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BUSINESS EDUCATION TEACHING RESOURCES AVAILABILITY FOR ACADEMIC STAFF JOB PERFORMANCE IN UNIVERSITIES IN SOUTH-WEST AND SOUTH-SOUTH, NIGERIA

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ABSTRACT: *This study examined business education teaching resources available for academic staff job performance in universities in South-West and South-South, Nigeria. Three research questions and three null hypotheses guided the study. The study adopted the descriptive survey research design. The population for the study consisted of all the 12 universities offering business education in South-West and South-South, Nigeria. As the entire population were sampled using the purposive sampling technique. A checklist titled: "Business Education Teaching Resources Availability Checklist (BETRAC)" was used to conduct the study. The validity and reliability of the checklist were established. Data were analysed using frequencies, percentages and graphs. Hypotheses were tested using chi-square statistics at a 0.05 significance level. The findings indicated that the electronic and physical plant business education teaching resources were more available in the Federal universities than those of the State universities in South-West and South-South, Nigeria. The hypotheses indicated that there was a significant difference between Federal and State universities in the availability of electronic business education teaching resources in the South-West and South-South. It was recommended among others that the Federal and State Governments should support the universities with sufficient business education electronic, non-electronic and physical plant teaching resources for academic staff job performance.*

KEYWORDS: Academic Staff, Business Education, Teaching Resources, Job Performance, Universities

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INTRODUCTION

Education is an important instrument for effecting socio-economic development in Nigeria. Education, precisely university education is a fulcrum on which the development of any nation or society hangs. Any country or society, Nigeria inclusive, which wants to maintain continual growth and achieve sustainable national development, must focus on education, by providing sound and quality education at the different levels of education for her citizens including the universities. Thus, the goals of university education cannot be effectively achieved without the provision of quality teaching and learning in all federal and state universities. Qualitative teaching and learning is the degree to which the machinery of any educational system highly promotes excellence through its services in order to achieve educational goals. In Nigerian universities which include federal and state universities, the academic staff (that is, lecturers) as teaching staff is one of the important machinery that is expected to provide quality education for excellence. The academic staff are among the important human resources that implement the curriculum and educational policy at the classroom level. Academic staff are essentials that must not be neglected in the university. This is so because the FRN (2013) indicated that 'no nation can rise above the quality of its teaching force'. Likewise, no system of education just as the university education system can rise above the quality of its teaching force. They should be supported with adequate teaching and learning resources in order to promote quality learning. To achieve the objectives of all educational programmes and courses that are administered in both federal and state universities, quality education and effective services must be harnessed. Academic staff should be supported to render effective services through the availability of teaching resources.

In the university system, business education is one of the programmes administered which prepares the undergraduate for the world of work. According to Osuala cited in Odunaike and Amoda (2013), business education is defined as a form of instruction that directly and indirectly prepares the businessman for his calling. It incorporates courses like accounting, marketing, economics, entrepreneurship education, and office technology management, among others. Business Education is a type of training which, while playing its part in the achievement of the general aims of education on any given level, has its primary objective as the preparation of people to enter into a career, to render efficient service and to advance from their present level of employment to higher levels. At the university, business education is a broad area of knowledge that deals with the economy. It identifies and explains the role of business as an economic institution that provides content and experience, and prepares the individual for effective participation as a citizen and consumer (Odunaike & Amoda, 2013). Business education has certain objectives which include enabling individuals to develop skills for personal use in the future; acquiring the basic knowledge and skills of business education; developing basic skills in office occupation; and developing skills for personal use in the future; among others (Igboke, 2005). To achieve the objectives of business education means that academic staff must render effective services through their job performance which is duly supported by adequate availability of teaching resources. Kochlar (2012) opined that the teacher is to guide the students by his percept and possess professional efficiency. The level of academic staff job performance in federal and state universities in South-West and South-South areas is greatly dependent on the extent of availability of up-to-date educational resources which revolve around facilities, equipment and supplies like electronic resources, non-electronic resources and physical plant resources. This is to say that the goals of business

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education at the university cannot be attained effectively without the availability of resources and academic staff utilization of the teaching resources in the process of teaching.

Business education teaching resources as described by the researchers in the present study are devices which can be utilised inside or outside the classroom by the business educator in order to improve teaching for the achievement of educational goals. Teaching resources are essential and significant tools needed for teaching and learning school subjects to promote teachers' efficiency and improve job performance and students' learning. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for the acquisition of skills and knowledge and the development of self-confidence and self-actualisation. Many scholars, researchers and other stakeholders in the education sector like Olulube (2006), Ugwuanyi (2013), Wanjiku (2013) and others have come to the terms and realization that teaching resources are very crucial for the all-round development of individual competencies within the university environment. Bizimana and Orodho (2014), Emetarom (2003), Kola (2007) and Olulube (2006) have revealed that teaching resources are potent tools which could be used to effectively communicate teaching concepts of engineering and technical subjects including in business education subjects, at the universities in Nigeria.

Examples of these business teaching resources include business education textbooks, classrooms, lecture halls, model offices, furniture, talk shop or mini-mart, and computers, among others. Fadeiye (2005) classified the teaching resources as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities. They can be grouped as printed, non-printed resources and real objects. For the present study, the teaching resources were classified as electronic resources, non-electronic resources and physical plant facilities. Electronic teaching resources as defined by Andambi and Kariuki (2013) and Ntui and Udah (2015) involves the use of electronic information resources in teaching and learning as information sources from online/digital library, the media such as television and radio sets, the multimedia such as the internet, websites, twitters, blogs, other soft-wares and hardware electronic storage device for retrieval of information such as CD-Diskette, flash drive, among others. Electronic teaching resources are those powered and recharged with electricity. For instance, effective online library instruction can improve students' academic performance but this is traditionally delivered in many school or classroom environments. In business education, such electronic teaching resources as the electric typewriter, computer set, overhead projectors, television and radio recorders, among others, are devices which must be available in order to improve job performance (NUC, 2017).

