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RESEARCH ARTICLE

EDUCATIONAL RESOURCES AND STUDENTS' ACQUISITION OF VOCATIONAL SKILLS IN BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS IN EKITI STATE

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ABSTRACT

The study investigated educational resources and students' acquisition of vocational skills in business studies among Junior Secondary Schools (JSS) students in Ekiti State. Descriptive survey design was adopted. The population comprised all the 477 business studies teachers in the 187 JSS during the 2017/2018. academic session. The sample comprised of 179 business studies' teachers. The study employed a stratified random sampling technique. Instruments used for data collection was self-developed questionnaires. Data collected were analyzed, the results revealed that business studies teachers are not evenly spread, most of the infrastructural and instructional facilities are not adequately provided also, not all the five components of business studies are effectively taught in most of these schools. Based on the findings it is concluded that most of the JSS leavers in public schools do not possess employable vocational skills in business studies. It is therefore recommended that the state government should recognize business studies as a subject that requires instructional facilities/equipment and be proactive in funding it.

INTRODUCTION

The introduction of the 6-3-3-4 system of education was borne out of the need to avail Nigerians of an educational system that would make them more functional and enhance the control of their environment. The 6-3-3-4 system which metamorphosed to 9-3-4 system of education with emphasis on self-reliance has business studies as one of the subjects with integrated curriculum in nature. This system of education is to equip its recipients with the capacity for economic literacy and self-actualization. The Federal Government of Nigeria in the National Policy on Education (2013) stated the objectives of junior secondary school education to include the provision of diverse basic knowledge and skills for entrepreneurship and educational advancement for the students and to inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour, among others. To achieve the foregoing, subjects in Junior Secondary Schools (JSS) are grouped into different categories which include prevocational subjects. One of the goals of prevocational subjects of which business studies is a part is to equip the students with basic knowledge and practical skills to enable those who are unable to further their education get paid employment or become self-employed after the completion of JSS education. Thus, Aina in Ugwuanyi, Ugwu and Ezeh (2015) stated that in training students, emphasis should be on development of personal skills and attitudes, communication and computation skills, technological literacy

skills, employability skill, broad and specific occupational skills and knowledge. To achieve this, NCE business education graduates are trained to teach students the five components of business studies at the JSS level which are keyboarding, bookkeeping, commerce, office practice and shorthand. Also, the government emphasizes the provision of necessary infrastructure for the integration of Information and Communication Technology (ICT) in schools in advancing knowledge and skills. One of the ways of achieving the goals of prevocational subjects in junior secondary school is through the provision of adequate quantity and high quality of educational resources. Educational resources are human and instructional resources needed for attainment of desired result embedded in the learning environment. They are bedrock upon which sound educational system is based. Thus, the quantity and quality of these resources are determinant factors of the quality of the product i.e the graduates or school leavers. Wilson in Aladejana (2015) observed that the learning environment can best be understood in terms of its components which are physical or abstract. The physical component includes the location, furniture, science equipment, instructional materials and ventilation. In his contribution, Davis in Imogie (2007) stated that an organised combination of people, materials, facilities, equipment and procedures, which interact to achieve an instructional goal or objective is referred to as learning system. In Nigeria, the curriculum of the junior secondary schools is expository where students are introduced to pre-vocational courses such as business studies. Thus,

Ogboekirigwe in Basic education curriculum (2014) believed that business studies' teacher without the general knowledge of all the business subjects will be considered incompetent. In his contribution, Ikegwuani (2015) observed that business studies is a 'doing subject' and so needs basic necessary infra structures to facilitate acquisition of skills and competences that benefit its graduates. However, Saba, Onou and Shabi and Ogboekirigwe in Basic Education Curriculum on Business Studies (2014) listed equipment and materials considered as basic to the teaching of business studies to include: typewriter, perforators, stopwatches, file jackets, ruled chalkboard, well equipped typing pool, among others. Onojeta in Ovwiworo (2014) lamented that the problem of infrastructure has been a major one in business education. Also, Ekpenyong (2006) remarked that the realization of business studies' goals has continued to remain largely, if not totally, unrealizable as he observed that not all the components of business studies are taught at the JSS level owing to lack of staff or equipment. This situation seems to create gap between the actual learning and the expected knowledge acquisition, that is the set standard. There seems to be close relationship between adequacy of educational resources and students' acquisition of vocational skills in business studies.

