**PERCEPTION OF TEACHERS ON THE AVAILABLE RESOURCES USED FOR THE TEACHING AND LEARNING OF BUSINESS STUDIES IN SECONDARY SCHOOLS IN IKOM LOCAL GOVERNMENT AREA, CROSS RIVER STATE.**

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**ENUGU STATE**

**JULY, 2018.**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF SCIENCE AND VOCATIONAL EDUCATION FACULTY OF EDUCATION**

**GODFREY OKOYE UNIVERSITY UGWU-OMU NIKE ENUGU STATE IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF EDUCATION. (B. EDU)**

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**ABSTRACT**

The study attempted to find out the available resources in teaching and learning of Business Studies in Secondary Schools in Ikom Local Government Area of Cross River State. The purpose of the study is specifically to examine the extent of availability, functionality and utilization of available resources in Ikom Local Government. The populations used for the study in public Secondary schools in Ikom Local Government Area of Cross River State are 9000. Based on the sampling size compose, sampling size of 60 teachers from ten selected schools were used. A total of 60 respondents where used. Three research questions where formulated to guide the study. For the analysis of the data analyzed, the following finding made were that available resources needed for teaching and learning of business studies at the secondary school are grossly inadequate in secondary schools in Ikom Local Government Area of Cross River State. The few available ones are obsolete and not functional and not utilized. Based on the findings of this study, it was recommended that the government:- federal, State and Local Government should make available basic resources for teaching and learning of business studies in secondary school where business are offered so as to make the acquisition of business skill more permanent on the learners.

**CHAPTER ONE**

**INTRODUCTION**

**Background of the Study**

In order to have change in the learner, good teaching must take place and to bring about good teaching, teachers should be able to convey their teaching in the simplest, most convincing and practical way to the learner using available resources.

The use of resource material is recommended by many authors for effective teaching and learning at any stage of the child’s development and level of education. It is only unfortunate that in spite of the importance of resource material in teaching and learning process, they are not effectively used in our schools.

These available resources are the instructional materials used in teaching and learning to make teaching easy and practical for the learners to understand the subject.

Textbook, computer, According to Umoh-Mac and Nkume (1998) are regarded as instructional materials. They enhance real and meaningful teaching and learning. Appropriate instructional materials are imperative for implementing good quality education programes. Unless adequate and quality facilities are available, quality of the programme will be reduced and learning-will be deterred.

Material for teaching business subject range from the common textbooks to more sophisticated machines, chalkboards, real objects or their representatives which the teacher use to communicate effectively with the students. These materials make learning more permanent and develop continuity of thought among the learner. Teaching materials and aids for the acquisition of required skill for business Education should be on regular supply to school where Business Education subject are taught.

According to Umoh-Mac Nkume (1998) many researches on the availability of instructional material carried out in Nigeria, in schools offering Business Studies program revealed the presence of inadequate teaching facilities in the schools.

They further explained that even the few available ones are not being maintained. There are poor storage facilities and so they become non-functional.

According to Obi and Akume (2001) warned that any school that desire to offer modern Business Education programme must include in its programme, a thorough training in the use of these appliances.

Also to give such training the school must be equipped with appliances with which it intends to give instructions. To take the point further, they stated that for the teaching process to effectively take place generally, both human and materials resources need to be provided adequately.

No matter how good the teaching staff are, they may not be able to function effectively and efficiently without appropriate teaching materials, equipment and adequate infrastructural, like workshop, conducive classrooms and laboratories, especially when it is over loaded with lesson and practical courses. A well-planned programmed, they say, will fail if at implementation stage the necessary instruments are not supplied. The world at large is going technological and if Nigeria schools must keep abreast with the global technological advancement then the training must be borne in mind and they are adequate supply, proper maintenance and judicious usage of the materials.

The question to ask is who provides these resources materials to schools?

Eze (1991) in his contribution opines that instructional materials produced commercially play a key role in functional education in our schools that when these are understood, our next alternative is in improvisation, provide the improvised equally delivers the goods.

Fortunately, some sources of improvisation are available here around us by nature. Human re-arrangement of nature only requires our initiative and creative to tap them fully towards the attainment and mastery of some skills. Nigeria must realize that finding pragmatic solution to the problems is by setting the growth and development, Business Education in the country should not be left to few persons but rather it should be seen as a collective, philanthropists, corporate bodies, government agencies, churches and other religious organization etc. must join hands and regard the task of solving these problem as one that must be done. When this is solved, Business Education will be accorded its pride of place in the nation’s education system as salvation of modern civilization. In view of these, this study was intended to find out the extent to which instructional materials for teaching Business Education courses are available, functional and utilized in Ikom Local Government Area of Cross River State.

**Statement of problem**

Inspire of the federal government emphasis on self-reliance through acquired skill, some schools still suffers some defects such as inadequate supply or provision of resource materials, poor maintenance and poor storage of existing ones.

According to Oren (1998) observed that, being a skill-oriented subject, Business Studies requires the use of machine and other equipment for effective teaching to take place. It is therefore, it is therefore expected that the federal government through the ministries of education, federal, state and local government to see to the provision of these necessary resources for teaching and learning of Business Studies.

According to Oyedele (1995) citied in Atakps (2001) Nigeria children and youths are being educated more in accordance with yesterday’s world rather than in preparation for tomorrow’s living. This is in agreement with what Umoh-Mac and Nkume said about the obsolete equipment found in Nigeria schools.

Emphasizing the Need for the Provision of Instructional Materials in Schools,

According to Obi and Akume (2001) opine that, Business Studies subject being a skilled area of study cannot be learnt by the student sitting and folding their arms and nodding their heads. To give this training, the schools must be equipped with the necessary materials on which it intends to give. Unfortunately it appears that most schools that offer Business Studies subject are not adequately equipped for the instructions. They do not have the materials such as: chalkboard, computer, well ventilated class room e.t.c. Consequently of Business Studies are not properly equipped with the required skills necessary for their employment.

These materials are not just textbooks, but it include machine, chalkboard and real objects instructional aides on the other hands are those that teacher prepare mainly to help him/her pass on the message easier and more effectively. These include cardboard drawings, real objects brought into the class for learners to physically see and touch (visual aids).

With the foregoing, the aim or purpose of study is to evaluate the availability, functionality and utilization of resource materials use for teaching and learning Business Studies in Ikom Local Government Areaof Cross River State

**The Purpose of the study**

The main purpose of the study was to determine the availability, functionality and utilization of available resources used for teaching and learning of Business Studies in Ikom Local Government Area of Cross River State.

