**AVALABILITY OF MATERIALS AND BUSINESS EDUCATION STUDENT’S ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KWARA STATE NIGERIA**

**ABSTRACT**

*The study examines the influence of Business Education resources available for teaching and learning in secondary schools in Kwara State. To establish this, three research questions were raised for the study. Descriptive survey research method was adopted. The target population comprises of all the secondary schools in Kwara State. Sample sizes of business studies teacher in L.G.A are selected. A structured questionnaire was designed as the instrument for data collection. Frequency counts, simple percentage and mean were used to analyze the research responses of the respondents. The study revealed among resources for teaching and learning of Business Education Subjects were not adequately available in secondary schools in Kwara State. The use of the available resources influence students learning outcome positively. It was concluded that secondary schools in Kwara state is confronted with shortage of resources for teaching of business education subjects. It was recommended among others that Government should prioritize the provision of resources for the teaching and learning of the subject.*

Introduction

Business education is an integral part of vocational education. The teaching and learning of business education is enshrined in the curriculum of secondary schools, colleges of education and universities. Business education is an educational programme designed to provide its learners with necessary vocational skills and competencies. So, business education encompasses education for office occupations, business teaching, business administration and economic understanding. Recipients of business education are capable of being gainfully employed in various offices and also self-employed or reliant.

Instructional materials are materials which assist teachers to make their lessons explicit to learners. They are used to transmit information, ideas and notes to learners. Ijaduala ( 2015) state that instructional materials can be referred to as the widely variety of equipment and materials used for teaching/learning by teachers to stimulate self-activity on the part of the pupils. Instructional materials include both visual and audio visual equipments. Visual equipment is that material that you see. These include; flashcards, posters, charts, textbooks, real objects, models, chalkboard, and so on. While audio visual materials are those materials that stimulate both the visual (sight and audio (hearing) senses examples are computer, tape recorder, radios videos, television among others. Their important in the teaching and learning is not to be over-emphasized.

Brown (2012) summarized the role of instructional material as follows

(a) It promotes meaningful communications hence effective learning.

(b) It ensures retention, thus making learning more permanent.

(c) It helps to overcome the limitation of classroom by making the inaccessible accessible. This is especially true of films, filmstrips and so on.

(d) They provide a common experience upon which other learning can be developed which other learning can be develop. They stimulate and motivate students to learn.

According to Soetan (2016), graphics including charts, posters, sketches, cartoons, graphs and drawings. Graphics communicate facts and ideas clearly through combination of drawings, words and pictures. The use of graphics in teaching creates definitiveness to the materials being studied. They help to visualize the whole concepts learned and their relationships with one another.

**Problem Statement/Justification:**

The act of teaching is fundamentally concerned with passing ideas, skills and attitude from the teacher to the learner. In Nigeria, for example experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcomes. Every year, when the results of public examination are released, there has always been complaining of failure in the major course like Business Studies.

The reason for this could be ascribed to the fact that there are topics in business education subject that pose serious problem of comprehension to students. These topics cannot be taught effectively without the use of relevant instructional materials to make the learning practical. On the foregoing, scholars like Ayeni (2019) who compared the teaching resources of private and public secondary schools and teacher’s effectiveness in Ekiti state. A;so Mutebi (2004) emphasized the effect of instructional materials utilization on teaching and learning. According to them, we learn and remember 10% of what we hear 40% of what we discuss with others and as high as 80% of what we experience directly or practice. This has been the motivation for the study to focus on evaluation of resource available for teaching and learning business education in secondary schools in kwara state.

**Objectives of the study**

The aim of the research is to carry out the availability of instructional materials resources and student’s academic performances in secondary schools in Kwara State. The objectives of this study are to:

1. Find out whether educational resources are available for teaching of business education
2. The extent to which availability of instructional materials influenced Secondary School student’s academic performance.
3. Evaluate the status of resources available for the teaching and learning of business education in secondary school in Kwara State.

**Literature review**

## Educational Resources (Human and Material) in Teaching and Learning

Resources are fundamental and potent factor in any organisation. Owoeye and Yara (2011) maintained that it has been proven that educational resources were the most vital determinant of academic achievement. Resources in education are those basic requirements that aid and facilitate effective teaching and learning. Mmou and Olutila (2000) define instructional resources as comprising of human and non-human materials such as site building, machines, laboratory and its equipment, learners’ tools, teachers and non-teaching staff provided in the school for the purpose of administration, teaching and learning and research processes.

