

RESOURCE UTILIZATION AND JOB EFFECTIVENESS OF BUSINESS STUDIES TEACHERS IN PUBLIC JUNIOR SECONDARY SCHOOLS IN KWARA STATE OF NIGERIA

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Abstract

This study examined the influence of resource utilization on job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria. The study adopted a quantitative research design to achieve the purpose of the study and a total enumeration sampling method to select 1,054 business studies teachers for the study. Descriptive and inferential statistics and were used to perform the data analyses. The findings revealed that the level of job effectiveness among the respondents is high (Mean=3.14). The level of resource utilization is moderately high ($x=2.70$). Human resource utilization (1.007; t -value = 48.333, $p < .000$) strongly and positively influence job effectiveness when considered separately, while instructional resource utilization (-0.511; $t = -10.420$, $p < .000$) and infrastructural resource utilization (0.483; $t = 9.475$, $p < .000$) both contribute positively to job effectiveness. The authors recommend, among others, that government should endeavour to continuous investment financial resources on professional development programmes in order to aid effective curriculum development and instructional delivery.

Keywords: Business Studies Teachers, Human Resource Utilization, Infrastructural Resource Utilization, Instructional Resource Utilization, Job Effectiveness, Resources Utilization.

Introduction

Educational institutions are formal organizations and has the set goals to strive towards, hence teachers play critical roles in helping the educational system achieve its set goals. Among all stakeholders involved in the management of education, teachers are without no doubt crucial in helping educational institutions achieve their stated objectives. Teachers must be effective in carrying out their primary role to assigned duties to the greatest standard. This will not only support student learning and accomplishment, but also make a substantial contribution to the overall success of the educational institutions. The foundation of the national educational policy is anchored on teachers hence, only the professionally-trained educators could exert the ability to instill in young people the values and cultural norms necessary to foster a vibrant and equitable community. Owan (2018) opined that effective teachers are individuals with positive attitudes, high expectations for students' abilities, clear lessons, strong lesson structuring, use of various teaching methods and strategies, the utilization and incorporation of students' ideas, use of appropriate and varied questioning techniques, adequate classroom management, good chalkboard management, use of good disciplinary approaches, proper classroom seating arrangements. An understanding of individual differences of learners, high level of punctuality, humane dressing attitudes, excellent documentation attitudes, effective communication skills, good health practices within and outside the classroom environment and other positive personal qualities.

Teachers' effectiveness is one of the most crucial factors in the success of any educational

programme, this is because teachers are directly involved in the educational process and are responsible for imparting students' knowledge and acceptable behavior (Oloyede, 2019). Teachers' effectiveness according to Ajayi (2021) in the school is an essential aspect to focus on to produce world-class teaching and to maintain talented human capital. Thus, the behaviour which people show can be used as indicators of teaching effectiveness, examples of such behaviour include presentation of learning experiences, preparation of lesson notes and use of illustrations to concretize class instructions. A business studies teacher's level of subject expertise is essential to their ability to instruct students effectively. Effective idea communication and learning facilitation are directly impacted by a teacher's knowledge and proficiency in the subject. A proficient educator ought to possess an all-encompassing comprehension of business studies, theories, concepts, case studies and practical applications (Guerriero, 2020). Business studies teachers should be able to lead students in insightful discussions, clearly and succinctly explain difficult concepts while offering pertinent examples.

A setting that is favourable to learning is greatly influenced by classroom management, which is another measure of work effectiveness. It includes setting up, keeping a neat and orderly classroom, controlling student conduct and making sure that lessons are taught smoothly. Clear expectations and standards should be established, successfully communicated to students and regularly enforced by a business studies teacher. Use of instructional time effectively, establishing routines, handling transitions and enforcing discipline in a way that fosters a healthy learning environment are all part of effective classroom management. A well-managed classroom reduces disturbances, increases student participation and promotes efficient instruction. Assessments of how well the instructor manages different situations, upholds discipline, assures student engagement and focus can be used to evaluate classroom management, as observations made in the classroom and comments from students (Sieberer-Nagler, 2021).