Specifically, the purpose of the study will be to:

1. Determine the available resources necessary for teaching and learning of Business Studies in Secondary Schools in Ikom Local Government Area.

2. Ascertain the extent to which the available resources are functional.

3. To determine the extent of utilization of the available resources by Business Studies Teachers.

**Significance of the Study**

The finding of this study will be beneficial to students, teachers, researchers, and curriculum planners and curriculum implementer.

The students will also benefit from the finding when recommendation made. They are being implemented because the students will learn better with instructional materials. They will then be equipped with the desired skills that will make them to be employable after graduation. It will also benefit the curriculum planner, because they will see the need to put more emphasis on utilization and improvisation of resource materials.

Finally, since the study encourages the use of resource materials for more practical teaching and learning process, the graduate of Business Studies like other areas will be people who are well prepared for their job performance and this will ease the employer’s problem of on-job training of workers thus enhancing production.

**Scope of the Study**

Research of this type would have been deemed fit to cover the Ikom, the whole state, a region of the country. The researcher as a result of:

1. Financial constraints constituted the major limitation with which the researcher was faced during the course of study.

2. Lack of sufficient materials (textbooks) for the research concerning the subjects matter that is, the topic is one of the limitation of the study.

3. Duration (time factor) is another limitation; the period use for this study was not enough for thorough and comprehensive investigation to be done on this topic.

The researcher has decided to limit the research to some selected schools in Ikom Local Government Area.

**Research Question**

The following research questions were formulated for the study.

1. What are the available resources necessary for teaching and learning of Business Studies in the secondary school in Ikom Local Government Area of Cross River State?
2. How functional are the available resource used for teaching and learning of Business Studies in the Secondary school in Ikom Local government Area of Cross River State?
3. What is the extent of utilization of the available resources for teaching and learning Business Studies in the school in Ikom Local government Area of Cross River State

**CHAPTER TWO**

**Literature Review**

This chapter is organized according to the following sub headings:

1. Conceptual and Theoretical frame work of the study.
2. Instructional Materials Available for Teaching Business Studies (Need or importance).
3. The source of supply and replenishment of instructional materials in secondary Schools.
4. Adequate Relevant Resource Materials for Teaching and learning of Business Studies in secondary schools.
5. Functionality and Extent of Utilization of Available Resources in School.
6. Theoretical frame work.
7. Review of Related Empirical Studies.
8. Summary of the related literature.

**Conceptual and Theoretical Frame Work.**

Instructional materials are devices, real objects or representations which teachers use to communicate effectively with the student. Instructional materials are those devices that must be there for the teacher to use while teaching to make lesson more meaningful and effective.

These materials include; textbooks: are used for teaching, comfortable seats: help the students to seat comfortable and listen to the teacher while teaching, tape recorder: is used to record the lesson being taught by the teacher for reference purpose, calculating machine: it is used for calculation, photocopy machine: it is used for photocopying document, file cabinet: it is for storing of documents , business journal: are books used for references, staling machine: it is use for stapling of books, papers, and office documents , projector: used to display lesson on the white board, swivel chair/table, copy holder, dictation machine, demonstrating stand, wall clock, chart, duplicating machine chalk board, audio-visual aid, manual typewriter . Well-ventilated classroom, while instructional aide are what the teacher brings to class to help him/her impact the lesson on the learner. These materials include: charts, pictures, real object etc. they are what the teacher uses to compliment his/her effort. They are representatives of the facts he/she intend to impact on the students. They are teacher’s companion in the process of teaching.

According to Uninfio (1982) Said teaching would be less meaningful without the use of teaching facilities and went further to say that students will find it difficult before understanding what the teacher is saying.

Similarly, Oyedeji (1991) and Egwell (1992) in Chika (2001) agreed to the fact that instructional materials are those materials and device employed to supplement written or spoken words in the transmission of knowledge, attitude and ideas and also emphasize clarity and utilized the instructions.

Umoren (1998) also refers to instructional materials as those equipment and materials which a teacher uses to illustrate emphasis and explain a lesson, thus making the lesson clearer to the students.

Oyerele (1992) agreeing with Umoren (1998) said, if a material is to enhance the techniques and makes learning more effective for students it will do at least one and preferably several of the following.

a) Make an explanation clearer.

b) Enable learner to discover a relationship.

c) Permit the student to proceed at his/her own pace.

d) Supply an example of an exceptional to general.

e) Provide the learner opportunity for practice.

Nwankwo and Amina (2001) also give an opinion that teaching materials make learning more vivid and effective, illustrating this he said that we remember:

* 10%of what we read.
* 20% of what we hear.
* 30% of what see.
* 50% of what we see and hear.
* 70% of what we see and say.
* 80% of what we see, hear and do.

Akinsola (2000) in his own contribution states that resources are the sum total of everything used directly or indirectly for the purpose of educational training to support, facilitate or encourage the acquisition of knowledge, competence, skill and know-how. Resources he says, include, human, physical and material resources.

Materials resources being the area of interest of this study, he says, it includes: laboratory equipment, text books, visual aids like computers and so on.

Contributing, Ezeliora (1997) observed that the computer is one of the greatest inventions of technology in our world today and computer is a very powerful teaching tool.

Ofoefuna (1992) says that instructional materials can be of two dimensional aids or graphics, three dimension materials audio and audio visual aids. These different categories of instructional materials are needed for the proper implement of any education programme. That is why it is necessary to evaluate the available resources in Ikom Local Government area to find out the extent to which these materials are available in the schools.

Instructional Materials Available for Teaching Business Studies in Secondary Schools.

Instructional materials can be defined as those devices, real objects, or representations which teachers used to communicate effectively with the students. Instructional materials can also be seen as those devices that must be there for the teacher to use of while teaching to make lesson meaningful and effectively. Example are: Computer, Charts, Laboratory equipment, Calculating machine, Textbooks, Manual Typewriter, Comfortable seats etc. while Instructional aide are what the teachers bring to the classroom to help him /her impact the lesson on the learners. These instructional aides include: charts, pictures, real objects etc. Are what the teachers use to compliment his /her effort. They are teacher’s companion in the process of teaching

Learrick in oguegbure. (1989) state that the plight of the children in most schools revolves around text books and not teaching aid. A resource material is not in it self-good but its effectiveness depends on many factors centering on the child who use it the way the teacher handles it and the entire educational climate.

