical facilities like classroom blocks, tables and chairs	3.32	0.76	Agree
2.	Recruitment of qualified business studies teachers	3.14	0.81	Agree
3.	Providing ICT hardware and software to meet the objectives of business studies curriculum	3.33	0.78	Agree
4.	Professional development and training of business studies teachers	3.07	0.81	Agree
5.	Business studies curriculum review and implementation	3.11	0.78	Agree
6.	Repair of physical facilities	2.99	0.75	Agree
7.	Providing technical expertise in business studies	3.06	0.87	Agree
8.	Providing business students with access to textbooks, white boards and other teaching and learning materials	3.16	0.71	Agree
9.	Assessing business studies students' performance.	3.09	0.79	Agree
10.	Monitoring and evaluation of the business studies teachers skills	2.75	0.78	Agree
	Cluster Mean	3.10		Agree

Data in Table 1 reveal that business studies teachers in junior secondary schools in Anambra State agreed that items 1-10 with mean ratings ranging between 2.75 to 3.33 are areas where public private partnership can be utilized in improving the provision of instructional resources in business studies in junior secondary schools in Nigeria. Standard deviation scores of respondents' ranging between 0.71 and 0.87 show that the respondents' opinions were related. Furthermore, the cluster mean of 3.10 show that PPP can be utilized in the areas of providing physical facilities like classroom blocks, tables and chairs, recruitment of qualified business studies teachers, providing ICT hardware and software to meet the objectives of business studies curriculum, professional development and training of business studies teachers and repair of physical facilities among others.



Research Question 2

What are the public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria?

Table 2: Respondents Mean Ratings on the PPP Strategies for Improving the Provision of instructional resources in Business Studies in junior secondary schools (N=162)

S/N	PPP strategies for improving provision of instructional resources in business studies:	\bar{x}	SD	Remarks
1.	Private architects design a public business studies facility under a contract with the government for a given period of time.	2.96	0.73	Agree
2.	Government constructing a business studies laboratory in junior secondary schools	3.01	0.75	Agree
3.	Individuals providing maintenance for buildings in junior secondary schools.	3.25	0.78	Agree
4.	Engaging private ICT firms in the integration of information and communication technology in business studies	3.04	0.69	Agree
5.	Involving private publishing houses in the provision of business studies textbooks	2.77	0.80	Agree
6.	Government and the private organization sharing overhead costs of running business studies	3.15	0.76	Agree
7.	Private industries hiring out equipments for practical sessions for business studies classes	3.04	0.76	Agree
8.	Involving privately owned educational consultancy firms in the provision of teaching aids for business studies	2.99	0.80	Agree
9.	Government finances the construction of Administrative blocks for business studies teachers	3.13	0.72	Agree
10.	Sending business studies teachers to industries periodically to upgrade and modernize their practical knowledge on workplace technologies.	2.72	0.81	Agree
11.	Instituting business studies endowment fund for providing finance for payment of teachers.	3.06	0.87	Agree
12.	Government instituting business studies development fund for the provision of infrastructures in junior secondary schools	3.20	0.74	Agree
Cluster Mean		3.03		Agree

Data in Table 2 reveal that the business studies teachers in junior secondary schools in Anambra State agreed that items 1-10 with mean ratings ranging between 2.72 to 3.25 are public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria. Standard deviation scores of respondents' ranging between 0.71 and 0.87 show that the respondents' opinions were related. Furthermore, the cluster mean of 3.03 indicate that PPP strategies like government constructing a business studies laboratory in junior secondary schools, individuals providing maintenance for buildings in junior secondary schools, engaging private ICT firms in the integration of information and communication technology in business studies, Involving privately owned educational consultancy firms in the provision of teaching aids for business studies and Private industries hiring out equipments for practical sessions for business studies classes will help improve the provision of instructional resources in business studies in junior secondary schools in Nigeria.

Hypothesis 1

There is no significant difference in the mean ratings of business studies teachers in rural and urban areas on the areas of utilizing public-private partnership for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria.