The third index of teachers' job effectiveness-student engagement, measures how interested, motivated and involved students are in the learning processes using instructional tactics and approaches that actively engage students and encourage curiosity, critical thinking and knowledge application are key components of a good business studies curriculum (Delfino, 2022). Students that are actively involved in the learning process are more likely to pay attention, participate and retain knowledge, use of interactive teaching strategies including case studies, debates, group discussions, simulations and real-world examples, a teacher can increase student engagement. Student involvement can also be increased by offering opportunities for group projects, utilizing multimedia technology and modifying instructional strategies to accommodate different learning preferences (Delfino, 2022). Evaluators of student participation, attentiveness and general interest in the subject matter as well as student feedback and observations in the classroom can all be used to gauge student engagement.

Examining a secondary school business studies teacher's subject knowledge, classroom management abilities and student engagement levels can yield important insights into how well they are doing their job. A proficient educator ought to exhibit a robust comprehension of the subject matter, proficiently oversee the classroom setting and actively include students in the process of learning. It is important to note that apart from teachers' efficacy, other factors like teaching methods, communication abilities and assessment techniques also play a part in the educational setting. The effectiveness of the secondary education system from observed level of work performance among educators, particularly those instructing business studies subjects which is the study's primary focus appears that many secondary school teachers in Nigeria lack the necessary professional development chances and training to improve their subject expertise. Teachers who have inadequate training may find themselves with a shallow grasp of the subjects they are required to teach (Pupa & Chinooneka, 2020). Additionally, certain secondary schools in Nigeria appear to have obsolete curricula and teaching materials, which makes it difficult for instructors to stay up to date on the latest advancements, trends and real-world applications in their field of study. Insufficient availability of relevant textbooks, reference resources and technology can impede educators' capacity to attain and preserve thorough subject mastery. Teachers who have taken other comparable courses but did not study business studies may occasionally be given assignment to teach the subject and this may lead to lack of subject expertise which will have an impact on the level of instruction and comprehension they can give students.

Similar to this, a lot of secondary schools in Nigeria appear to struggle with large class numbers, which makes it challenging for teachers to fully engage every student. Insufficient one-on-one moment can make it more difficult for students to participate actively in the learning process. Additionally, it appears that the majority of teachers particularly those in public schools mostly use conventional, lecture-based teaching strategies that fall short of effectively engaging students. Students may become disengaged and learn passively if there are no practical applications, real-world examples, or collaborative and participation activities (Pupa et al, 2020). Furthermore, lack of access to learning tools, including computers, textbooks and supplemental materials has hampered students' involvement. In the absence of current and pertinent resources, students could find it difficult to relate to the materials and take an active role in their own educational process. Secondary schools in Nigeria appear to have difficulties with inadequate facilities, large classrooms and dearth of appropriate teaching resources and supplies. These elements appear to have made it challenging for educators to create a structured and supportive learning environment, which has resulted in interruptions and challenges with efficiently overseeing classroom activities. All of the aforementioned problems shows that secondary school teachers' job effectiveness, particularly those teaching business studies, has not yet reached its full potential.

Major (2017) opined that the characteristics of effective teachers is not likely that an effective teacher has to possess all these characteristics though the teacher may possess as many of them as possible, these include: interest in helping people and performing other social services; mental alertness in detecting praise worthy as well as anomalous behaviours among children; emotional stability and poise; sympathy, kindness and empathy; ethical and professional behaviours; considerations and generosity; flexibility; verbal fluency for communication; personal attractiveness which easily helps learners want to learn; good and balance judgment; physical energy and dives; scholarliness; objectivity and consistency in all his dealings; forcefulness; dependability; patience and tolerance; democratic and cooperative; highly capable in his subjects; cheerful and good humored; capable of motivating students; avoids sarcasms and denigrating language; confident and self-actualizing; acceptance of self and others; good understanding of the learners.

Utilization can be defined as the act of putting something into use, it is the action of making practical and effective use of something (Balogun, 2018). Extent of utilization of innovative approaches for the teaching of Business Studies in junior secondary schools is the use of modern instructional technologies and strategies in teaching and learning of business studies subject. In this context, utilization means the act of putting into use the basic modern technological skills by Business Studies subject teachers in teaching business subjects in junior secondary schools (Benson, 2019). Utilization can also be defined as the act of using something in an effective way hence, utilization is a way of using anything worth working without wastages for functional education that determines the future of the society (Benson, 2019). Utilization of resources refers to and connotes the equitable use of resources accruable to an enterprise especially in education industry for effective implementation of school curriculum (Faize, 2021). There are three principal stages in the utilization of resources. These include the sourcing of inputs, which may be human or physical inputs; the processing of the inputs through the use of theories and techniques to enhance stages where the required outcomes are produced.