Choegwu (2001) opined that teachers are to employ resources in their teaching in order to make sure that teaching is more permanent in the minds of the learners, instructional materials she further, provide the learner with meaningful, accurate and real experiences in learning. It is indeed very necessary that the teachers especially the business education teachers to use instructional materials so that students can have opportunity of seeing, touching and manipulating them because this contribute to effective teaching and learning activities and consequently the attainment of the lesson objectives.

Agreeing with this statement, Aliyu ( 2001) postulated that business Studies being a vocational education programme, cannot do without adequate use of resource materials like type writings ( manual, electric and electronic machines) , dictation machine, cape recorders etc. the importance of these instructional materials in learning business education subjects at the secondary school level cannot be over-emphasized lack of resources, for teaching business Studies, in spite of their valve, bring about frustration in them ( the student ) many student conducted on this issue have after shown a lack of inadequate supply of resources in school.

Aliyu (2001) carried out a study on available resources in secondary school in saban gari local government area of kaduna, state and reported an inadequate supply of resources materials.

Ajelabi (1998) also observed an acute shortage of resources and this is to a greater extent he say does affect proper and effective delivery of the lesson, he future noted that the materials that are essential for proper conduct of practical are virtually not in existence. Therefore, a lot of teachers lecture in abstract and students are encouraged to imagine what the objects look like.

Sources of Supply and Replenishment of Instructional Materials to Schools.

Uzoegwu (2001) Explained that the federal government of Nigeria in recognizing the importance of instructional material in the process of teaching and learning has made arrangement to provide them under the Universal Basic Education Programme. The government blue print, she says has it that the Federal Government will provide 50%, while the state Government will provide the remaining 50% of the instructional materials to be used in the UBE scheme at the Junior Secondary School. In her implementation guideline for the UBE, the Federal Government lays great emphasis on the use of instructional materials, for example in section 7, it is stated that there should be an encouragement to the provision of facilities for early childhood care and specialization. The guideline also stresses that for the effective take-off of the UBE programme and for proper implementation; there should be available and adequate instructional materials in literacy especially in the manipulation areas.

It is time now the school teachers understand that the days of “calling and talking” are gone far, no matter how excellent the teacher in the primary and secondary schools is, unless he/she supports and complement his teaching with right educational tools, the effectiveness will not be achieved.. Learning is maximized and speeds up when the right materials are used to complement teaching. Therefore, it is time for the teacher to go an extra mile to search for these materials to complement his/her teaching. It is time also for the educational policy makers to make arrangement or plans for the provision of instructional materials to schools alongside trained teachers with experience in the manipulation and maintenance skills.

A teacher’s resource center provides a resource area, a space, within the center where a collection of teaching materials could be displayed, stored, worked with copied or possible borrowed (kahn1991).

The centers he said, provide for meeting and taking with colloquies from other schools who share similar problem with other educationists who can give advice, help and suggest ways of improving individual moral and skill in the classroom.

Instructional materials can be acquired in different ways.

According to Ofoefuna (1992) manufactured instructional material can be acquired through the following ways.

1. Award of contract by head teachers.
2. Marked survey by class teachers.
3. National festival of locally provide items.
4. Students project in the universities polytechnic and colleges of education.

Others are:

* 1. Commercial produced resources.
  2. Resources produce by central national agency.
  3. Resources produce by individual teachers.
  4. Resources produce by individual teachers working in partnership.
  5. Resources produced and***/***or collected from the teachers resources. centre (TRC’s)
  6. Resource produces by subject associates and committees.
  7. Resource produces in collaboration with local institutions.
  8. Resource acquired by exchange between TRC’S (2008)

Instructional materials provided locally are referred to as improvised. Eniyeji in Yusuy (1998) improvisation is the act of using alternative materials whenever there is lack or shortage of some specific first hand instructional materials. When teachers and students are involve in the designs, production and utilization of instructional materials, certainly most of these skills play roles according to the objectives and the nature of the material(s) produced.

The question that readily comes in mind is what strategies can be possibly employed in the production and utilization of improvised instructional materials in order to achieve the desire objectives.

Yusuf (1998) suggested (3) three strategies for the production and utilization of improvised instructional materials in to other to achieve the desire objectives and they are:

School Based Production Approach

This strategy hopefully solves the problem related to teaching strategies and resources. Utilization in the schools among others. Most activities in connection with school curriculum and instruction emanate from the school or colleges. This strategy he says is relevant because, needy areas are more clearly defined, formative evaluation is easily carried out here hence quite easy to pick the relevant materials to be designed and produced since teachers and possibly students will be involved in the whole process, it will ensure adequacy of materials. By doing so, a lot of instructional materials will be involved and the environment will be fully utilized

Community Based Strategy:

The essence of education as a means to an end is to be useful to ourselves and contribute our quota to the development of the society. Here-in-lies the values of the strategy. Although this is the area not fully employed, it is our responsibility to see that the school is closer to the community. Establishment of community resource center such as museum library, etc. also should be encouraged. All relevant materials that can aid learning should be reserved for school use. Local craftsmen, blacksmiths, traditional healers etc. can be utilize for such purpose to aid the school and the community.

The research Oriented Approach

The 3rd strategy, he says is concerned with the utilization of the experts in the various field’s in building well equipped centers. The idea is to provide the experts with relevant materials to help them plan, develop and subsequently produce instructional materials and if found worthily could be replicated.

Perhaps, the beauty of these strategies in their inter-relationship especially in terms of assistance in technical know-how, research information, exchange of ideas, utility of finishing products and above all the spirit of co-operation, unity and resourcefulness. Thus, they are trying to be able to implement these strategies effectively. Yusuf says finance must be made available to establish this center. There should provision of relevant Man-power needed both academic and technical. Materials for the design, production and utilization of the improvised instructional materials are to be made available, while regular refresher course should be conducted for teachers (especially Business Studies Teachers) to keep them abreast of new ideas.

**For the production of improvised instructional materials to be effective certain guidelines/criteria must be followed say Yusuf. These include**

1. The produce should establish guidelines for selection.
2. The objective of the materials must be ascertained.
3. The characteristic of the learner should be identified and there may be need to concern with the physical feature of instructional materials such as clarity, weight, size, attractiveness, durability and storage.

In the production of improvised instructional materials, apart from the specific practical techniques for producing each of the each of the various types of materials the following general guidelines can be of help. For instance it is important to select specific instructional objectives than identify the characteristic of the teachers, select content, the appropriate media, determines the cost, design, and develop the materials observing closely the rules of clarity simplicity and accuracy etc. and test the materials for effectiveness.