Non-electronic teaching resources as described by Enaigbe (2009), Olumorin, Yusuf, Ajidagba and Jekayinfa (2010), are raw materials, real objects, models and printed materials used to provide other various services including teaching and learning. They do not use electricity but they assist in facilitating learning in the classroom. Among these non-electronic items identified by Sithole and Lumadi (2013) are textbooks, primers, charts, maps, journals, magazines, newspapers, pictures, course materials packages, resource packs, reading sets and others. The availability of non-electronic materials in classroom practice is believed to bolster the quality of instruction by fostering student-centred pedagogies. In business education, such non-electronic teaching resources useful for job performance include business education textbooks, whiteboards and markers, filling accessories, provision items for display on shelves at the talkshop and manual typewriters, among others (NUC, 2017). Physical plant resources

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refer to all the physical properties of a school, consisting of the site, grounds, buildings, and the various facilities and equipment within the school grounds and inside the school buildings (Macalino, 2014). To Macalino, these physical plant resources include the site, buildings, laboratories, libraries, furniture, and equipment, among others. They are further described as the site, buildings, equipment and all the essential structures, permanent and semi-permanent as well as such machines and laboratory equipment, the blackboard and chalkboard needed for effective teaching and learning. In business education, physical plant business education teaching resources that are useful for promoting job performance includes functional and well-equipped business education library, computer laboratory, shorthand laboratory, and business education lecture halls, among others (NUC, 2017).

All these resources aid effective teaching and learning in business education in the federal and state universities including in the South-West and South-South of Nigeria. Most times they seem not to be available or adequate for the teaching staff's job performance. Onifade (2010) stated that part of the failure of government at all levels is to put in place facilities for teaching and learning at the tertiary level of education. The methods used by some lecturers do not enhance the power of thinking and understanding the subject such as typewriter, shorthand and accounting. Which are skill-oriented subjects requiring thinking and most importantly carefulness. Onyesom, Egbule and Okwuokenye (2012) noted that traditionally, shorthand and typewriting are designed to skill subjects; performance in a skilled subject requires the application of the three (3) domains for learning, namely: the student's cognitive, effective and the psychomotor respectively. The three domains require teachers' use of resources during instructional delivery to impact ideas and knowledge. Aliyu (2001) stated that a laboratory as one of the important teaching resources is considered essential which serve as the office practical room and for keeping other machines available for learning. Most public schools are overcrowded with as many as seventy (70) and above students, teaching in the classroom such as lecture and discussion methods while in vocational subjects like business education, these methods cannot be employed for an effective teaching process. Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) observed that teaching materials help teachers to teach conveniently and the learners to learn easily without any problem. They play an important part in the physical, moral and mental welfare of pupils as education is the cultivation of a first and legitimate familiarity between the mind and the things. Availability of teaching resources to a large extent or magnitude aids lecturers' job performances at the university.

Availability as defined by Qadir and Quadri (2016) meant enabling access to authorised information or resources to those who need them. Availability is the capability of an education system or its authorities to make resources available including all the logical and physical resources reachable and accessible wherever and whenever they are needed. Academic staff job performance as defined by Sonnentag, Volmer and Spychala (2010) deals with teachers' behavioural aspect which refers to what people do while at work, the action itself. In the present study, academic staff job performance entails the teaching staff's attitude towards work. The indices of job performance as identified by Valdez (2006) and Agu (2014) can be determined through their attitude to work, efficiency in the teaching task, proficiency and competency during presentations in the classroom, commitment to duty, quality of work and productivity, and student's academic performance and achievements, among others. From all the foregoing, the success of any university institution is highly dependent on the teaching force which should be supported through quality teaching resources for utmost performance. Observations by the researchers from South-West and South-South areas show that lecturers complained about the

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state of teaching resources in the university which impacts their job performances. Assisting academic staff of the federal and state universities in the South-West and South-South areas through the availability of business education teaching resources is therefore an important factor that warrants investigation by the present study. Availability of electronic, non-electronic and physical plant teaching resources coupled with academic staff utilisation in the federal and state universities might be similar or vary in terms of institutional ownership of federal and state universities. In most federal and state universities, it looks as if there are challenges in the availability of resources for academic staff job performance. Many academic staff in the business education department in some federal and state universities seems to have access to most teaching resources more than their counterparts, where many of the teaching staff complained about not having access to many teaching resources in the South-West and South-South areas. This is a matter of concern which has motivated the researchers to conduct the present study. This study investigated business education teaching resources available for academic staff job performance in universities in South-West and South-South, Nigeria.

Statement of the Research Problem

Improving business education academic staff professional practices and effective job performances through the availability of teaching resources has become an important factor and worrisome for quality education to triumph in business education in South-West and South-South, Nigeria. The situation of poor availability of business education teaching resources which has great negative consequences on the attainment of quality assurance is usually showcased in students' poor academic performances and achievements in business education at the universities, students' indiscipline as regards academic work, malpractices in examinations, lecturers' poor attitude and commitment to work, too much focus on theoretical teaching without practical knowledge, among others. The researchers, therefore, wonder whether these problems are associated with the availability of teaching resources in business education. Because when resources whether electronic, non-electronic or physical plant resources are adequately available; lecturers can expose students to the realities of teaching and practical knowledge that helps retention of abstract information. The benefits of using electronic, non-electronic and physical plant business education teaching resources in the classroom cannot be overemphasised; they generally aid to promote students' learning. Observation shows that it has been difficult for lecturers in Federal and State Universities in South-West and South-South, Nigeria to effectively actualise educational goals and objectives because of the poor availability of teaching resources. This situation which is worrisome for quite a long time now has created a gap for the present study to fill calling for the need for improvement in the availability of teaching resources for academic staff job performance. Therefore, the problem which the present study sought to investigate is to find out the availability of electronic, non-electronic and physical plant business education teaching resources for academic staff job performance in universities in South-West and South-South, Nigeria.