Evidence abound that instructional resources and facilities allocated to schools are not used, but stored in the Head teachers and Principal's office or that teachers see them as time consuming. Today, teaching, personnel in our schools are reported to be either over, under and non-utilized at all arising from the lopsided posting and transfers by the school boards. In situations like this, some schools may have more concentration of teachers while others do not have. This results in poor work-output (Faize, 2021). The contributions that resource utilization make to an educational institution's overall academic success cannot be over emphasized, because it greatly influences the smooth operation of any social and educational organization or system hence resources utilization are key components of organizational functioning. Students will perform better academically if resources provided are utilized effectively to meet the relative needs of the school system. Individual students will also be able to learn at their own pace and have access to the reference materials that teachers highlight during the teaching and learning

process. A business studies classroom with comfortable chairs, typing pool, model office, computers, typewriters, duplicating machines, office cabinets, perforating machines, stop watches, typewriting furniture, photocopy machines and scanning machines are few examples of human, instructional and infrastructural/physical resources allocated to the subject of business studies. The government and all other education stakeholders are expected to provide sufficient funding for instructional resources to be utilized and consequently facilitate effective teaching and learning in business studies (Onwubuya & Amobi, 2021).

Abubakar (2022) opined that the use of educational resources in the classroom will improve instruction quality by promoting student-centred pedagogies, engaging students, helping them retain information, igniting their interest in the subject and highlighting the relevance of many concepts taught. The main issue that educational institutions face nowadays is improper resource management and utilization. Boma and Omini (2018) further states that the outward appearance of the majority of schools depicts dilapidated buildings, leaky roofs, overgrown compounds, rusted laboratory equipment and deteriorating chemicals suggests that education within the buildings follows the same pattern, so replacement and prudent use as well as maintenance and repair are required to keep the components in good working order to maintain their capacity. Utilization of instructional resources can help junior secondary schools offer lessons more effectively while also clearly improving student learning during the teaching and learning process. Resources are tools that are used to improve teaching and student learning in order to meet quantifiable goals in business studies and are used to convey ideas, information and notes to students. The use of instructional resources by teachers in the study of business studies enriches and enlivens instruction, ignites students' curiosity, facilitates the assimilation and memorization of information and encourages students to learn individually by promoting real-world experiences. Students are in school to learn therefore, teachers should employ a wide range of instructional materials to help students attain desirable learning outcomes (Onnoh, Oladele, David & Matthew, 2019). The Junior Secondary School offers Business Studies as an integrated subject that is meant to be taught as a unit within the subject rather than as a stand-alone course. Business Studies as skill-based is designed to prepare students for the working world as both employers and employees due to the practical nature of the discipline. Involvement of students in a range of learning activities encourages effective learning, this implies that students are positioned at the centre and the teacher's job is to utilize available resources effectively, devise ways to include students in activities that give them access to information and practice in specific skills and disposition (Akintola, 2020).

Purpose of the Study

The central purpose of the study was to investigate the influence of resource utilization on job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria. The specific objectives were to examine:

1. the level of job effectiveness (knowledge of subject matter, classroom management and student engagement) of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.
2. the level of resources (human, infrastructural and instructional) utilization among business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.
3. the joint influence of resources (human, infrastructural and instructional) utilization on job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.
4. the relative influence of resources (human, infrastructural and instructional) utilization on job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.

Research Questions

The following research questions guided the study:

Research Question 1: What is the level of job effectiveness (knowledge of subject matter, classroom management and student engagement) of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria?

Research Question 2: What is the level of resources (human, infrastructural and instructional) utilization among business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria?

Research Hypotheses

The following null hypotheses were formed and tested at a 0.05 level of significance.

Research Hypothesis 1: There is no significant joint influence of resources (human, infrastructural and instructional) utilization on job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.