In realization of the vital role of the teacher, National Policy on Education (FRN, 1998) states that teachers will be required to participate more fully in the production and evaluation of educational materials and the evaluation of technical innovations and new techniques. These responsibilities make teachers producers and consumers of instructional materials. (Fagbemi; 2001)

Okunowu. (1998) States that effective teaching and successful learning hinge on the level and quality of provision, utilization and maintenance of educational resources. Adeboyeje (1999) also observed that secondary schools in developing countries are not evenly distributed with whose essential facilities and this situation had led to variation in both internal and external examination.

Ajelabi (1998) also observed that there is an acute shortage of materials and this to a very great extent does affect the proper and effective delivery of the lesson. He further noted that the materials that are essential for proper conduct of practical do virtually not exist. Therefore, a lot of teachers lecture in abstract and the students are encouraged to imagine what the object looks like. Mupa (1988) observed that the school curriculum has to be translate into reasonable action and must be energized by the teacher’s instructional materials activities and materials since vital abstract content an hardily be effectively communicated to young learners theoretically more interesting teaching as well as more enduring learning need well selected instructional materials.

Aliyu (2001) also observed to total lack and gross inadequacy of instructional materials in his study and so said for a child to acquire the appropriate level of literacy, whether manipulative communicative and life skills, there is the need to expose the child to appropriate instructional materials to which the child can react to and provide effective communication channel to the child. Instructional materials he said are all forms of information carriers that can be employed during the teaching and learning process to bring about effective learning.

Functionality of instructional materials used for teaching Business Studies in the secondary schools.

To ensure optimum performance under the best of condition whether at the secondary or any level, instructional materials and equipment. Where these are non-existing or inadequate, effective teaching may not be possible. For instance a business teacher cannot effectively teach the students the “Home keys” of a typewriter or computer or how to operate the adding machine without having the machine in the classroom.

Chukka (2001) in agreement Ibidapo and Fagbemi (2001) stated that the need for functional and relevant instructional materials for teaching and learning dates back to ancient times. Since in the early times, man has made use of instructional materials to give expression of his feelings or demonstrate skills involves in some work.

Oyedeje (1992) also explained that the items of instructional materials needed for effective in business education should be a replica of what is obtainable and used (relevant) in business offices which the business student must appreciate their importance. Such materials should be modern so that both student and teachers would benefit from their usage. According to Amins (2001) also quoted Olaltan as saying that instructional materials or equipment should be suited for the purpose for which it is used. In most secondary schools, there is complete absence of business machine for training student and this has caused Oyedele to say this about the training of student in business education, “Business Education in this country is not without shortcoming” the problem in this area of education in this country is not without shortcoming.” The problem in this area of education must have contributed in small way to the country’s slow economic growth.

Presently almost all the business education departments are plagued by the inadequate facilities for learning and teaching. Nigeria children and youths he says are being educated more in accordance with yesterday’s world rather than in preparation for tomorrow’s living. There is, gross inadequate supply of business machines for training students in almost all secondary school in the country. Where the machines are available at all, they are in the ration of one typewriter to (1:10) students. Where they are in equal ratio or near equal ration, a lot are not dated (obsolete). Oyedele further advise that institutions should obtain equipment that are appropriate of the course offered. Knowing the type of office machines used in the community, institutions should consider the exact type(s) to have for instruction use.

Finally Oyedele advised that business education should teachers reply on adequate/functional instructional materials in their teaching. If business education programme is to train students in the use of business machines, it should do so with adequate functional and properly maintains and utilizes modern equipment or else the programme should not be offered.

The teachers uses of instructional materials in teaching ensures and enhance proper planning of lesson, presentation of lesson in logical and sequential order.

Ibe-Bassey (1991) remarked that effective use of instructional materials in any classroom instructional would encourage interest in learning because student’s motivation, individualized instruction and immediacy in learning can be allowed. Otu (2003) quoted Adeyanju as saying that instructional materials can be used to guide thinking discussion concepts that are too abstract.

Hoban etal citied also in otu, summarized the values of resource materials to include:

1. They supply concrete basic for conceptual thinking and reduce un meaningful word response.
2. They offer high degree of interest for learners.
3. they make learning more permanent
4. They offer reality of experience, which stimulate self-activity on the part of learners.

Several studies carried out have shown that learner’s benefits much from learning instructional materials are systematically and effective used. For teaching to be effective, learning must be maximized during the training programmed process and learning is at its optimum best when the learners can still manipulate the learning environment and the resources are used to their own advantage (Ibe-Bassey 1991 ).

Utilization and Maintenance of Resources Available in Schools.

It is not enough for resources to over educational system without considering how they are managed and preserved. There is the need to provide adequate and appropriate storage facilities for them Gwamna (2012) for instance advised that teaching facilities should be constantly implying that we should;

1. Provide replacement when necessary.
2. Constantly monitor them.
3. Protect them from wares.
4. Provide security for them.
5. Functionally utilize them.

To do these well Gwamna stressed the need for qualified personal to manage such areas.

Maduabam in Odo (2001) observed the mere use of teaching materials however, does not guarantee effective communication nor effective teaching but rather, he says the proper use, careful selection and skillful handling of the teachers that renders them useful facilities for teaching and learning.

Oyebade (1998) reported that in a comparative study he carried out, examining the level of utility and maintenance of teaching materials and recourses, he discovered that private schools fared better in the usage maintenance and supervision of educational facilities than the public ones.

Resource materials stimulate learning. Their proper use promotes more meaningful communication and also enhances effective teaching and learning. Effective use of materials in teaching business Studies will encourage interest in learning because students’ motivation, individualized instruction and instant learning can be assumed

**Theoretical Frame Work**

The theory the researcher used in this study was Socrates theory of evaluation: he said that unexamined life is not worth living. Unexamined resources may lead to ineffective teaching and learning.

Evaluation is a useful venture that helps to boost any institution or establishment. It is used to examine or make judgment about something or method used in doing things. So resources should be evaluated or examined before using.

**Empirical Studies**

Many studies conducted on the issues of resources in secondary schools in Nigeria on relevant resources either a complete lack or gross inadequacy in their availability, functionality, and utilization. Some researchers in comparing public and private school have discovered that private schools are better served than public schools in terms of resource materials.