Oyeniyi (2010) described educational facilities and equipment as physical resources which the school administrator and his reference group harness, allocate, utilize and maintain for the purposes of effective school administration, teaching and learning process

Relationship between instructional materials and Students Academic Performance

Students’ academic performance and achievement is the hallmark of any teaching and learning process. Educational resources are provided in school in order to produce students with the right and desired behaviour, skills and competencies. However, in this present state of dilapidated and shortage of resources required for effective teaching and learning in the school, will students’ academic achievement be positively skewed? It is a common thing to observe that students’ performance over the years is drastically declining, and this may not be unconnected with the state of resources in our schools.

Oghuvbu (2009) submitted that the quality of education and learning achievements of students depends on the resources available in school. A number of studies have shown that students’ achievement has a relationship with the quality and quantity of resources available. Idiaghe (2004) found that adequate resources were determinants of assessing academic performance of students in secondary schools. Hence, the availability or non-availability of resources in schools affects the academic performance of students. Unfavorable classroom creates stress on teachers and students resulting in a negative attitude towards school and learning by students. Resources below the approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor students’ academic performance (Uwheraka, 2005). Supporting this, Olutola (2000) concluded that school environment affects and influences academic achievement of students.

**Uses of Instructional Material**

The roles of instructional materials in the classroom are highly important for teaching the teachers rely on instructional materials in every aspect of teaching (Crist 2014). They need materials for background information on the subjects they are teaching.These materials are also needed by teachers to assess the knowledge of their Students’ Teachers often assess students by assigning tasks, creating projects and administering examinations. Instructional materials are essential for all these activities (Crist 2014).

These materials can also help teachers create assignment and project ideas for students. Teachers are required to use several different methods to assess their students in order to provide the most accurate assessments. Instructional materials often provide innovative and creative ways to assess students’ performance. It is hard to imagine any teacher who is capable of teaching effectively without accompaniment of instructional materials. In addition to this, any teacher who is deprived of instructional materials must likely experience stress and anxiety on daily basis (Crist 2014). Instructional materials are also designed to develop the learner to achieve his/her desires objectives in a learning situation. Instructional materials bring science to bear in the classroom. Offorma (2016) stated that successful implementation of any curriculum is fully dependent on the quality and quantity of instructional materials available to teachers and pupils for use in schools.

Instructional materials stimulate learner’s interest; help both the teacher and the learner to overcome physical limitation during presentation of subject matter. Similarly, materials enrich learning and make it more pleasurable. They are used as checks to the teachers’ knowledge and means of transmission. Instructional materials also give the teacher the air of guidance, coordination, supervision and more time for correction, brighten the classroom and bring variety in the class lesson (Eya 2014).

Usman (2012) described instructional materials as information carrying technologies that can be used for instruction. Instructional materials have always held out in their different ways, the bright hope of delivery educational information and experiences widely, quickly, vividly with realism and immediacy that printed media could hardly achieve. A teacher for instant can explain and describe a pipette or burette but it is very hard to tell the students exactly what a pipette or burette looks like without a picture for clarity. The picture of a pipette or burette is an instructional material that would help the students to understand the lesson. Betiku (2015) explained that the term instructional material comprise all available and accessible, theoretical, practical and skill oriented resources, which facilitate the learning acquisition and evaluation of vocational technical skills.

According to him they integrate all the devices that assist in transmitting the facts, skills, attitudes and knowledge to the learners within the instructional system and as may be applied in the word of work. Usman and Adewumi (2016) observed that instructional materials have been found to enhance the quality of the learning experience for learning in many ways. Among them are; they improve multi-sensory and multi-image factors responsible for inability of teachers to improvise instructional materials for the teaching and learning of science.

**The Extent to which Instructional Materials Affect Student Performance**

In his study Adeogun (2015) revealed a strong positive link between instructional resources and academic performance. According to Adeogun, schools that possess more instructional resources performed better than schools that have less instructional resources. This finding supported the study by Babayomi (2016) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Adeogun (2015) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning resources. He further commented that effective teaching and learning cannot occur in the classroom environment if essential instructional resources are not available.

Fuller and Clark (2017) suggested that the quality of instructional processes experienced by a learner determines quality of education. In their view they suggest that quality instructional materials create into the learners quality learning experience. Mwiria (2015) also supports that students performance is affected by the quality and quantity of teaching and learning resources. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, real objects for students to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones.