Research Hypothesis 2: There is no significant relative influence of resources (human, infrastructural and instructional) utilization on job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.

Method

Research Design

A quantitative research design was used to achieve the central aim of this study. Based on the understanding that the influence of resources (human, infrastructural and instructional) utilization on job effectiveness is deeply rooted in a social context, this current study applied a quantitative research design tailored towards assessing the Business Studies Teachers in Public Junior Secondary Schools in Kwara State of Nigeria from where inference was drawn on the characteristics of the defined population.

Population and Sampling Procedure

The population of this study comprised all one thousand and fifty-four (1,054) Business Studies teachers from the four hundred and seventy-six (476) Public Junior Secondary Schools in Kwara State of Nigeria, which exist as at the time this study was carried out. To ensure adequate representation of the population, the complete enumeration sampling technique was employed to select 1,054 business studies teachers Public Junior Secondary Schools in Kwara State of Nigeria, as they existed during the study period.

Research Instrument

A self-developed four rating scale questionnaire was employed to collect information from business studies teachers. The questionnaire, titled 'Teacher Questionnaire on Resource Utilization' and 'Job Effectiveness of Business Studies Teachers' explored the influence of resources (human, infrastructural and instructional) utilization on job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria. The rating scales ranged from: Very Low Extent, Low Extent, High Extent and Very High Extent as well as Always, Seldom, Rarely and Never.

Validation and Reliability of Research Instrument

The face and content validity of the instrument was carried out by experts in measurement and evaluation. Necessary corrections were done by the authors. The reliability of the instrument was performed using Cronbach's alpha to determine the internal consistency of the instrument, which yielded a coefficient value of 0.99.

Data Collection Procedure

The instrument was administered on 1,054 business studies teachers, out of which 996 were successfully retrieved representing approximately 94.49% of the total questionnaire administered. Among the retrieved questionnaires, nine hundred and eighteen (918) were deemed useful for data

analysis, representing 87.09%. The remaining fifty-eight (58) copies of the questionnaire, constituting 5.50% were not retrieved.

Data Analysis

The data obtained from the respondents was analyzed using descriptive and inferential statistics. The descriptive statistic of mean was used to answer the research questions, while the inferential statistic of regression was used to test the hypotheses at a 0.05 level of significance. The decisions criteria for answering the research questions was any mean score equal to 2.50 or above was regarded as agree, and any mean score bellow 2.50 was regarded as disagree. The decisions criteria for testing the research hypotheses was any probability value less or equal to 0.05 considered the null hypothesis to be rejected, and any probability value greater than 0.05 considered the null hypothesis to be retained.

Results

Research Question 1: What is the level of job effectiveness (knowledge of subject matter, classroom management and student engagement) of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria?

Table 1: Mean on the level of job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.

S/N	Job Effectiveness	Never	Rarely	Seldom	Always	Mean
1	Knowledge of Subject Matter	59 (6.4%)	139 (15.1%)	392 (42.74%)	328 (35.76%)	3.08
2	Classroom Management	46 (5.02%)	140 (15.3%)	346 (37.64%)	386 (42.04%)	3.17
3	Student Engagement	73 (7.96%)	123 (13.36%)	293 (31.96%)	429 (46.74%)	3.17
Weighted Mean						3.14

Criterion Mean = 2.50, ***Threshold: mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Table 1 shows the information of on the level of job effectiveness, considering these indices, the Weighted Mean attained a notable 3.14. This implies a collective proficiency among the teachers, indicating adeptness in multifaceted aspects of teaching within the junior secondary schools in Kwara State. Therefore, it can be said that the level of job effectiveness among Business Studies teachers in junior secondary schools in Kwara State is high. The findings provide a comprehensive overview of both the strengths and opportunities for development in the teaching practices of Business Studies educators.

Research Question 2: What is the level of resources (human, infrastructural and instructional) utilization among business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria?

Table 2: Mean on the level of resources (human, infrastructural and instructional) utilization among business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.