Aliyu (2001) carried out a research in secondary schools in Kaduna State. He used a 70 items questionnaire to elicit information from the respondents. The population of the study was made up of 60 business Studies teachers from the schools. In his findings, Aliyu discovered a gross inadequate supply of resource materials to teach business Studies in the secondary schools. This study is related to the present study because both studies were carried out in secondary schools and on the availability of resources for teaching and learning business Studies.

Oyebade (1981) studied secondary schools in Lagos State. Comparing public and private secondary schools in the areas of availability functionality, maintenance and utilization which makes it related to the present study except for the fact that this was carried out in Lagos State while the present one is carried out in Ikom Local Government Area of Cross River State. Oyebade reported that the private schools were better served with resources while public schools experienced total lack or gross inadequately for instance, he discovered 70% of negative responses from the public schools on availability and adequacy of learning materials, while on the level of maintenance he got 87% of the positive responses from the private schools. There are some slight differences in this research and the present one in the sense that private schools far better than the public schools while in this research work both private and public schools suffer gross inadequacy, low functionality and utilization.

**Summary of Literature Review**

From the review of literature on the available resources for teaching and learning, many authors are of the opinion that resource materials are very important and that they supplement teaching. For instance, Ulinfun (1987) Oyedeji (1991), Olaitan (1996), Umorem (1998) seems to agree to the fact that instructional materials makes teaching practical, clearer, and more meaningful. Kahan (1991), Common Wealth Secretariat (1993),Yusuf (1998), FRN (1998) seem to suggest ways of providing these materials and the bodies that should actually be involved in the provision of resources to schools, among their suggestions are, the teacher, the learner, government, Yusuf also suggested the use of improvised materials where the real one are not available.

Considering the utilization and maintenance Maduabam (1989), Balogun (1997), Gwamna (2001), Odoh (2002) and others contended that resource materials available in some schools are not properly used and maintained. So far, these authors have writen based on their observations of their different educational zones, local government areas, or state in the country and on their different subject areas. There had been no study carried out in Ikom Local Government Area, to the best of the researcher knowledge on available, functionality and utilization of resources for teaching and learning business Studies.

**CHAPTER THREE**

**Research Method**

Methodology describes the procedure that will be employed in carrying out the study and these are: area of the study, design of the study, population for the study, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and data analysis techniques.

**Area of Study**

The study was carried out in Ikom Local Government Area of Cross River State.

The Local Government Area is chosen for the study because of its backwardness in the provision of resource materials for teaching and learning, and its consequent poor performance in examinations.

**Design of the Study.**

The study is a survey research, design to determine the availability, functionality and the extent of utilization of available resources for teaching and learning Business Studies in Ikom Local Government Area of Cross River State. According to Olitan and Nwoke (1999) in Okoronkwo (2005) a survey research design is one which the entries population or a representative sample is studies by collecting and analyzing data from the group through the use of the questionnaire. The design was to be the most appropriate for the study because it permits the use of questionnaire to determine the opinion of the people in the study area.

**Population of the study**

The population for the study consists of Public secondary schools in Ikom local Government Area. The population is 9000. Base on the random sampling size compose, sample size of 20 teachers from ten secondary schools were used for the study

**Instrument for data collection**

The instruments used for data collection was structured questionnaire which was developed after review of related literature on available resource. A self-designed questionnaire was used to collect data as primary source The questionnaire was divided into four sections, which is A to D. section A dealt with personal data, section B sought information on the availability of resource materials, section C sought information as to how functional the existing available resources are and section D sought information on the extent to which these materials are utilized in teaching and learning Business Studies in IkomLocal Government Area. The instrument was a four (4) point scale as follows:

**Availability**

Very Available (VA) 4

Available (A) 3

Unavailable (UA) 2

VeryUnavailable (VU) 1

**Functionality**

Very Functional (VF) 4

Functional (F) 3

BatelyFunctional (BF) 2

Not Functional (NF) 1

**Utilization**

Very Often Utilized (VOU) 4

OftenUtilized (OU) 3

Sparingly Utilized (SU) 2

Not Utilized (NU) 1

**Validation of the Instrument**

The instrument was subjected to face validation by supervisor and other experts in the field of study. That is the department of Business Studies, Cross River State. The validations assessed the instrument to ensure its clarity and appropriateness of the questionnaire items. The inputs, corrections and modification made by the validations were used to update the questionnaire and incorporate in the final copy.

**Reliability of the Instrument**

The test-retest method was used to establish the reliability of the instrument. The instrument was administered on Twenty (20) Business Studies Teachers in Ikom Local Government Area. Two weeks later, the same test items were administered to the same teachers. Their first and second responses were correlated to obtain the reliability co-efficient.

The result of the test- retest was correlated using the speason product moment correlation co-efficient to obtain the reliability co-efficient.

**Method of Data Collection**

The researcher administered the questionnaire to ten (10) limited Schools in Ikom Local Government Area. Two weeks after the instruments were brought together and analyzed by the researcher.

**Data Analysis Technique**

Data collected was analyzed using mean scores to analyze the research questions. Based on a four (4) point scale, That is, 4 3 2 1.

**Decision Rule**

Any item with mean of 3.00 above was available, functional and utilized. While any mean value less than 3.00 indicate not available, not functional and not utilized. For example:

The use of resource material is recommended by many authors for effective teaching and learning at any stage of the child’s development and level of education. It is only unfortunate that in spite of the importance of resource material in teaching and learning process, they are not effectively used in our schools.

The formulae for mean is/

4 3 2 1

2 2 6 10 =20

8+ 6+12+10=36/20 = 1.8

This means that, the mean score is 1.8

The use of resource material is recommended by many authors for effective teaching and learning at any stage of the child’s development and level of education. It is only unfortunate that in spite of the importance of resource material in teaching and learning process, they are not effectively used in our schools.

**CHAPTER FOUR**

**Presentation and Analysis of Data**

In this chapter, data collected through the questionnaire were presented and analyzed. The questionnaire used was made up of twenty (20) items to cover three (3) research questions. Analysis was made using mean score.

**Research Question 1**.

What is the available resource necessary for teaching and learning of Business Studies in the secondary school in Ikom Local Government Area of Cross River State?