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Purpose of the Study

The purpose of this study was to determine business education teaching resources available for academic staff job performance in universities in South-West and South-South, Nigeria. Specifically, the study sought to ascertain:

1. the availability of electronic business education teaching resources for academic staff job performance in Federal and State universities.
2. the availability of non-electronic business education teaching resources for academic staff job performance in Federal and State universities.
3. the availability of physical plant business education teaching resources for academic staff job performance in Federal and State universities.

Research Questions

The following research questions guided the study:

1. What are the electronic business education teaching resources available for academic staff job performance in Federal and State universities?
2. What are the non-electronic business education teaching resources available for academic staff job performance in Federal and State universities?
3. What are the physical plant business education teaching resources available for academic staff job performance in Federal and State universities?

Hypotheses

The following hypotheses were formulated to guide the research:

$H0_1$: There is no significant difference between Federal and State universities in the availability of electronic business education teaching resources for academic staff job performance.

$H0_2$: There is no significant difference between Federal and State universities in the availability of non-electronic business education teaching resources for academic staff job performance.

$H0_3$: There is no significant difference between Federal and State universities in the availability of physical plant business education teaching resources for academic staff job performance.

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METHODOLOGY

The descriptive survey design was adopted for the study. The study population constituted all the business education departments in both Federal and State universities in South-West and South-South, Nigeria. Only the business education departments from the 12 public government-owned universities in these two geo-political zones were selected for the study (Source: Data collected from the business education departments of the federal and state universities in South-South & South-West, as of July 2019). The sample size of the study entailed the entire population of business education departments of the Federal and State 12 universities offering business education in South-West and South-South, Nigeria. The sample was selected using the purposive sampling technique. This is so because the population of business education departments at the Federal and State selected for sampling were less in number, and it was convenient for the researchers to go around the Federal and State universities to collect the necessary data for the study. In the case of the present study, only the Heads of Departments (HODs) in business education departments who had the National Universities Commission (NUC, 2017) document on instructional facilities/resources requirement for accreditation in business education programmes in the universities were contacted for the study. This justifies choosing only business education departments for the study.A checklist served as the research instrument used for data collection in the study. This checklist contained 39 items and was titled: "Business Education Teaching Resources Availability Checklist (BETRAC)". Construction of the checklist by the researchers was guided by the purpose of the study, research questions and the National Universities Commission (NUC, 2017) document on instructional facilities/resources requirements for accreditation in business education programmes in the universities. This checklist was used to collect data covering business education teaching resources availability only. The National Universities Commission (NUC, 2017) document on instructional facilities/resources requirements for accreditation in business education programmes in the universities was adopted as the main yardstick for investigation in this study. This document served as the benchmark for determining the teaching resources that are supposed to be available in teaching business education in both federal and state universities.

The researcher included in the checklist, all the business education teaching resources that are needed to promote teaching and learning in the business education programme at the university. The Business Education Teaching Resources Availability Checklist (BETRAC) were arranged into three clusters in order to discover business education teaching resources available for academic staff job performance. In this study, therefore, the resources that were available in the universities in the studies areas are those numbers that were up to the required number contained in the National Universities Commission (NUC, 2017) document on instructional facilities/resources requirement for accreditation in business education programmes. Items on the instrument (BETRAC) were measured on a scale of: Number Expected, Numbers Available, Percentage Available and Not Available, for the Federal and State universities. The BETRAC checklist was validated by three experts from the Faculty of Education, Ekiti State University. Two of these experts came from the Department of Vocational and Technical Education and one expert from Measurement and Evaluation. These three experts determined the content validity of the instrument in which the corrections made on the checklist were incorporated before it was finally utilised. Reliability of the Checklist - (BETRAC) was established through a pilot test conducted once and administered on a sample of two business education departments selected from two universities in the South-East, Nigeria. This area was

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not part of the study. Data collated from BETRAC were analysed using the Cronbach Alpha method in order to measure the internal consistency of the research instrument and this gave a coefficient reliability 'r' value of 0.80, 0.78 and 0.88 for each of the three clusters respectively and which was added up to arrive at an overall reliability 'r' value of 0.82, which considered the BETRAC instrument satisfactory and stable for the study. Data were collected through personal contact and on-the-spot method. This entailed the researchers first contacting the head of departments (HODs) of various Federal and State universities sampled in order to make a formal introduction and to seek their consent to assess and take inventory of the teaching resources in the business education departments. 12 copies of the checklist - BETRAC were printed out in order to assess the teaching resources in the business education departments in the federal and state universities. This assessment was carried out in the respective federal and state universities with the help of 12 research assistants. These research assistants were academic staff from the various business education departments in federal and state universities in the South-West and South-South areas. The research assistants were given directives on how to use the checklist to observe and note the number of teaching resources available in the various business education departments at the different federal and state universities. Explanations were also given to these research assistants by the researchers concerning the purpose and intentions for carrying out the study. The researchers were also present at the time of administration of the research instrument, in order to monitor how the checklist was been administered. A total of 12 copies of the checklists representing each department in the 12 federal and state universities offering business education were administered. The return rate of the research instrument was calculated using simple percentages and determined at 100%.

Data collected were analysed using quantitative analysis of the descriptive statistics of frequency, percentages and graphs. The frequency counts and percentages were used in answering the research questions, covering statements relating to Business Education Teaching Resources Availability Checklist - (BETRAC). The results analysis on the BETRAC checklist was graphically represented. Items in the BETRAC checklist were also analyzed using frequency and percentages which were benchmarked at 50 per cent. The decision rule for each of the items on the checklist was based on the premise that any item rated with a percentage score of 50% and above was accepted and termed available, while any item below 50% was rejected and was termed not available. To determine whether any educational resource was available or unavailable in the Federal and State universities, it is expected that the percentage score of 50% was met. The three hypotheses formulated were tested at a 0.05 level of significance using chi-square statistics. The chi-square statistics were used to test hypotheses. The decision rule is that wherever the p-value obtained or the calculated value is greater than or equal to the alpha 0.05 level of significance, the null hypothesis – H_0 is not rejected (accepted). A null hypothesis – H_0 is rejected wherever an obtained or calculated *p*-value is less than the alpha 0.05 level of significance.