S/N	Items	Very Low	Low	High	Very High	Mean
1	Instructional Resources	255 (27.8%)	174 (18.9%)	219 (23.9%)	270 (29.4%)	2.54
2	Infrastructural Resources	243 (26.5%)	145 (15.8%)	238 (25.9%)	292 (31.8%)	2.63
3	Human Resources	125 (13.6%)	144 (15.7%)	335 (36.5%)	314 (34.2%)	2.92
Weighted Mean						2.70

Criterion Mean = 2.50, ***Threshold: mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Table 2 shows information of on the level of utilization of resources, considering the overall weighted mean of 2.70, it can be inferred that the overall level of utilization of resources (Human resources, infrastructural resources and instructional resources) to teach Business Studies in public Junior Secondary Schools in Kwara State was moderate. This finding is in line with the criteria mean, where values between 1.0 and 1.99 signify a Very Low Level, 2.00 to 2.49 indicate a Low Level, 2.50 to 2.99 represent a High Level, and 3.0 to 4.00 denote a Very High Level of utilization. Overall, the analysis underscores the need for targeted interventions to address resource gaps and improve educational support.

Hypotheses Testing

Research Hypothesis 1: There is no significant joint influence of resources (human, infrastructural and instructional) utilization on job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.

Table 3: Linear Regression on the joint influence of resources utilization on job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.

Model	R	R ²	Adj. R ²	SE	F	Sig
1	.944 ^a	.891	.891	4.00878	7494.570	.000 ^b

a. Predictors: (Constant), Resources Utilization.

Table 3 presents data of the regression analysis of joint influence of resources utilization on job effectiveness of public junior secondary schools Business Studies teachers in Kwara State. Therefore, a lower standard error indicates a better fit of the model to the data. Furthermore, the ANOVA results confirm the statistical significance of the regression model (F = 7494.570.251, p < .000). Hence, the regression analysis strongly supports the conclusion that there is a significant joint influence of resources utilization on the job effectiveness of public junior secondary schools Business Studies teachers in Kwara State.

Research Hypothesis 2: There is no significant relative influence of resources (human, infrastructural and instructional) utilization on job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria.

Table 4: Regression Analysis of Relative Influence of Resources Utilization on Job Effectiveness of Public Junior Secondary Schools Business Studies Teachers in Kwara State

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE	Beta		
(Constant)	2.706	.209		12.943	.000
1 Instructional Resources	-.263	.025	-.511	-10.420	.000
Infrastructural Resources	.781	.082	.483	9.475	.000
Human Resources	2.597	.054	1.007	48.333	.000

Dependent Variable: Job Effectiveness of business studies teachers

Table 4 displays the findings of a regression analysis examining the relative contributions of the predictor variables of resources utilization in terms of instructional resources, infrastructural resources, and human resources to the dependent variable of job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State. The implication of the findings suggests that infrastructural and human resources positively contribute to job effectiveness, while instructional resources show a negative influence. This implies a possible inefficiency on how instructional resources are utilized in schools. The significant positive influence of human resources highlights the importance of investing in skilled and sufficient staff to improve job performance in schools.

Discussion

The findings, as shown in Table 1, revealed a high level of job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State, with a Weighted Mean of 3.14. This indicates proficiency across various teaching dimensions. This agrees with the findings of Akinola and Olatunji (2020), who reported that business studies teachers in Nigerian junior secondary schools exhibit a high level of job effectiveness due to continuous professional development programs and a supportive learning environment. Their study highlighted that teachers who received regular training on instructional strategies and classroom management were better able to engage students and meet educational goals. Conversely, Adebayo (2021) discovered a contrary view, arguing that while some teachers may demonstrate competence, the overall job effectiveness among business studies teachers in certain regions remains inconsistent. Adebayo's research found that factors such as inadequate resources, large class sizes, and a lack of technological integration limited teachers' ability to fully implement the curriculum effectively, especially in under-resourced schools. This suggests that while job effectiveness may appear high in some contexts, there are systemic challenges that may hinder the overall proficiency of business studies teachers in other schools.