Thus, Babayomi in Odeleye (2012) opined that private schools, because of the availability and adequacy of teaching and learning resources, performed better than public schools in Nigeria. The teacher is an important and indispensable element in a teaching-learning situation, the dearth of qualified teachers may mar the growth and development of the education industry and the nation as a whole. When the supply is inadequate, the teacher-student ratio is affected, thereby leading to ineffective class control and management, which may, on the long run affect students' academic performance and level of skill acquired. Despite government's policy at providing occupational opportunities for JSS leavers through vocationalization of education, it has been observed that most students who have completed their JSS seem not to have possessed any occupational skill through which they can make their living. This is evident in the way these JSS leavers who are unable to progress to the SSS level are roaming about and engaging in menial work instead of making use of their acquired vocational skills in business studies at the JSS level. This might be as a result of different factors, among which may be the quality and quantity of available educational resources.

The Junior Secondary School (JSS) level, being the intermediary between the primary and senior secondary school levels is a preparatory level where solid foundation is expected to be laid for senior secondary school and higher education. Thus, the need for enabling environment in terms of conducive classrooms, libraries, textbooks, qualified teachers, keyboarding or computer laboratory, shorthand laboratory, among others, cannot be over emphasised because the happenings or activities at this stage is significant to the student's future development. The need for school plant facilities was emphasised by Enyekit and Enyekit (2015) when they observed that the school is seen as society's laboratory where desired changes in the society are incubated and hatched while Ido and Asuquo (2014) noted that the lack of these facilities make it difficult to teach and prepare students, male and female, for future world of work. In view of the fact that the JSS students are made up of male and female couples with the fact that business studies' teachers consisted of both male

and female with different attitude and background, there is the need to examine the issue of gender. Gender as a variable seems to have implication on perception. Nzewi (2010) defined gender as a psychological term describing behaviour and attributes expected of individuals on the basis of being born either male or female. Thus, it has been observed that the gender of a person could influence his or her likes, attitudes, aptitudes, decisions, and dislikes. It has been generally observed that learning through concrete objects is more effective especially when dealing with young learners. Learning seems to be permanent and easily recalled when the learners are actively engaged through the manipulation of relevant instructional resources. Thus, Egunjobi and Okeya (2003) and Ajayi (2004) listed the importance of instructional resources to include:

- To help simplify and clarify what is complex and difficult to express in words e.g a diagram or a picture.
- They help by showing things that are unknown to the students. For example, if a 'cheque' is to be taught, it is expected of the business studies' teacher to bring real cheque leaves to the class while explaining the uses and component parts to be filled.
- They facilitate presentation of lesson to be more meaningful to the students.

The instructional materials must be purposeful and relevant. They must be able to facilitate teaching rather than mere entertainment. Relevant instructional materials are expected to be carefully selected in connection with the instructional objectives which will aid learning. Thus, Olaitan in Aina (2003) observed that business teachers must understand that no matter how good an instructional facility is, it cannot replace teaching and cannot relieve the business teachers of their job but only serves as an assistance in effective performance of their job. A close and careful observation of the Federal Government of Nigeria in the National Policy on Education (2013) revealed that it did not expressly state the needed instructional facilities in teaching business studies. Generally, relevant facilities that can be used to facilitate learning at the JSS level are classified according to the sense organs they influence. Thus, they are:

Audio instructional facilities: These facilities appeal to the auditory organ (ear) only. Examples are educational radio programme, audio compact disc, or tape recorder containing business related topics/discussion.

Visual instructional facilities: These appease to the visual organ (eye) only. Examples of this category of instructional aids include charts, books, chalkboard, specimens, diagrams, pictures, symbols, model andrelia. They enhance learning ability of the students through seeing.

Audio-visual instructional facilities: These are facilities that make learning to be more meaningful and effective by addressing the learners' senses of hearing and seeing. Examples are television programmes, video compact discs, motion picture, among others.

Also, these instructional facilities can be classified according to the means of utilization. By this, they are categorised into projected and non-projected instructional facilities. The projected instructional facilities are described as the electrically operated teaching resources such as television,

video recorder, radio, computer, overhead projector, among others, while the non-projected facilities are those aids that do not require electricity or power supply to facilitate their use. These include picture and prints, (Imogie, 2007). In view of the way and manner in which business studies are taught, it is doubtful if the skills acquired in business studies at the end of JSS level will be adequate to achieve the goal of the subject. It should be noted that students may perform excellently well in business studies academically but may not acquire the needed vocational skills upon which a means of livelihood can be guaranteed. Thus, the need to find out whether human and instructional resources that are available are adequate for effective teaching of business studies in public junior secondary schools in order to achieve its goals and objectives in Ekiti State, Nigeria.