A study by Adebanjo (2017) on the physical facilities and teaching learning materials in Primary schools in Nigeria supports the above views. Adebanjo interviewed teachers and students on the role of instructional materials on effective learning. From his study he learned that performance could be attributed to adequate teaching and learning materials and equipments that are in a school. He recommended that in order to provide quality education the availability of sufficient quality facilities is very important. Adebanjo study was one of its kinds in Nigeria which directly linked the role of physical facilities with students’ academic performance in secondary schools.

However, Adebanjo focused only on physical facilities, leaving out instructional materials. To me, physical facilities such as buildings including classrooms, chairs and desks are not enough to provide quality teaching and learning. Instructional materials are also necessary. The study done by Adelana (2014) agrees with my ideas that, in order for a school to have good performance it must be well equipped with relevant and adequate text books and other teaching and learning resources.

**Methodology**

The research design adopted for this study is descriptive research of the survey type. The populations for this study comprise of all the business education subject teachers in all the secondary schools in Kwara State Nigeria. The sample for the study was selected by using stratified random sampling technique to select two Local Government Areas from each of the three Senatorial Districts in the State to make a total of six (43%) out of the 16 LGAs in the State. Simple random sampling technique was then used to select 39 secondary schools in the six Local Government Areas. Purposive sampling techniques was used to select 2 each of the business education teachers in the sampled schools making a total of 78 respondents. The instruments for the collection of data were a rating scale and a structured questionnaire administered to teachers in Junior Secondary Schools. The rating scale contains fifteen (15) items and the questionnaire contains twenty-one (21) items. The questionnaire was divided into two parts; part A and B. Part A consists of general information of the respondents such as gender, school type, education highest qualification and years of teaching experience. Part B consisted of section A, B, and C while Section A consisted of fifteen (15) items on resources available for teaching and learning of business education subject in secondary schools. Section B consisted of four (4) items on how educational resources influence the teaching of business education subject in secondary schools. Section C consisted seventeen (17) items on the state or condition of the available resources to teach and learn business education subject in secondary schools.

The fifteen (15) rating scale items were structure as ‘available’ and ‘not available’ while the twenty (21) questionnaire items were structured in 4-point rating scale of Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2 and Strongly Disagreed (SD) = 1. The instrument was subjected to test-retest reliability process and a coefficient of 0.79 was obtained after comparing the result with Pearson Product Moment Correlation. Data collected were analyzed using descriptive statistics

**RESULTS**

**Research Question One**: What resources are available for teaching and learning of business education subject in secondary schools?

**Table 1: Percentage of resources available for teaching and learning of business education subjects in secondary schools?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SN** | **ITEMS** | **A** | **A%** | **NA** | **NA%** |
| 1. | Textbooks | 13 | 16.7 | 65 | 83.3 |
| 2. | Typewriters | 23 | 29.5 | 55 | 70.5 |
| 3. | Staplers | 12 | 15.4 | 66 | 84.6 |
| 4. | Perforators | 16 | 20.5 | 62 | 79.5 |
| 5. | Demonstration stand | 0 | 00 | 78 | 100 |
| 6. | Computers | 26 | 33.3 | 52 | 66.7 |
| 7. | Photocopying Machine | 38 | 48.7 | 40 | 51.3 |
| 8. | Printers | 30 | 38.5 | 48 | 61.5 |
| 9. | Swivel chair | 4 | 5.1 | 74 | 94.9 |
| 10. | Typing table | 8 | 10.3 | 70 | 89.7 |
| 11. | Scanner | 14 | 17.9 | 64 | 82.1 |
| 12. | Wall clock | 8 | 10.3 | 70 | 89.7 |
| 13. | Cabinets | 9 | 11.5 | 69 | 88.5 |
| 14 | Binder | 4 | 5.1 | 74 | 94.9 |
| 15. | Recorder | 13 | 16.7 | 65 | 83.3 |

Table 1 showed the extent to which resources are available for teaching and learning of business education subjects in secondary schools. The table revealed that high percentage of the respondent reported non availability of resources such as Textbook (83.3%), typewriter (70.5%), Stapler (84.6%), perforator (79.5%), Demonstration stand (100%), computers (66.7%) photocopying machine (51.3%) among others. This implies that there was a gross shortage of resources for teaching and learning of business education in the secondary schools.

**Research Question Two**: Will availability of educational resources influence the teaching and learning of business education in secondary schools?