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THEORETICAL FRAMEWORK

This study was anchored by the Resource Dependence Theory (RDT) propounded by Jeffrey Pfeffer and Gerald R. Salancik in the year 1978, whose idea was that resources are the key to organizational success and that access and control over resources is a basis of power meaning performance and functionality of an organization. The (RDT) theory identified that organisations depend on external resources like: labour, capital and raw materials for survival and these external resources affect workers' output and performance in the organisation. This theory relates to the present study on business education teaching resources availability for academic staff job performance because the theory shares a nexus with the provision of teaching resources for academic staff job performance. Where the teaching resources are highly available, this will promote quality education and student learning which has positive outcomes in the achievement of business education goals.

RESULTS AND FINDINGS

Table 1: Percentage Scores on Electronic Business Education Teaching Resources Available For Academic Staff Job Performance in Federal and State Universities

S/N	Statements	Type of University	Numbers Expected	Numbers Available		Numbers Unavailable	
				(f)	(%)	(f)	(%)
1	Electric typewriters available for academic staff	State	30 units	35	14.6	205	85.4
		Federal		45	37.5	75	62.5
2	Computer sets with internet facilities	State	30 units	45	18.8	195	81.2
		Federal		30	25.0	90	75.0
3	Printers	State	6 units	38	79.2	10	20.8
		Federal		10	41.7	14	58.3
4	Overhead projectors	State	At least 1	4	50.0	4	50.0
		Federal		8	50.0	8	50.0
5	Duplicating machines	State	At least 1	2	25.0	6	75.0
		Federal		2	50.0	2	50.0
6	Shredding machines in the office	State	At least 1	3	37.5	5	62.5
		Federal		2	50.0	2	50.0
7	Tape recorders	State	At least 1	2	25.0	6	75.0
		Federal		2	50.0	2	50.0
8	Photocopier machine	State	At least 1	4	50.0	4	50.0
		Federal		2	50.0	2	50.0
9	Electronic calculator	State	At least 1	4	50.0	4	50.0
		Federal		2	50.0	2	50.0
10	Telephone/intercom	State	At least 1	4	50.0	4	50.0
		Federal		2	50.0	2	50.0
11	Scanning machines	State	At least 1	3	37.5	5	62.5
		Federal		2	50.0	2	50.0
12	Head phones (for shorthand lab)	State	30	110	45.8	130	54.2
		Federal		40	33.3	80	66.7
13	Air conditioners	State	4	18	56.2	14	43.8
		Federal		9	56.2	7	43.8
14	Celling fans	State	4	15	46.9	17	53.1

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			Federal		12	75.0	4	25.0
15	UPS (for the computers)		State	6	12	25.0	36	75.0
			Federal		11	45.8	13	54.2
		Grand Percentage			**299**		**645**	**63.33**
		State			**31.67**		**305**	**63.02**
					179			
Federal					**36.98**			

Source: Researchers Computation from Field work

The analysis of result in Table 1 showed that the electronic business education teaching resources were more available in the Federal universities than those of the State universities for academic staff job performance in the South-West and South-South, Nigeria. Although the result further indicated that there were some resources still unavailable in the Federal universities, they met the National Universities Commission (NUC, 2017) document on instructional facilities/resources requirement for accreditation in business education programmes more than the State universities in the South-West and South-South, Nigeria. The availability of electronic business education teaching resources for academic staff job performance was more in the Federal universities than in the State universities. This result has further been represented in a chart in Figure 1.

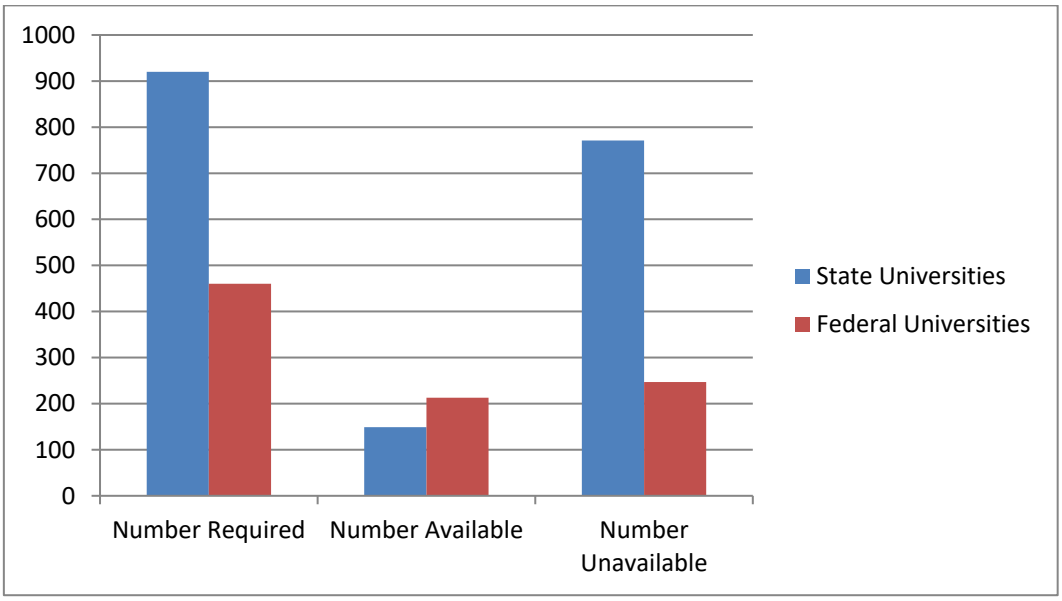

Figure 1: Electronic Business Education Resources

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Table 2: Percentage Scores on Non-Electronic Business Education Teaching Resources Available for Academic Staff Job Performance in Federal and State Universities