Purpose of the study: The main purpose of this study was to examine the relationship of human and instructional resources on students' acquisition of vocational skills in business studies in public junior secondary schools in Ekiti State.

Specifically, the study sought to

- Find out whether there are enough business studies' teachers in public junior secondary schools in Ekiti State.
- Determine the adequacy of infrastructural and instructional facilities to enhance students' acquisition of vocational skills in business studies in Ekiti State.
- Find out whether all the five components of business studies are taught at the JSS level to enhance employability among the JSS leavers.
- To identify the extent of students' possession of perceived employable skills in business studies at the end of JSS level in Ekiti State.
- To determine the difference between male and female business studies teachers' respondents on adequacy of infrastructural and instructional facilities in teaching business studies in public JSS in Ekiti State.

Research questions

The study was guided by the following research questions.

- Are there enough qualified business studies' teachers in public junior secondary schools in Ekiti State?
- Are there adequate infrastructural and instructional facilities to enhance students' acquisition of skills in business studies in Ekiti State public junior secondary schools?
- Are all the five components of business studies effectively taught in public Junior Secondary School level to enhance employability?
- To what extent do students possess perceived employable skills in business studies at the end of JSS level in Ekiti State?

Hypothesis

One hypothesis formulated for this study was tested at 0.05 level of significance.

H₀₁: There is no significant difference between male and female business studies' teachers on adequacy of

infrastructural and instructional facilities in teaching business studies in Ekiti State public junior secondary schools.

MATERIALS AND METHODS

The descriptive research of the survey design was used for this study. The population of this study was made-up of 477 business studies' teachers in all the 187 public junior secondary schools in the sixteen local government areas of the state which is divided into three senatorial districts. Stratified random sampling technique was adopted to select two local government areas from each of the three senatorial districts. Thus, the sample of the study was made up of 179 business studies' teachers in the 73 public junior secondary schools in the six selected local government areas. The sample consisted of 97 female teachers and 82 male teachers. The study was conducted during the 2017/2018 academic session.

Three instruments were used for data collection

- A pro-forma titled "Business Studies' Teachers in Ekiti State" (BSTES) was designed by the researcher to collect data on the number of public junior secondary schools and their corresponding number of business studies' teachers in the six selected local governments. The data collected from the schools department of Ekiti State Ministry of Education, Ado-Ekiti with the pro-forma were used to answer research question one and analysed in percentage scores.
- A checklist titled "Instructional and Infrastructural Facilities in Business Studies" (IIFBS) adapted from Basic Education Curriculum for Business Studies was used for data collection for research question two. The instrument was classified into three point rating scale of "Adequate", "Inadequate" and "Not Available". In arriving at a decision, the number of available resources/facilities is compared to the number of students on ground.
- A set of questionnaire titled "Questionnaire on Human and Instructional Resources and Skill Acquisition in Business Studies" (QHRSABS) was used for data collection for research questions three and four. A two-point rating scale of "Agreed" (2) and "Disagreed" (1) were used for research question three while High Extent (2) and Low Extent (1) were used to answer research question four.

These instruments were content and face validated by three experts from the Faculty of Education, Ekiti State University, Ado Ekiti. The split halves method was used to test the reliability of the instrument using the Pearson Product Moment Correlation formula which yielded a coefficient of 0.74, which implies that the instrument was reliable. The instrument for research questions three and four was administered to business studies' teachers with the help of six research assistants, one from each of the selected schools.

The data collected on research questions 3 and 4 were analysed using mean and standard deviation. In taking decision on the research questions, any item with the mean of 1.50 and above was considered as 'agreed' and any item with a mean less than 1.50 was considered as disagreed. The chi-square statistic was used to test the hypothesis at 0.05 level of significant.

RESULTS

Research Question 1: Are there enough qualified business studies teachers in public junior secondary schools in Ekiti State? Table 1 shows that Ekiti Central Senatorial District with a total number of 28 schools has 86 business studies' teachers representing 48% of the teachers in the study area. Ekiti North Senatorial District with 27 schools has 37 business studies' teachers, representing 20.7% while Ekiti South Senatorial District has 18 schools with 56 teachers, representing 31.3% of business studies' teachers in the three senatorial districts. Research Question 2: Are there adequate infrastructural and instructional facilities to enhance students' acquisition of vocational skills in business studies in Ekiti State public junior secondary schools? Table two above shows that only 7 items (2, 6, 12, 14, 15, 19 and 20) are adequately available for effective teaching of business studies.