**Table 2: influence of resource availability on the teaching and learning of business education in secondary schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SN** | **ITEMS** | **SA** | **A** | **D** | **SD** | **Remark** |
| 1. | Teachers’ effective use of available educational resources for business education helps students to easily understand facts being taught. | 37  47.4% | 34  43.6% | 4  5.1% | 3  3.8% | Agreed |
| 2. | Adequate utilization of the available educational resources in teaching of business education subjects makes facts more real to students. | 22  28.2% | 42  53.8% | 8  10.3% | 6  7.7% | Agreed |
| 3. | The adequacy of instructional facilities for teaching business education subject encourages students to offer the subject. | 22  28.2% | 42  53.8% | 6  7.7% | 8  10.3% | Agreed |
| 4. | Effective use of business education resources makes class delivery easier. | 32  41.0% | 37  47.4% | 6  7.7% | 3  3.8% | Agreed |

Table 2 showed the influence of availability of resource on the teaching and learning of business education in secondary schools. On the first item which states that teachers’ effective use of available educational resources for business education helps students to easily understand facts being taught, 37(47.4%) strongly agreed, 34(43.6%) agreed, 4(5.1%) disagreed and 3(3.8%) strongly disagreed. On item 2 which states that adequate utilization of the available educational resources in teaching of business education subjects makes facts more real to students, 22(28.2%) respondents strongly agreed, 42(53.8%) agreed, 8(10.3%) disagreed and 6(7.7%) strongly disagreed. On item 3 which states that the adequacy of instructional facilities for teaching business education subject encourages students to offer the subject, 22(28.2%) strongly agreed, 42(53.8%) agreed, 6(7.7%) disagreed and 8(10.3%) strongly disagreed. Item 4 which stated that effective use of business education resources makes class delivery easier of which 32(41.0%) respondents strongly agreed, 37(47.4%) agreed, 6(7.7%) disagreed and 3(3.8%) strongly disagreed. In all, majority of the respondents agreed that availability of educational resources positively influence the teaching and learning of business education in the schools.

**Research Question Three**: What is the state or condition of the available resources for teaching and learning business education subject in secondary school?

**Table 3:** state or condition of the available resources for teaching and learning business education subject in secondary school

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SN** | **ITEMS** | **SA** | **A** | **D** | **SD** | **MEAN** | **Remark** |
| 1. | The textbooks available for teaching business education subjects in my school are current. | 30  38.5% | 30  38.5% | 11  14.1% | 7  9.0% | **3.06** | Agreed |
| 2. | The textbooks available for teaching business education subjects are of good numbers | 22  28.2% | 33  42.3% | 11  19.2% | 7  10.3% | **2.8** | Agreed |
| 3. | The typewriters available for teaching business education subject in my school are in good condition | 12  15.4% | 18  23.1% | 27  34.6% | 21  26.9% | **2.3** | Disagreed |
| 4. | The available staplers in my school are in good condition | 27  34.6% | 37  47.4% | 7  9.0% | 7  9.0% | **3.1** | Agreed |
| 5. | The available Perforators in my school are in good condition | 20  25.6% | 40  51.3% | 10  12.8% | 8  10.3% | **2.9** | Agreed |
| 6. | The Demonstration stand use for teaching the students in my school is in good condition | 0  0.0% | 0  0.0% | 48  61.5% | 30  38.5% | **1.6** | Disagreed |
| 7. | The computers in my school, for teaching business education subject, are functioning | 23  29.5% | 24  30.8% | 20  25.6% | 11  14.1% | **2.8** | Agreed |
| 8. | The Photocopying Machine in my school, for teaching business education subject, are functioning | 18  23.1% | 30  38.5% | 20  25.6% | 10  12.8% | **2.7** | Agreed |
| 9. | Printers in my school, for teaching business education subject, are functioning | 15  19.2% | 31  39.7% | 18  23.1% | 14  17.9% | **2.6** | Agreed |
| 10. | Swivel chairs are in good condition | 0 0.0% | 30 38.4% | 30  38.4% | 18  23.2% | **2.5** | Agreed |
| 11. | Typing tables are in good condition | 27  34.6% | 39  50.0% | 8  10.3% | 4  5.1% | **3.1** | Agreed |
| 12. | Scanner in my school, for teaching business education subject, is functioning | 4  5.1% | 9  11.5% | 43  55.1% | 22  28.2% | **1.9** | Disagreed |
| 13 | Wall clock in my school for teaching business education subject is functioning | 23  25.8% | 31  34.8% | 13  14.6% | 11  24.7% | **2.8** | Agreed |
| 14. | Cabinets are in good condition | 31  39.7% | 25  32.1% | 13  16.7% | 9  11.5% | **3.0** | Agreed |
| 15. | Binders for teaching business education subject are functioning | 2  2.6% | 5  6.4% | 41  52.6% | 30  38.5% | **1.7** | Disagreed |
| 16. | Recorder for teaching business education subject is functioning | 1  1.3% | 1  1.3% | 33  42.3% | 43  55.1% | **1.5** | Disagreed |
| 17. | The textbooks available for teaching business education subjects in my school are relevant | 35  44.9% | 24  30.8% | 13  16.7% | 6  7.7% | **3.1** | Agreed |
|  | **Aggregate Mean** |  |  |  |  | **2.6** | Agreed |