Table 3: t-test Analysis on the Mean Ratings of Business Studies Teachers in Rural and urban Areas on the areas of Utilizing Public-Private Partnership for Improving the Provision of Instructional Resources in Business Studies

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Rural	69	3.10	0.76	160	0.05	0.18	1.96	Not Significant
Urban	93	3.01	0.80					

Data in Table 3 show that the calculated t-value of 0.18 at 160 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the location of the respondents did not significantly affect their opinions on the areas of utilizing public-private partnership for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria. Therefore, the hypothesis is accepted.

Hypothesis 2

There is no significant difference in the mean ratings of business studies teachers in rural and urban areas on the public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria.

Table 4: t-test Analysis on the Mean Ratings of Business Studies Teachers in Rural and urban Areas on the Public-Private Partnership Strategies for Improving the Provision of Instructional Resources in Business Studies

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Rural	69	3.02	0.73	160	0.05	0.25	1.96	Not Significant
Urban	93	3.06	0.78					

Data in Table 4 show that the calculated t-value of 0.25 at 160 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the location of the respondents did not significantly affect their opinions on the public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria. Therefore, the hypothesis is accepted.

Discussion

Findings on the first research question show that business studies teachers in junior secondary schools in Anambra State agree that the areas in which public private partnerships could be utilized in improving the provision of instructional resources in business studies in junior secondary schools in Nigeria include provision of physical facilities like classroom blocks, tables and chairs, recruitment of qualified business studies teachers, providing ICT hardware and software to meet the objectives of business studies curriculum, professional development and training of business studies teachers and repair of physical facilities among others. This shows that PPP assist in providing human, physical and material resources needed for the sustenance of business studies subject in junior secondary schools in Nigeria. This is in agreement with Ayonmike, Okwelle and Okeke (2013) who reported that PPP is an essential initiative needed for instructional resource provisions in academic programme. According to Ayonmike et al (2013) through PPP public institution could get the needed infrastructural support and funding needed for achieving predefined objectives. In consonance, Jouko, Venkataraman and Hitendra (2015) reported that PPP can be applied for the provision of ICT in TVE in the areas of providing connectivity to the education sector to enable effective use of online educational services and web-based applications to assist teachers in customizing the student learning experience to achieve greater learning outcomes. Adjrah and Quashie (2014) stated that PPP initiatives ensure the availability of instructional resources as a result it improves the quality of business studies at junior secondary schools.

Furthermore, findings showed that business studies teachers in rural and urban areas did not significantly differ in their mean ratings on the areas where PPP can be utilized for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria. This shows that PPP initiatives could provide innovative options for ensuring that instructional resources are available for better education service delivery in business studies in particular and the junior secondary schools in general.



Findings on the second research question indicate that government constructing a business studies laboratory in junior secondary schools, individuals providing maintenance for buildings in junior secondary schools, engaging private ICT firms in the integration of information and communication technology in business studies, Involving privately owned educational consultancy firms in the provision of teaching aids for business studies and Private industries hiring out equipments for practical sessions for business studies classes are some of the PPP strategies for improving the provision of instructional resources in junior secondary school business studies in Nigeria. This is in agreement with Sakari (2013) reported that through the identification of common ground between the private and public sectors both parties can mitigate the challenges of caused by poor instructional resource provision. Adjrah and Quashie (2014) also noted that PPP provides avenue for the government and the private sector to combine skills and expertise in solving educational problems.

Furthermore, findings revealed that business studies teachers in rural and urban junior secondary schools in Anambra State did not significantly differ on the PPP strategies for improving the provision of instructional resources in junior secondary school business studies in Nigeria. This is in agreement with Sakari (2013) who revealed PPP initiatives could provide a wide range of support for the business studies in terms of professional training, funding and infrastructural provisions.

Conclusion

Based on the findings of the study, the researchers conclude that public private partnership initiatives are important ways for improving instructional resources provision in junior secondary school business studies. This is because through the utilization of PPP arrangements the skills of business studies teachers can be updated, modern physical facilities can be provided and teaching aids would be readily made available. It is therefore important that serious consideration is given to the integration of PPP strategies for management of junior secondary schools which by extension will enhance the quality of teaching and learning of business studies.