The findings in Table 2, with a Weighted Mean of 2.70, indicated a moderate level of resource utilization (human, infrastructural, and instructional) for teaching business studies in Public Junior Secondary Schools in Kwara State. This finding is consistent with findings of Ogunleye (2021), who noted that while some resources are available, the level of utilization in Nigerian secondary schools is often moderate due to insufficient infrastructure and human capital development. Ogunleye's study concluded that while schools may have access to basic resources, the lack of full integration and optimal use leads to moderate effectiveness in instructional delivery. In contrast, Adeyemi (2020) offered a differing viewpoint, finding that resource utilization in some regions of Nigeria is significantly lower than expected. Adeyemi's study highlighted that due to inadequate funding and poorly maintained infrastructure, the utilization of instructional and infrastructural resources in many public secondary schools remains critically low. His research found that many teachers lack access to modern teaching aids, and schools are often understaffed, leading to suboptimal educational outcomes.

The regression analysis presented in Table 3 shows a statistically significant joint influence of resource utilization on the job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State, confirmed by the ANOVA results ($F = 7494.570.251, p < .000$). This finding

aligns with Ojo and Adeyemi (2021), who also found that resource utilization plays a critical role in enhancing teachers' job effectiveness. Their study demonstrated that when teachers have access to adequate human, infrastructural, and instructional resources, they are more likely to perform their duties effectively, resulting in improved teaching outcomes. Ojo and Adeyemi concluded that optimal resource availability leads to better lesson preparation, classroom management, and student engagement. On the contrary, Oluwole (2020) offered a different perspective, suggesting that while resource availability is important, it does not always guarantee job effectiveness. The result showed that even in schools with considerable resources, teachers' job effectiveness was influenced more by factors such as motivation, professional development, and administrative support. Oluwole argued that merely providing resources without addressing these other factors may not significantly impact teacher effectiveness, highlighting the complexity of the relationship between resource utilization and job performance.

The regression analysis in Table 4 highlights that infrastructural and human resources positively contribute to the job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State, while instructional resources show a negative influence. This finding is supported by Afolabi and Ogunyemi (2021), who found that investment in human resources, such as skilled and well-trained teachers, significantly improved teaching effectiveness. Their study emphasized the role of competent teachers in driving academic success and enhancing classroom engagement, particularly in resource-constrained environments. Afolabi and Ogunyemi also noted that adequate infrastructural resources, such as well-equipped classrooms and learning environments, were essential in supporting effective teaching practices. However, the negative influence of instructional resources contrasts with findings from Adewole (2020), who argued that instructional resources, when properly utilized, are critical for job effectiveness in educational settings. Adewole's research showed that teachers with access to relevant instructional materials, such as textbooks, multimedia, and teaching aids, were better able to deliver lessons effectively and meet curriculum goals. The discrepancy in findings could indicate inefficiencies in how instructional resources are utilized in the current study, possibly due to inadequate training or lack of proper integration of these instructional materials or resources into teaching practices.

Conclusion

This study provides valuable insights into the intricate relationships among resource utilization and the job effectiveness of business studies teachers in Public Junior Secondary Schools in Kwara State of Nigeria. The findings illuminate the critical role of effective resource management in shaping the quality of education within the framework of basic education curriculum. The assessment of job effectiveness of business studies teachers revealed a commendable proficiency, with teachers demonstrating a high level of competence in subject matter knowledge, classroom management and student engagement. This positive outcome underscores the dedication and effectiveness of educators within the Public Junior Secondary Schools in Kwara State, contributing to a robust teaching and learning environment. The study also shed light on the moderate level of resources utilization suggesting that teachers effectively leverage the available resources to facilitate effective instructional delivery.

Recommendations

Based on the findings of the study, the following recommendations are provided:

1. Need for improvement in ensuring all teachers have a thorough understanding of the subject matter
2. Significant efforts should be geared towards the utilization of both infrastructural and instructional resources to enhance teaching effectiveness of Business Studies teachers in public Junior Secondary Schools in Kwara State.
3. The Kwara State government should endeavour to prioritize and focus on targeted teachers training, use of educational resources through workshops, seminars, and professional development programmes, as well as establish a more robust system for regular monitoring and evaluation of how these resources are utilized in schools. These measures are expected to significantly improve the job effectiveness of Business Studies teachers in public Junior

Secondary Schools in Kwara State.

4. The government and educators should endeavour to focus on the optimization of instructional resources and also endeavour to prioritize the enhancement of human and infrastructural resources to boost job effectiveness in schools.

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