S/N	Statements	Type of Ownership	Numbers Expected	Numbers Available		Numbers Unavailable	
				(f)	(%)	(f)	(%)
16	Manual typewriter available for practical	State	30 units	104	43.3	136	56.7
		Federal		80	66.7	40	33.3
17	Stall file cabinet	State	2	8	50.0	8	50.0
		Federal		4	50.0	4	50.0
18	Different up-to-date textbooks in business education	State	At least 20	95	59.4	65	40.6
		Federal		45	56.2	35	43.8
19	Wall clocks	State	4	8	25.0	24	75.0
		Federal		10	62.5	6	37.5
20	Stop watch	State	4	7	21.9	25	78.1
		Federal		8	50.0	8	50.0
21	Filling accessories	State	At least 100	330	41.2	470	58.8
		Federal		180	45.0	220	55.0
22	Provision items for talkshop	State	At least 350	1021	36.5	1778	63.5
		Federal		260	18.6	1140	81.4
23	Whiteboard	State	At least 8	52	81.2	12	18.8
		Federal		24	75.0	8	25.0
24	Whiteboard markers	State	1At least 50	122	30.5	278	69.5
		Federal		85	42.5	114	57.0
	Grand Percentage			**1747**	**38.45**	**2796**	**61.55**
	State			**696**	**30.65**	**1575**	**69.35**
	Federal						

Source: Researchers Computation from Field work

The analysis of result in Table 2 showed that the non-electronic business education teaching resources were more available in the State universities (although they were still insufficient) than those of the Federal universities for academic staff job performance in the South-West and South-South, Nigeria. Although the result further indicated that the majority of the business education resources were still unavailable in the State universities, they averagely met the National Universities Commission (NUC, 2017) document on instructional facilities/resources requirement for accreditation in business education programmes more than the Federal universities in the South-West and South-South, Nigeria. The availability of non-electronic business education teaching resources for academic staff job performance was more in the State universities when put together than in the Federal universities. However, the result further showed that non-electronic business education teaching resources were insufficient in both Federal and State universities in the South-West and South-South, Nigeria in order to meet up with the National Universities Commission (NUC, 2017) document on instructional facilities/resources requirement for accreditation in business education programmes. This result has further been represented in a chart in Figure 2.

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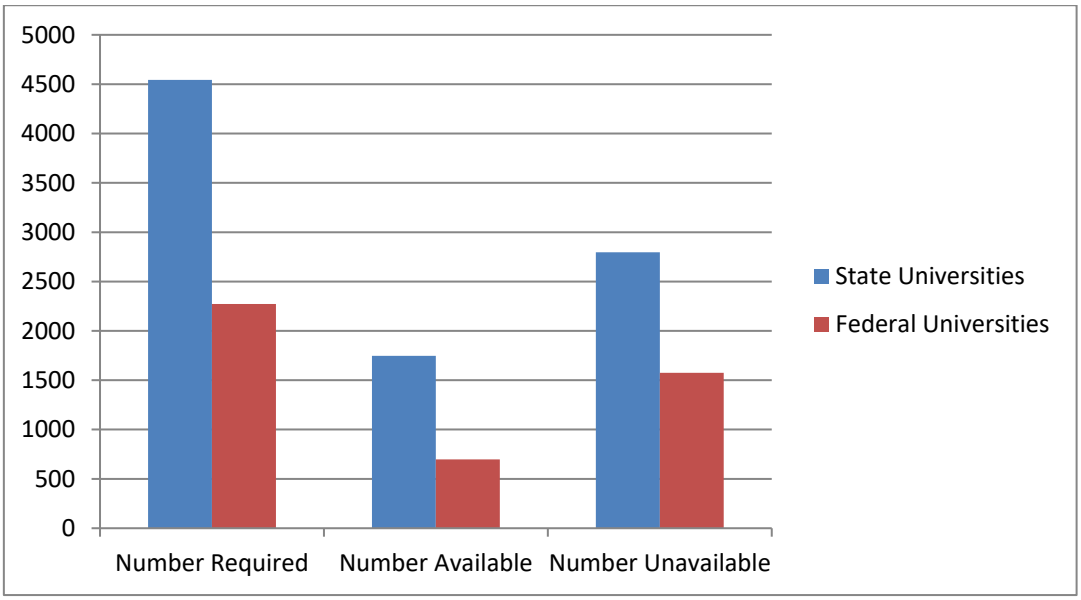

Figure 2: Non-Electronic Business Education Resources

Table 3: Percentage Scores on Physical Plant Business Education Teaching Resources Available for Academic Staff Job Performance in Federal and State Universities

S/N	Statements	Type of University	Numbers Expected	Numbers Available		Numbers Unavailable	
				(f)	(%)	(f)	(%)
25	Labeled lecture rooms	State	8	32	50.0	32	50.0
		Federal	classrooms	14	43.8	18	56.2
26	Keyboarding laboratory (that is, manual pool)	State	1 big	4	50.0	4	50.0
		Federal	classroom	2	50.0	2	50.0
27	Well equipped shorthand laboratory or studio	State	1 big	4	50.0	4	50.0
		Federal	classroom	1	25.0	3	75.0
28	Well furbished computer laboratory/word processing lab	State	1 big	3	37.5	5	62.5
		Federal	classroom	1	25.0	3	75.0
29	Well equipped model office	State	1 moderate	2	25.0	6	75.0
		Federal	classroom	2	50.0	2	50.0
30	Functional updated stocked business education library	State	1 big	4	50.0	4	50.0
		Federal	classroom	1	25.0	3	75.0
31	Marketing talkshop	State	1 big	4	50.0	4	50.0
		Federal	classroom	2	50.0	2	50.0
32	Shelves at the talkshop	State	3	8	33.3	16	66.7
		Federal		8	66.7	4	33.3
33	Instructors demonstration stand	State	1	2	25.0	6	75.0
		Federal		3	75.0	1	25.0
34	Filling trays	State	2	8	50.0	8	50.0
		Federal		4	50.0	4	50.0
35	Set of visitors chairs	State	1set	3	37.5	5	62.5
		Federal		1	25.0	3	75.0
36	Office chairs and tables with drawer	State	90	63	8.8	657	91.2
		Federal		167	46.4	193	53.6