Ten (10) items are not available at all in all the sampled schools while three items (5, 10 and 11) are not adequately available in these schools. This implies that the teaching of business studies in Ekiti State public junior secondary schools are mostly carried out theoretically without necessary teaching facilities that could aid acquisition of vocational skills. Research Question 3: Are all the five components of business studies effectively taught in public JSS in Ekiti State to enhance employability?

Table 3. below shows that out of the 13 items used to find out teaching effectiveness of business studies, only items 1, 2, 4, and 11 recorded cut off point of 1.5 and above. The grand mean of the items is 1.40, which is an indication that all the components of business studies are not generally taught effectively in junior secondary schools in Ekiti State. Research Question 4: To what extent do students possess employable skills in business studies at the end of JSS level in Ekiti State?

Table 1. No of Business Studies Teachers in the selected Public Junior Secondary Schools in Ekiti State

S/N	Name of Local Government	Senatorial Districts	No of Schools	%	No of Business Studies Teachers	%
1	Ado	Ekiti Central	15	21.0	58	32.4
2	Irepodun/Ifelodun	Ekiti Central	13	18.0	28	15.6
3	Moba	Ekiti North	12	16.0	15	8.4
4	Ido/Osi	Ekiti North	15	21.0	22	12.3
5	Ikere	Ekiti South	09	12.0	38	21.2
6	Ise/Orun	Ekiti South	09	12.0	18	10.1
	Total		73	100.0	179	100.0

Source: Fieldwork, 2018

Table 2. Adequacy of Business Studies' Infrastructural and Instructional Facilities in Ekiti State Public Junior Secondary Schools

S/N	Infrastructural and Instructional facilities	Quantity	Decision
1	Typing pool	Nil	Available
2	Business documents (specimens)	Plenty	Adequate
3.	Manual Typewriters	Nil	Not Available
4.	Swivel typing chairs	Nil	Not Available
5.	Photocopier machines	56	Inadequate
6.	Perforators	89	Adequate
7.	Domwell desks	Nil	Not Available
8.	Guillotine machine	Nil	Not Available
9.	Stop watches	Nil	Not Available
10.	Adding machine	43	Not Available
11.	Store Record Book	56	Not Available
12.	Shorthand pen/pencil	Plenty	Adequate
13.	Shorthand notebook	Nil	Not Available
14.	File Jackets	Plenty	Adequate
15.	Booklet of ruled ledgers	73	Adequate
16.	Typing sheets/A4 papers	Nil	Not Available
17.	Carbon papers	Nil	Not Available
18.	Duplicating machine	Nil	Not Available
19.	Textbooks	Plenty	Adequate
20	Ruled and unruled chalkboard	73	Adequate

Source: Fieldwork 2018

Table 3. Effective Teaching of Business Studies in Ekiti States received by Business Studies' Teachers (N = 179)

S/N	Item	X	SD	Decision
1	I hold NCE for Degree in Business Education	1.77	0.95	Agreed
2	I can teach commerce effectively	1.92	0.90	Agreed
3.	There are enough relevant instructional materials for effective teaching of commerce	1.03	0.59	Disagreed
4.	I have very good knowledge of bookkeeping	2.81	0.64	Agreed
5.	Instructional resources for teaching bookkeeping are provided to enhance learning	1.16	0.71	Disagreed
6.	I teach typewriting/keyboarding effectively	1.22	0.58	Disagreed
7.	My school has a well equipped typing pool.	0.93	1.21	Disagreed
8.	There are enough typewriters/ computers to teach keyboarding in my school	1.32	0.81	Disagreed
9.	My students are exposed to practical typing skills	1.10	0.76	Disagreed
10.	I have good knowledge of shorthand	0.80	0.92	Disagreed
11.	I can teach office practice very well	2.11	0.79	Agreed
12.	There are enough instructional materials for teaching office practice in my school	1.40	0.86	Disagreed
13.	There is a well equipped model office in my school	0.63	0.75	Disagreed

Source: Field work, 2018 Grand Mean = 1.40

Table 4. Extent of Students' Possession of Perceived Employable Skills in Business Studies as received by Business Studies' Teachers (N = 179)

S/N	Identified Employable Skills in Business Studies	X	SD	Decision
1	Keyboarding manipulative skills	1.12	0.78	Low Extent
2	Communication skills	0.95	0.61	Low Extent
3.	Reading skills	1.78	0.82	High Extent
4.	Selling skills	1.43	0.54	Low Extent
5.	Time management skills	1.23	0.71	Low Extent
6.	Entrepreneurial skills	1.09	0.84	Low Extent
7.	Book keeping skills	1.76	0.91	High Extent
8.	Purchasing skills	1.21	0.88	Low Extent
9.	Human relation skills	2.13	0.52	High Extent
10.	Basic office occupation skills	1.32	0.65	Low Extent