**Table 1.1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Items** | **Respondents** | **VA**  **4** | **A**  **3** | **UA**  **2** | **VU**  **1** | **Total** |  | **Decision** |
| Tape Recorder/Player | 20 | 8  32 | 3  9 | 7  14 | 2  2 | 20  57 | 2.9 | NA |
| Calculating Machine | 20 | 5  20 | 9  27 | 3  6 | 3  3 | 20  56 | 2.8 | NA |
| Photocopying Machine | 20 | 1  4 | 3  9 | 2  4 | 14  14 | 20  31 | 1.6 | NA |
| File Cabinet | 20 | 6  24 | 9  27 | 3  6 | 4  4 | 20  57 | 2.9 | NA |
| Business Journal | 20 | 5  20 | 8  24 | 3  6 | 3  3 | 20  54 | 2.7 | NA |
| Textbook | 20 | 7  28 | 8  24 | 1  2 | 4  4 | 20  60 | 3 | VA |
| Stapling Machine | 20 | 10  40 | 4  12 | 4  8 | 2  2 | 20  61 | 3.1 | VA |
| Projector | 20 | 5  20 | 9  36 | 3  6 | 7  7 | 20  66 | 3.3 | VA |
| Swivel chair/table | 20 | 4  16 | 6  18 | 5  15 | 3  1 | 20  47 | 2.4 | NA |
| Copy holder | 20 | 7  28 | 5  20 | 7  14 | 8  8 | 20  64 | 3.2 | VA |
| Dictating Machine | 20 | 2  8 | 3  9 | 6  12 | 10  10 | 20  39 | 1.9 | NA |
| Demonstrating stand | 20 | 3  12 | 1  3 | 6  12 | 7  7 | 20  37 | 1.9 | NA |
| Wall clock | 20 | 3  12 | 4  12 | 1  3 | 12  12 | 20  43 | 2.2 | NA |
| Pictures | 20 | 2  8 | 5  15 | 5  10 | 9  18 | 20  38 | 1.9 | NA |
| Charts | 20 | 1  4 | 5  15 | 4  8 | 2  2 | 20  47 | 2.4 | NA |
| Duplicating Machine | 20 | 4  16 | 10  30 | 1  2 | 1  1 | 20  56 | 2.8 | NA |
| Chalk board | 20 | 15  60 | 3  9 | 7  14 | 8  16 | 20  72 | 3.6 | VA |
| Audio Visual aid | 20 | 2  8 | 3  9 | 4  8 | 5  5 | 20  47 | 2.4 | NA |
| Manual Typewriter | 20 | 5  20 | 6  18 |  |  | 20  51 | 2.6 | NA |
| Total Mean |  |  |  |  |  |  | 51.3 |  |
| Grand Mean |  |  |  |  |  |  |  |  |

Result from table 1 shows grand mean score of 2.7 which indicate that the grand mean obtained was less than the decision rule of 3.0.

|  |
| --- |
|  |

**Research Question 2.**How functional is the available resources used for teaching and learning of business Studies in the Secondary school in Ikom Local government Area of Cross River State?

**Table 1.2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Items** | **Respondents** | **VF**  **4** | **F**  **3** | **BF**  **2** | **NF**  **1** | **Total** |  | **Decision** |
| Manual Typewriter | 20 | 3  12 | 2  6 | 5  10 | 10  10 | 20  38 | 1.9 | NF |
| Tape Recorder/Player | 20 | 2  8 | 3  9 | 5  10 | 10  10 | 20  37 | 1.9 | NF |
| Computer | 20 | 8  32 | 3  9 | 5  10 | 4  4 | 20  55 | 2.8 | NF |
| Calculating Machine | 20 | 10  40 | 4  12 | 3  6 | 3  3 | 20  61 | 3.1 | F |
| Textbook | 20 | 13  52 | 4  12 | 3  1 | 2  2 | 20  69 | 3.5 | F |
| Projector | 20 | 5  20 | 4  12 | 5  10 | 6  6 | 20  48 | 2.8 | NF |
| Business Journal | 20 | 11  44 | 6  18 | 1  2 | 2  2 | 20  66 | 3.3 | F |
| Stapling Machine | 20 | 5  20 | 5  15 | 3  6 | 7  7 | 20  48 | 2.4 | NF |
| Audio Visual aid | 20 | 3  12 | 7  21 | 4  8 | 6  6 | 2  47 | 2.4 | NF |
| Swivel Chair/table | 20 | 6  24 | 2  6 | 3  2 | 9  9 | 20  41 | 2.1 | NF |
| Duplicating Machine | 20 | 3  12 | 4  12 | 8  16 | 5  5 | 20  45 | 2.3 | NF |
| Photocopy Machine | 20 | 8  32 | 3  9 | 6  12 | 3  3 | 20  56 | 2.8 | NF |
| Dictating Machine | 20 | 5  20 | 3  15 | 6  12 | 6  6 | 20  53 | 2.7 | NF |
| Demonstrating Stand | 20 | 6  24 | 4  12 | 3  9 | 7  7 | 20  52 | 2.6 | NF |
| Wall Clock | 20 | 7  28 | 3  9 | 5  10 | 5  5 | 20  52 | 2.6 | NF |
| Chart | 20 | 5  20 | 5  15 | 5  10 | 5  5 | 20  50 | 2.5 | NF |
| Copy Holder | 20 | 7  28 | 4  12 | 7  14 | 2  2 | 20  56 | 2.8 | NF |
| File Cabinet | 20 | 13  52 | 2  6 | 2  4 | 3  3 | 20  65 | 3.3 | F |
| Chalk board | 20 | 9  36 | 1  3 | 5  10 | 5  5 | 20  54 | 2.7 | NF |
| Total Mean |  |  |  |  |  |  | 53.4 |  |
| Grand Mean |  |  |  |  |  |  | 2.7 |  |

Result from table 2 shows grand mean score of 2.7 which indicated that the grand mean obtained here was less than the decision rule of 3.0.