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37	Execution table for models office or talkshop	State	2	7	43.8	9	56.2
		Federal		3	37.5	5	62.5
38	Executive Chair (for model office and talkshop)	State	2	5	31.2	11	68.8
		Federal		4	50.0	4	50.0
	Grand Percentage			**149**	**16.20**	**771**	**83.80**
	State			**213**	**46.30**	**247**	**53.70**
	Federal						

Source: Researchers Computation from Field work

The analysis of result in Table 3 showed that the physical plant business education teaching resources were more available in the Federal universities than those of the State universities for academic staff job performance in the South-West and South-South, Nigeria. Although the result further indicated that there were some resources still unavailable in the Federal universities, they met the National Universities Commission (NUC, 2017) document on instructional facilities/resources requirement for accreditation in business education programmes more than the State universities in the South-West and South-South, Nigeria. The availability of physical plant business education teaching resources for academic staff job performance was more in the Federal universities than in the State universities. This result has further been represented in a chart in Figure 3.

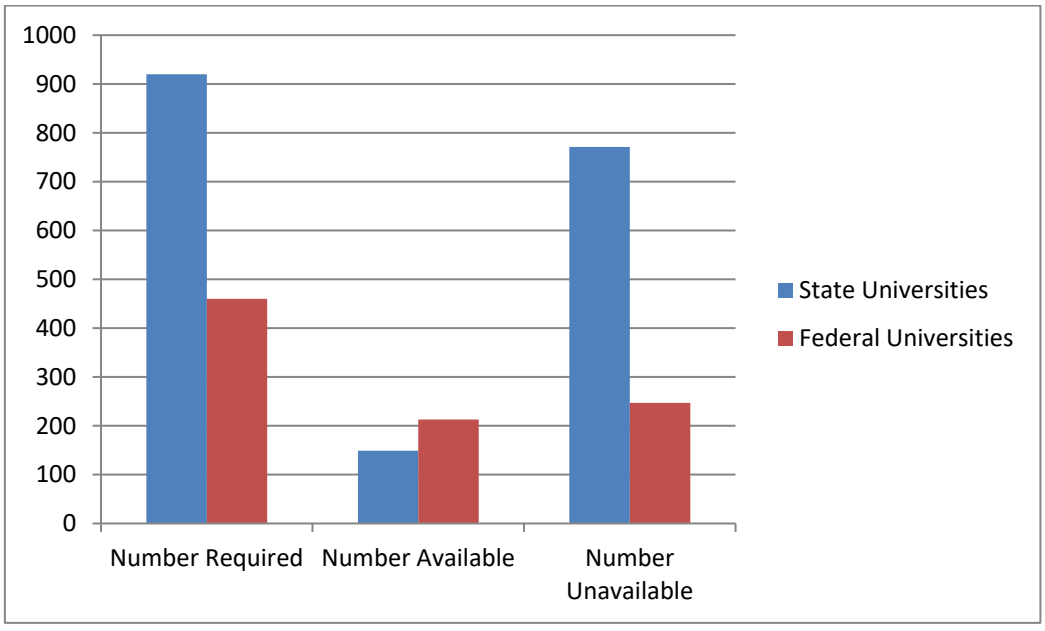

Figure 3: Physical Plant Business Education Resources

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Test of Hypotheses

HO_1: There is no significant difference between Federal and State universities in the availability of electronic business education teaching resources for academic staff job performance in universities in South-West and South-South, Nigeria.

Table 4: Chi-square test of difference in the availability of electronic business education teaching resources for academic staff job performance between Federal and State universities

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.253[a]	1	.039		
Continuity Correction[b]	4.012	1	.045		
Likelihood Ratio	4.220	1	.040		
Fisher's Exact Test				.044	.023
Linear-by-Linear Association	4.250	1	.039		
N of Valid Cases	1429				

The result in Table 4 indicated that the calculated Chi-square value is 4.253 and a p-value .044 with a degree of freedom (df) 1 at 5% (0.05) level of significance. Since the p-value .044 is less than the alpha level ($P \leq 0.05$), the tested null hypothesis which states "there is no significant difference between Federal and State universities on availability of electronic business education teaching resources for academic staff job performance in universities in South-West and South-South, Nigeria" is rejected. This implies that academic staff job performance in State and Federal universities vary significantly on the basis of electronic business education teaching resources in South-West and South-South, Nigeria.

HO_2: There is no significant difference between Federal and State universities in the availability of non-electronic business education teaching resources for academic staff job performance in universities in South-West and South-South Nigeria.

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Table 5: Chi-square test of difference in the availability of non-electronic business education teaching resources for academic staff job performance between Federal and State universities

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	40.203[a]	1	.000		
Continuity Correction[b]	39.864	1	.000		
Likelihood Ratio	40.717	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	40.197	1	.000		
N of Valid Cases[b]	6816				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 814.33.

b. Computed only for a 2x2 table

The result in Table 5 indicated that the calculated Chi-square value is 40.203 and a p-value of .000 with a degree of freedom (df) 1 at 5% (0.05) level of significance. Since the p-value .000 is less than the alpha level ($P \leq 0.05$), the tested null hypothesis which states "there is no significant difference between Federal and State universities on availability of non-electronic business education teaching resources for academic staff job performance in universities in South-West and South-South, Nigeria" is rejected. This implies that academic staff job performance in State and Federal universities varies significantly on the basis of non-electronic business education teaching resources in South-West and South-South, Nigeria.