Recommendations

The following recommendations were made based on the findings of the study:

1. The federal government of Nigeria should formulate a national framework and implementation plan for the integration of Public Private Partnerships for the Management of junior secondary schools in Nigeria. This will lead to improvement in the provision of instructional resources in business studies.
2. The Federal and State government in conjunction with the private sector should organize training programmes like conferences, seminars and workshops where administrators of business studies in junior secondary school would be trained on best practices in PPP for instructional resources provisions.
3. Administrators of business education programme should consistently carry out public relation programmes and events that will make parents, community, non-governmental organization and alumni association as well as the international community aware of the inadequacies in instructional resource provisions in their schools. This could encourage philanthropic contributions from individuals, NGOs and private companies.
4. The Federal and State government should go into joint venture partnership with private sectors for the development infrastructures for the business studies and other pre-vocational subjects.
5. A Public Private Partnership sponsored endowment fund should be set aside for the development of ICT gadget and equipment in business studies and other pre-vocational subjects in Nigeria.

References

- Adjrah, Y. & Quashie, M. A. (2014). Technical and vocational education stakeholders' perceptions on professional skills acquired in private "brevet de technicien supérieur (BTS)" schools in Togo. *Asia-Pacific Journal of Cooperative Education*, 15(4), 321-333.
- Amadi, E. & Ezeugo, C. R. (2019). Physical resources availability and the academic performance of students in the universal basic education scheme, Rivers State. *International Journal of Innovative Development and Policy Studies*, 7(1), 13-23.
- Amanchukwu, Stanley, G. J. & Ololube, P. N. (2015). *A review of leadership theories*,



principles and styles and their relevance in educational management. Management, 5(1), 6-14.

- Ayonmike, C. S., Okwelle, P. C. & Okeke, B. C. (2013). *Towards quality technical vocational education and training (TVE) programmes in Nigeria: Challenges and improvement strategies*. A Paper Presented at International Vocational Education and Training Association (IVETA) 2013 Conference on Quality Assurance in Technical-Vocational Education and Training (TVE) on December 3rd and 4th in Las Vegas, Nevada, Georgia USA.
- Federal Republic of Nigeria (2013). *National policy on education* (6th ed.). Lagos: Federal Ministry of Education.
- Ikenga, G.U. (2015). Education in 100 years of Nigeria's existence: the need and benefits of public private partnership in education. *Proceedings of the IRES 3rd International Conference*, Dubai, UAE, 5th July 2015
- Jouko, S., Venkataraman, B. & Hitendra, P. (2015). Public-private partnerships in information and communication technology for education. *African Development Bank (ADB) Briefs*, 1-8.
- Manabete, S. S. & Makinde, A. A. (2016). Availability and utilization of facilities of electrical installation and maintenance works programme of technical colleges in North-east geo-political zone of Nigeria. *International Journal of Vocational and Technical Education Research*, 2(1), 11-31.
- Odiike, M. & Menkiti, B.U. (2019). Strategies for improving implementation of pre-vocational business studies curriculum in Enugu state secondary schools. *British International Journal of Education and Social Sciences*, 6 (3), 1-7.
- Okolocha, C. C. & Ordu, P. D. (2018). Availability and utilization of instructional resources for teaching entrepreneurship in business education. *Educational Research International*, 7(4), 51-62.
- Okoro, J. (2013). Strategies for enhancing the functionality of business studies in the universal basic education programme in South South Nigeria. *Journal of Education and Practice*, 4 (17), 131-136.
- Ogwunte, P.C & Okolocha, C.C. (2016). Strategies considered effective by business teachers in south, Nigeria for teaching new business subjects in secondary schools. *International Journal of Innovative Education Research*, 4(2), 60-70.
- Sakari, J. S. (2013). *Public-private partnership in education: the role of Nzoia Sugar Company in the development of secondary schools in Bungoma County, Kenya* (A Master's Thesis, School of Education (Economics of Education) of Kenyatta University).
- Ubulom, W. J. & Ogwunte, P. C. (2017). Evaluation of instructional resources for teaching business subjects in public secondary schools in Rivers State, Nigeria. *International Journal of Innovative Education Research*, 5(4),67-74.
- Usman, Y. D. (2016). Educational resources: An integral component for effective school administration in Nigeria. *Research on Humanities and Social Sciences*, 6(13), 27-37.