**Research Question 3**.What is the extent of utilization of the available resources for teaching and learning of business Studies in the school in Ikom Local government Area of Cross River State

**Table 1.3**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Items** | **Respondents** | **VOU**  **4** | **OU**  **3** | **SU**  **2** | **NU**  **1** | **Total** |  | **Decision** |
| Manual Typewriter | 20 | 1  4 | 4  12 | 9  18 | 6  6 | 20  40 | 2 | NU |
| Tape Recorder/Player | 20 | 4  16 | 5  15 | 8  16 | 3  3 | 20  50 | 2.5 | NU |
| Computer | 20 | 12  40 | 5  15 | 2  4 | 1  1 | 20  68 | 3.4 | U |
| Calculating Machine | 20 | 5  20 | 4  12 | 3  6 | 8  8 | 20  46 | 2.3 | NU |
| Duplicating Machine | 20 | 5  20 | 5  15 | 6  12 | 4  8 | 20  55 | 2.8 | NU |
| Textbook | 20 | 6  24 | 3  9 | 6  12 | 5  5 | 20  50 | 2.5 | NU |
| Photocopy Machine | 20 | 6  24 | 4  12 | 6  12 | 4  4 | 20  52 | 2.6 | NU |
| Business Journal | 20 | 11  44 | 3  9 | 3  6 | 3  3 | 20  62 | 3.1 | NU |
| Stapling Machine | 20 | 5  20 | 5  15 | 5  10 | 5  5 | 20  50 | 2.5 | NU |
| Swivel Chair/table | 20 | 6  24 | 4  12 | 3  3 | 7  7 | 20  46 | 2.3 | NU |
| Audio Visual aid | 20 | 10  40 | 4  12 | 3  6 | 3  3 | 20  61 | 3.1 | U |
| Projector | 20 | 5  20 | 9  27 | 1  2 | 5  5 | 20  54 | 2.7 | NU |
| Copy Holder | 20 | 7  28 | 3  3 | 6  12 | 4  4 | 20  53 | 2.7 | NU |
| File Cabinet | 20 | 8  32 | 4  12 | 4  8 | 4  4 | 20  56 | 2.8 | NU |
| Dictating Machine | 20 | 5  20 | 5  15 | 6  12 | 4  6 | 20  51 | 2.6 | NU |
| Demonstrating Stand | 20 | 8  32 | 5  15 | 5  10 | 2  2 | 20  59 | 2.9 | NU |
| Wall Clock | 20 | 10  40 | 7  21 | 3  6 | 1  1 | 20  68 | 3.4 | U |
| Chart | 20 | 6  24 | 3  15 | 5  10 | 6  6 | 20  55 | 2.8 | NU |
| Pictures | 20 | 13  52 | 3  9 | 2  6 | 2  2 | 20  69 | 3.5 | U |
| Chalk board | 20 | 1  4 | 1  3 | 2  4 | 15  15 | 20  26 | 1.3 | NU |
| Total Mean |  |  |  |  |  |  | 56.6 |  |
| Grand Mean |  |  |  |  |  |  | 56.6  20  =2.9 |  |

Result from table 3 shows a total grand mean score of 2.9 and this means that the grand mean score obtained was less than the decision rule of 3.0.

**CHAPTER FIVE**

**Discussion, Summary, Conclusion and Recommendation**

Discussion off the result:

**Research Question 1:** What are the available resources used for teaching and learning Business studies in secondary school in Ikom Local Government Area of Cross Rriver State. Table 1 showed a total grand mean score of 2.7. Result from this table revealed that the mean score for all the items in the table was less than 3.0. This means that they is grossly inadequate supply of resource materials in Ikom Local Government Area. This finding agreed with the finding of Aliyu (2001) who carry out a research in secondary school in Kaduna state, Aliyu discovered a gross inadequate supply of resource material to teach Business Studies in secondary school. Item number two (2) of table 1 revealed the mean of 1.7 which was less than the decision rule of 3.0 and this means that majority said very unavailable of resource materials used for teaching and learning of business studies in secondary school.

Item 12 and 13 in that same table showed mean score of 1.9 and this means was less than 3.0 which is the decision rule. This is to say that many of the respondents said very unavailable resources used for teaching and learning Business studies in secondary school.

Data obtained in item number eleven (11) and fourteen(14) showed a mean score of 2.2 which also was less than the decision rule and this means that lack of finance is contributed to the inadequate supply of resources.

Item number eighteen (18) has the mean score of 1.7 which is less than decision rule of 3.0. **Research Question2:** How functional are the available resources used for teaching and learning of Business Studies in secondary school in Ikom Local Government Area of cross River State. Table 2 showed a total grand mean score of 2.7. The result from this table indicated that mean score obtained was less than the decision rule of 3.0. This means that all items from 1-3, 6, 8-17 and 20 are not functional.

Item three (3) have mean score of 2.8 which was less than the decision rule. This showed that most of the respondents indicated that computer is not functioning in secondary school in Ikom Local Government Area.

**Research Question 3:** What are the extents of utilization of available resources in secondary school in Ikom Local Government Area of Cross River State?

Table 3 showed a total grand mean score of 2.9. This result showed that the mean obtained is less than the decision rule of 3.0 and this indicated that teachers lack knowledge on how to utilize the available ones that are sent to them.

**Major Findings**

1. There is gross inadequate of available resources necessary for teaching and learning business Studies in secondary school in Ikom Local Government Area of Cross River State.
2. Teachers who are teaching business Studies in Ikom Local Government Area lack full knowledge of the new instructional materials.
3. Students in Ikom Local Government Area are made to learn and offer business studies at the J.S.S. level without knowing what a typewriter or computer look like not to talk of how to operate them.

**Implication of the Finding**

The findings are clear indications of the shortfall of student’s performance generally in secondary schools in Ikom Local Government Area, which is necessitated by the total lack of essential teaching materials in their schools. For a vocational subject like business education, lack of essential of available resource has high implication of inadequate practice, inadequate preparations and subsequently poor and deficient graduate. These findings underplay the need for government or private bodies to take bolder steps to acquire instructional materials for effective teaching of the students. The teaching and learning of business education subjects cannot be effectively done without the use of typewriters, computer and other materials; therefore, there is need for government to ensure adequate stock of instructional materials. The re-training of teachers on the use of these machines from time to time will help to keep the subject teachers abreast with the new technology.

**Conclusion.**

Based on the finding of this study, it is can be concluded that: secondary schools in Ikom Local Government Area are suffering from inadequate supply of the available resources. Also the few available resources are not functional and utilized.

**Recommendation**

Based on the finding of the study, the following recommendations are made.

1. The National Business and Teaching Education Board (NABTEB) should effectively monitor and give accreditation before such subjects are offered in any school before the external examination.
2. Schools should be adequately stocked with required resources before they are given permission to prepare the students in such subject’s area.
3. Government and individual should be encouraged to provide or donate instructional materials for teaching business Studies to schools.
4. Adequate trained teachers should be recruited and posted to schools.
5. The teachers should be encouraged to take refresher course to improve upon their technique from time to time.