HO_3: There is no significant difference between Federal and State universities in the availability of physical plant business education teaching resources for academic staff job performance in universities in South-West and South-South, Nigeria.

Table 6: Chi-square test of difference in the availability of physical plant business education teaching resources for academic staff job performance between Federal and State universities

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	143. 665[a]	1	.000		
Continuity Correction[b]	142.114	1	.000		
Likelihood Ratio	138.177	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	143.561	1	.000		
N of Valid Cases[b]	1380				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 120.67.

b. Computed only for a 2x2 table

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The result in Table 6 indicated that the calculated Chi-square value is 143.665 and a p-value of .000 with a degree of freedom (df) 1 at 5% (0.05) level of significance. Since the p-value .000 is less than the alpha level ($P \leq 0.05$), the tested null hypothesis which states "there is no significant difference between Federal and State universities on availability of physical plant business education teaching resources for academic staff job performance in universities in South-West and South-South, Nigeria" is rejected. This implies that academic staff job performance in State and Federal universities vary significantly on the basis of physical plant business education teaching resources in South-West and South-South, Nigeria.

DISCUSSIONS AND INTERPRETATION OF RESULTS

It was discovered through the finding that electronic business education teaching resources were more available in the Federal universities than those of the State universities for academic staff job performance in the South-West and South-South, Nigeria. The hypothesis tested indicated that there is a significant difference between Federal and State universities on the availability of electronic business education teaching resources for academic staff job performance in universities in South-West and South-South, Nigeria. The finding indicated that 31.67% of the electronic business education teaching resources were available for academic staff job performance in State universities in the South-West and South-South, Nigeria; while 63.33% of the electronic business education teaching resources were unavailable for academic staff job performance in State universities in the South-West and South-South, Nigeria. Only electronic business education teaching resources such as printers, overhead projectors, photocopier machines, electronic calculators, telephone/intercoms and air conditioners were available for academic staff job performance in State universities in the South-West and South-South, Nigeria. Other resources such as electric typewriters, computer sets with internet facilities, duplicating machines, shredding machines in the office, tape recorders, scanning machines, headphones (for shorthand lab), ceiling fans and UPS (for the computers) were considered unavailable for academic staff job performance in State universities in the South-West and South-South, Nigeria.

These electronic business education resources were moreover insufficient to be considered available in these State universities for academic staff job performance in State universities in the South-West and South-South, Nigeria. More so, in the Federal universities in the South-West and South-South, Nigeria, the finding indicated that 36.98% of the electronic business education teaching resources were available for academic staff job performance in Federal universities in the South-West and South-South, Nigeria; while 63.02% of the electronic business education resources were unavailable for academic staff job performance in Federal universities in the South-West and South-South, Nigeria. This result further showed that the available electronic business education teaching resources which included overhead projectors, duplicating machines, shredding machines in the office, tape recorders, photocopier machines, electronic calculators, telephone/intercom, scanning machines, air conditioners and ceiling fans were available for academic staff job performance in Federal universities in the South-West and South-South, Nigeria. Other resources such as electric typewriters, computer sets with internet facilities, printers, headphones (for shorthand lab) and UPS (for the computers) were considered unavailable for academic staff job performance in Federal universities in the South-West and South-South, Nigeria. These electronic business education teaching resources were moreover insufficient to be considered available in these Federal universities for academic staff

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job performance in Federal universities in the South-West and South-South, Nigeria. This finding corroborates the studies of Kochhar (2012) and Andambi and Kariuki (2013) which found that electronic resources were not adequately available to teach different subjects in school. Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) confirmed that basic non-electronic materials and most essential equipment like computers, projectors, television and video are not readily available in many educational institutions. Ntui and Udah (2015) found that audio-visual materials were not available for teachers' utilisation in the library. Whereby electronic teaching resources are not available for academic staff in the federal and state universities to teach, it becomes difficult for them to effectively utilise them in promoting student learning. Kochhar (2012) also confirmed that electronic instructional materials are very significant learning and teaching tools. Kochhar further attested that teachers need to have access to these electronic materials for instruction in order to supplement what non-electronic resources like textbooks cannot provide to broaden concepts and arouse students' interest in their subjects.

The finding revealed that the non-electronic business education teaching resources were more available in the State universities when put together than those of the Federal universities for academic staff job performance in the South-West and South-South, Nigeria. The finding further showed that non-electronic business education teaching resources were insufficient in both Federal and State universities in the South-West and South-South, Nigeria in order to meet up with the National Universities Commission (NUC, 2017) document on instructional facilities/resources requirement for accreditation in business education programmes. The hypothesis tested indicated that there is no significant difference between Federal and State universities on the availability of non-electronic business education teaching resources for academic staff job performance in universities in South-West and South-South, Nigeria. The finding further indicated that 38.45% of the non-electronic business education teaching resources were available for academic staff job performance in State universities in the South-West and South-South, Nigeria; while 61.55% of the non-electronic business education teaching resources were unavailable for academic staff job performance in State universities in the South-West and South-South, Nigeria. Only non-electronic business education teaching resources in State universities in the South-West and South-South, Nigeria, which included stall file cabinets, different up-to-date textbooks in business education and whiteboard were considered available for academic staff job performance in State universities in the South-West and South-South, Nigeria. Other resources considered as unavailable non-electronic business education teaching resources were the manual typewriter available for practical, wall clocks, stopwatches, filling accessories, provision items for talkshop and whiteboard markers, for academic staff job performance in State universities in the South-West and South-South, Nigeria. These non-electronic business education teaching resources were moreover insufficient to be considered available in these State universities for academic staff job performance in State universities in the South-West and South-South, Nigeria. In Federal universities in the South-West and South-South, Nigeria, the finding indicated that 30.65% of the non-electronic business education teaching resources were available for academic staff job performance in Federal universities in the South-West and South-South, Nigeria; while 69.35% of the non-electronic business education resources were unavailable for academic staff job performance in Federal universities in the South-West and South-South, Nigeria. Non-electronic business education resources considered as available included the manual typewriter available for practical, stall file cabinet, different up-to-date textbooks in business education, wall clocks, stopwatch and whiteboard, for academic staff job performance in Federal universities in the South-West and South-South, Nigeria. Other electronic business education