Table 3 showed the state or condition of the available resources for teaching and learning business education subject in secondary school. Majority of the respondents agreed that the textbooks available for teaching business education subjects in my school are current (3.06), the textbooks available for teaching business education subjects are of good numbers (2.80), the available staplers in my school are in good condition (3.1), the available Perforators in my school are in good condition (2.90), the computers in my school, for teaching business education subject, are functioning (2.80), The Photocopying Machine in my school, for teaching business education subject, are functioning (2.70), Printers in my school, for teaching business education subject, are functioning (2.60), Swivel chairs are in good condition (2.50), Typing tables are in good condition (3.10), Wall clock in my school for teaching business education subject is functioning (2.80), Cabinets are in good condition (3.00) and that the textbooks available for teaching business education subjects in my school are relevant (3.10). on the other hand, majority of the respondent disagreed that the typewriters available for teaching business education subject in my school are in good condition (2.30), the Demonstration stand use for teaching the students in my school is in good condition (1.60), Scanner in my school, for teaching business education subject, is functioning (1.90), Binders for teaching business education subject are functioning (1.70) and that recorder for teaching business education subject is functioning (1.50). In all, majority of the respondents agreed that a good number of resources needed for the teaching and learning of business education are in useable condition in the schools.

**Discussion**

Finding from this study revealed that there was a gross shortage of resources for teaching and learning of business education in the secondary schools. This is evident as majority of the respondent posited there were no sufficient Textbook, typewriter, Stapler, perforator, Demonstration stand, computers, photocopying machine among others in the schools. This finding agreed with the position of Adeogun (2015) that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning resources. He further commented that effective teaching and learning cannot occur in the classroom environment if essential instructional resources are not available

Finding revealed that the availability of educational resources positively influences the teaching and learning process in business education. this implies that teachers' effective use of available educational resources helps students to easily understand the material being taught, adequate utilization of educational resources in teaching business education makes the content more tangible for students, the adequacy of instructional facilities encourages students to choose business education and that effective use of business education resources makes class delivery easier. This finding is supported by the report of Adeogun (2015) revealed a strong positive link between instructional resources and academic performance. Thus, schools that possess more instructional resources performed better than schools that have less instructional resources. This finding supported the study by Babayomi (2016) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources.

The result showed that most of the resources for teaching and learning business education were deemed usable, some key tools were identified as inadequate or non-functional, highlighting areas for improvement. majority of respondents agreed that the textbooks available for teaching business education subjects are current, sufficient in quantity, and relevant. They also acknowledged that few available tools and equipment, such as staplers, perforators, computers, photocopying machines, printers, swivel chairs, typing tables, wall clocks, and cabinets, are in good working condition.

**Conclusion**

It was concluded based on the finding from this study that secondary schools in kwara state is bedeviled with shortage of relevant resources for the teaching and learning of business education.

**Recommendations**

Resources materials are important materials needed for the realization of instructional objectives and education goals, thus the level of use of these resources in teaching and learning should be improved upon in view of the conclusion drawn. However, it was recommended that;

* Curriculum planners and implementation and educational policy makers should sensitize the school and teachers on the need to put more emphasis on utilization and improvision of resources materials in teaching and learning of Business Education subjects.
* The government as a matter of policy should intensify efforts at providing schools with relevant resources regularly.
* Adequate instructional materials should be provided for effective teaching and learning process.
* Criteria for instructional materials selection should be based on its suitability to function for the purpose it is designed for.
* since use of teaching resources is positively associated with student performance, business education teachers should maximize the use of the available ones such that learners performance would be enhanced

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