Source: Field work, 2018 Grand Mean = 1.40

Table 5. Paired sample t-test of the difference between male and female business studies' teachers on adequacy of infrastructural and instructional facilities in teaching business studies in public junior secondary schools in Ekiti State

Group	N	X	SD	t-cal	t-crit	Decision
Male	82	1.25	0.52	0.42	1.96	NS
Female	97	1.21	0.49			

The Table 3 above reveals that out of the ten identified skills that can improve JSS leavers' employability after graduation, only items 3, 7, and 9 are above the cutoff point of 1.50 which shows that JSS students do not possess most of the needed employable skills that can offer them economic opportunities after graduation. The grand mean for all the items is 1.40.

Testing of Hypothesis: The hypothesis formulated for this study was tested at 0.05 level of significant and the result is presented in the table below: Hypothesis 1: There is no significant difference between male and female business studies' teachers' responses on adequacy of infrastructural and instructional facilities in teaching business studies in Ekiti State public junior secondary schools. The result in Table 5 revealed that the calculated t-value of 0.42 was less than the critical t-value of 1.96. This indicated that the null hypothesis which states that there is no significant difference between the responses of male and female business studies' teachers regarding adequacy of infrastructural and instructional facilities was therefore retained. This implies that the responses in Table 2. Were not gender biased.

DISCUSSION

Analysis of research question one revealed that there were enough business studies teachers in Ekiti State public junior secondary schools but the teachers were more concentrated in Ekiti Central Senatorial district which recorded 48% of the sample of the study. This showed that most of the teachers preferred to stay in urban areas where they can enjoy the benefits of social amenities because the state capital is located in the central senatorial district. The findings of this study is in consonance with the view of Odoemenam in Basic Education Curriculum on Business Studies (2014) when the author sees urban community as a mass group of people characterised by large number of people within an urban industrial environment influenced by many institutions. Research question two revealed that most of the identified infrastructural and instructional facilities for effective teaching of business studies were not adequately provided. The findings of the study was in agreement with the study conducted by Ido and Asuquo (2014) where only five out of the listed 10 items were found adequate. In line with the findings of this study, Enyekit and Enyekit (2015) reported that school plants and facilities are not

adequately available for effective administration of business education programmes in tertiary institutions in Rivers State. Also, the finding was in support of the finding of Ugwuanyi, Eze and Ugwu (2014) that business education department were not adequately equipped. Supporting the findings, Olaitan and Akinsanya in Udo (2015) pointed out that different stakeholders such as philanthropists, societies, parents, administrators, students should participate directly in the funding of vocational business education programme. The study was also in agreement with Onojeta in Ovwiroro (2014) when the author observed that the problem of infrastructure has been a major one, hence, adequate functional and sustainable provision and maintenance of infrastructure becomes urgent importance. The findings of research question three revealed that not all the five components of business studies were effectively taught in public JSS in Ekiti State despite the fact that there were adequate number of business studies' teachers. It can therefore be deduced that not all business studies' teachers in public junior secondary schools in Ekiti State are competent in view of their inability to effectively teach all the five components of business studies as earlier stated by Ogboekirigwe in Basic Education Curriculum (2014). The finding of the study was in support of the view of Ekpenyong (2006) when he opined that only two or three of the business studies components were effectively taught in junior secondary schools (JSS). Finding of the study on research question four revealed that the students lack necessary skills that can offer them employment or equip them to establish their own small scale business as most of the components were taught in theory and no demonstration of the skills from where students can learn the practical. Thus, it was revealed that virtually all the needed skills listed by Aina in Agwuanyi (2015) were lacking among JSS school leavers, hence, their inability to establish their small scale business after graduation.

Conclusion

Based on the findings of this study, it was concluded that most of the JSS leavers in Ekiti State possess no employable vocational skills to get paid employment or establish their own small scale business.

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

- Business studies' teachers should be well spread over public JSS to avoid uneven distribution of the subject teachers.
- Ekiti State government should see business studies as a doing subject and be more proactive in its funding to ensure employment of more qualified business studies teachers and provide relevant infrastructural and instructional resources for effective teaching and learning of the subject.
- Business studies' teachers should be more competent in order to enable them teach all the components of business studies to avoid skill gap. This can be achieved through further studies in business education programme among these teachers.
- Students should be encouraged to competently acquire at least a vocational skill to achieve one of the goals of business studies as stated in the National Policy on Education.

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