**Limitations**

1. Lack of sufficient material (Textbooks) for the research concerning the subjects matters that is, the topic is one of the limitations of the study.
2. Financial constraints constituted the major limitation with which the researcher was faced during the course of study.
3. Time factor is another limitation, the period of this study was not enough for thorough and comprehensive investigation to be done on this topic.

S**uggestions for further studies Study**

The following has been suggested for further studies:

1. A similar study is suggested for other areas of Ikom to cover, Cross River South, Cross River East, and Cross River Central etc.
2. A similar study is also suggested with other variables such as teacher competence, public attitude and societal attitude towards the teaching and learning of business Studies.
3. Strategies for effective utilization of instructional materials for teaching business Studies at the secondary school level.
4. The role of instructional materials for teaching and learning business Studies.
5. Similar study is suggested for other subjects’ areas like mathematics, English language, sciences.

Summary

Business Studies being a skill oriented subject requires the use of instructional materials for effective teaching and learning to take place. It is therefore, expected that the federal government through the federal and state ministries of education see the need for the provision of the necessary resources for the teaching of these required skills.

It is also expected that these resources when supplied to schools should be occasionally repaired/service or replaced as wear and tear take them with time. The consequences of this wear and tear on machine are that the machine becomes non-functional with me.

Business Studies teachers are not sent for re-training programmed from time to time to be trained on the use of modern machines. Thus even when these modern machine are supplied to the schools, the teachers do not know how to use them, themselves and so leave them in shoe cases instead of using them.

Therefore, the study was designed to determine the available resources in schools, the extent to which the available ones are functional and how they are being utilized.

The survey research design was used and a structured questionnaire of 20 items was used to collect data from the respondents. The instrument was face validated and tested for reliability. The researcher administered the questionnaire. The questionnaire was collected after seven days of distribution. The data collected was analyzed using the mean score to answer the research question. Item with mean of 3.00 and above were said to be available, functional and utilized while item with less than 3.0 were said to be not available, not functional and not utilized as the case may be.

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Department of Science and

Vocational Education

Godfrey Okoye University,

Enugu.

Dear respondent

**APPLICATION FOR FILLING OF QUESTION NAIRE**

I am a final year student of the above named institution, I am Currently conducting a research on “perception of teachers on the of Available Resources For The Teaching And Learning Business studies in Secondary School” in Ikom Local Government Area of Cross River State.

Please kindly complete the attached questionnaire for me. The information given will be highly confidential.

Thanks

**Yours faithfully,**

**Anu Joy Atuara**

**SECTION A**

**PERSONAL DATA**

1. Name of school:

(Please Tick (√) in boxes your answer)

1. type of school: public private
2. Population of school: 100-499 , 500-9000 and above .
3. Business subject taught/learned in your school: Accounts shorthand Business studies , Type writing , Office Practice , commerce
4. statues of Respondent: Principal , Teacher
5. Academic Qualification of Teacher: NCE , degree in Business

Masters PHD Area of specialization

**SECTION B**

For each of these available resources indicate the level of availability by placing a tick on the column which expresses the level.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ITEMS | | AVAILABILITY | | | |
| VA  Very Available | A  Available | U  Unavailable | Vu  Very Unavailable |
| 1 | Manual typewriter |  |  |  |  |
| 2 | Electric typewriter |  |  |  |  |
| 3 | Tape recorder/player |  |  |  |  |
| 4 | Computer |  |  |  |  |
| 5 | Calculating machine |  |  |  |  |
| 6 | Duplicate machine |  |  |  |  |
| 7 | Photo copying machine |  |  |  |  |
| 12 | Textbook |  |  |  |  |
| 13 | Swivel chairs/table |  |  |  |  |
| 14 | Copy holders |  |  |  |  |
| 15 | Projector |  |  |  |  |
| 16 | File cabinets |  |  |  |  |
| 17 | Demonstration stands |  |  |  |  |
| 18 | Business journals |  |  |  |  |
| 19 | Stapling machines |  |  |  |  |
| 20 | Punching machine |  |  |  |  |

**SECTION C**

For each of these available resources, indicate the level of functionality by policing a tick on the column, which expresses the level.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ITEMS | | FUNCTIONALITY | | | |
| VF  Very functional | F  Functional | BF  Barely functional | NF  Not functional |
| 1 | Manual typewriter |  |  |  |  |
| 2 | Electric typewriter |  |  |  |  |
| 3 | Tape recorder/player |  |  |  |  |
| 4 | Computer |  |  |  |  |
| 5 | Calculating machine |  |  |  |  |
| 6 | Duplicate machine |  |  |  |  |
| 7 | Photo copying machine |  |  |  |  |
| 8 | Dictating machine |  |  |  |  |
| 9 | Textbook |  |  |  |  |
| 10 | Swivel chairs/table |  |  |  |  |
| 11 | Copy holders |  |  |  |  |
| 12 | File cabinets |  |  |  |  |
| 13 | Business journals |  |  |  |  |
| 14 | Stapling machines |  |  |  |  |
| 15 | Projector |  |  |  |  |

**SECTION D**

For each of these available resources indicate their level of utilization by placing a tick on the column, which expresses the level

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ITEMS | | UTILIZATION | | | | | | | | |
| VO  Very often | | | O  Often | SO  Sparingly often | | | | NA  Not at All |
| 1 | Manual typewriter |  | |  | |  | | | |  |
| 2 | Electric typewriter |  | |  | |  | | | |  |
| 3 | Tape recorder/player |  | |  | |  | | | |  |
| 4 | Computer |  | |  | |  | | | |  |
| 5 | Calculating machine |  | |  | |  | | | |  |
| 6 | Duplicate machine |  | |  | |  | | | |  |
| 7 | Photo copying machine |  | |  | |  | | | |  |
| 8 | Data processing |  | |  | |  | | | |  |
| 9 | Data programming |  | |  | |  | | | |  |
| 10 | Word processing |  | |  | |  | | | |  |
| 11 | Dictating machine |  | |  | |  | | | |  |
| 12 | Textbook |  | |  | |  | | | |  |
| 13 | Swivel chairs/table |  | |  | |  | | | |  |
| 14 | Copy holders |  | |  | |  | | | |  |
| 15 | Stop watchers |  |  | | | | |  |  | |
| 16 | File cabinets |  |  | | | |  | |  | |
| 17 | Demonstration stands |  |  | | | |  | |  | |
| 18 | Business journals |  |  | | | |  | |  | |
| 19 | Stapling machines |  |  | | | |  | |  | |
| 20 | Punching machine |  |  | | | |  | |  | |