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teaching resources including filling accessories, provision items for talkshop and whiteboard marks, were considered unavailable for academic staff job performance in Federal universities in South-West and South-South Nigeria. These non-electronic business education teaching resources were moreover insufficient to be considered available in these Federal universities for academic staff job performance in Federal universities in the South-West and South-South, Nigeria. This finding corroborates with the studies of Enaigbe (2009) and Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) which found that basic non-electronic materials such as textbooks, chalkboards and essential equipment like computers, projectors, television and video are not readily available in many education institutions. Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) further confirmed that teaching materials help teachers to teach conveniently and learners to learn easily without any problem. These teaching materials which have direct contact with all sense organs are not available in many schools. Andambi and Kariuki's (2013) study on the effect of the use of learning resources in teaching social education found that types of learning resources for teaching SEE were not adequately available and provided in secondary schools. Bizimana and Orodho's (2014) study also found that teaching and learning resources were insufficient to complement classroom teachings. However, where academic staff do not have access to non-electronic resources due to their poor availability, this will have a negative impact on promoting quality teaching and learning in business education at the federal and state universities, therefore, creating difficulties for the realisation of educational goals and objectives.

The finding indicated that the physical plant business education teaching resources were more available in the Federal universities than those of the State universities for academic staff job performance in South-West and South-South Nigeria. The hypothesis tested indicated that there is a significant difference between Federal and State universities in the availability of physical plant business education teaching resources for academic staff job performance in universities in South-West and South-South, Nigeria. This finding indicated that16.20% of the physical plant business education teaching resources were available for academic staff job performance in State universities in the South-West and South-South, Nigeria; while 83.80% of the physical plant business education resources were unavailable for academic staff job performance in State universities in the South-West and South-South, Nigeria. However, physical plant business education teaching resources considered available in State universities in the South-West and South-South, Nigeria, included the labelled lecture rooms, keyboarding laboratory (that is, manual pool), well-equipped shorthand laboratory or studio, functional updated stocked business education library, marketing talkshop and filling trays. Other teaching resources such as the well-furbished computer laboratory/word processing lab, well-equipped model office, shelves at the talkshop, instructors demonstration stand, set of visitors chairs, office chairs and tables with drawers, execution table for models office or talkshop and executive chair (for model office and talkshop) were unavailable for academic staff job performance in State universities in the South-West and South-South, Nigeria. These physical plant business education teaching resources were insufficient to be considered available in these State universities for academic staff job performance in State universities in the South-West and South-South, Nigeria. In Federal universities in South-West and South-South Nigeria, the finding indicated that 46.30% of the physical plant business education teaching resources were available for academic staff job performance in Federal universities in South-West and South-South Nigeria; while 53.70% of the physical plant business education teaching resources were unavailable for academic staff job performance in Federal universities in South-West and South-South Nigeria.

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The finding further revealed that the available physical plant business education teaching resources for academic staff job performance in Federal universities in the South-West and South-South, Nigeria, included the keyboarding laboratory (that is, manual pool), well-equipped model office, marketing talkshop, shelves at the talkshop, instructors demonstration stand, filling trays and executive chair (for model office and talkshop). Other resources considered under unavailable physical plant business education resources included; a well-equipped shorthand laboratory or studio, well-furbished computer laboratory/word processing lab, functional updated stocked business education library, set of visitors chairs, office chairs and tables with drawers and execution table for models office or talkshop. These physical plant business education teaching resources were insufficient to be considered available in these Federal universities for academic staff job performance in Federal universities in South-West and South-South Nigeria. This finding corroborates the findings of Ugwuanyi (2013) and Wanjiku (2013) whose studies revealed that the physical structure was not adequately available in the educational institutions. Also, Ugwuanyi's (2013) study further revealed that of all physical education facilities in the school, only the soccer field was adequately available in all the schools investigated, and others were found to be inadequate. However, where the physical plant resources are found unavailable in the federal and state universities, this will make the learning environment unconducive, thereby, creating difficulties in the proper dissemination of information.

CONCLUSION

It was concluded in the study that in most of the Federal and State universities in South-West and South-South Nigeria, the majority of these business education teaching resources were less available for academic staff job performance. Quite a huge number of these business education teaching resources (that is, the electronic & physical plant resources) were unavailable in the State universities more than the Federal ones except for the non-electronic business education resources which were more available in the State universities than the Federal universities when put together. The study, however, submits that although the Federal universities have the majority of these electronic and physical plant business education teaching resources more than the State universities for their job performance, they are found wanting in some aspects because together with the State universities they have not completely and successfully implemented to meet up with the National Universities Commission (NUC) document on instructional facilities/resources requirement for accreditation in business education programmes. The present situation of poor availability of business education teaching resources in Federal and State universities in South-West and South-South Nigeria needs to be corrected for the achievement of the goals and objectives in the teaching of business education in the federal and state universities.

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RECOMMENDATIONS

Based on the findings of this study, the following recommendations have been proffered:

1. The Federal and State Governments should support the universities in the South-West and South-South, Nigeria, with sufficient business education electronic, non-electronic and physical plant teaching resources so as to enable academic staff to have access to them for their job performance.

2. An up-to-date guideline for infrastructural and facilities provisions should be mounted for universities to follow in order to ensure that the required facilities are provided for all courses and departments.

3. Constant and consistent auditing of the electronic, non-electronic and physical plant business education teaching resources should be carried out by the internal University management and NUC as a way of monitoring and determining the required resources for teaching business education in the federal and state universities.

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