UTILIZATION OF INSTRUCTIONAL MATERIALS FOR TEACHING AND LEARNING OF BUSINESS STUDIES IN ANAMBRA STATE

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Abstract

The study determined the utilization of instructional materials in teaching and learning of business studies in secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were. Descriptive survey research design was adopted for the study. The population of the study comprised 296 business subject teachers in all public secondary schools in Anambra State. A five point rating scale questionnaire which was validated by experts was used for data collection. Cronbach alpha was used to test the reliability of the instrument and reliability index of .82 was obtained. Data collected from the study were analyzed using mean and standard deviation to answer the research questions and ascertain the homogeneity of the respondents while Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. The results showed that the business studies teachers seldomly utilized projected visual instructional materials and often utilized non-projected visual instructional materials in teaching. The findings further revealed that teachers did not differ significantly in their mean ratings based on years of experience.It was concluded that utilization of instructional materials by business studies teachers should help secondary school students acquire entrepreneurial skills that will enable them to be self-sufficient in the competitive world of work. Based on the findings, the researchers recommended, among others, that relevant authorities should organize seminars, in-service training, conferences and workshops for business studies teachers on the utilization of instructional materials for effective learning outcomes.

Introduction

Education is one of the leading instruments for promoting economic development as it encompasses processes individuals go through to help them develop and utilize their potentials. Education is a process that shapes the life of an individual, which, in turn, enhances the quality of members of any society and the universe as a whole. Teaching and learning are the major functions of schools.

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Teaching involves various activities and attempts that are geared towards changing the behaviour of a learner in a specific context. Paul (2006) explained that change could be in attitude, knowledge, idea, skill or appreciation. Effective teaching of any subject will not only stimulate students' interest in the subject but also enhance their achievement in an examination. To achieve effective teaching and learning, there is need for availability and adequate utilization of instructional materials to be adequately available and utilized by teachers as they enable students grasp ideas better.

Instructional materials are the different teaching aids or apparatus which a teacher employs to facilitate teaching and achieve stated objectives. Agun in Emeasoba and Igwe (2016) defined instructional materials as those materials which are helpful to teachers and students to maximize learning in various areas. The unique role of instructional materials in classroom teaching and learning is enormous. This means that method of teaching will be grossly incomplete where instructional materials are not utilized. Aransiola in Eze (2011) identified instructional materials for teaching business subjects to include textbooks, manuals, workbooks, magazines, pictures, films, models, simulators and stationeries. They consist of print and non-print items such as kits, textbooks, magazines, newspapers, pictures and recording videos that make the teaching and learning process interesting especially in the teaching of business studies (Effiong & Igiri, 2015).

Business Studies is a dynamic subject which prepare students for the challenges of the 21st century by introducing them to the world of business and self-reliance. Business studies is integrated in nature which means that the subject is taught as a single subject with components. It is expository and discovery in nature which enable students to discover those skills and potentials that help individuals in future for life-long education. Hence, Umezulike and Okoye (2013) considered business studies as the key agent of economic and technological development either as a way of developing human capacity, increasing the shield of workforce for modernization, industrialization, and environmental development or as a matter of personal freedom and empowerment of the populace. According to Amoor (2010), business studies plays significant role in the economic development of the society by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge into others,and handle sophisticated office technologies and information systems. The goal of business studies is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. If these objectives will be achieved, then efforts should be made to provide adequate instructional materials to Nigeria junior secondary schools in teaching of Business Studies and to encourage its effective use.

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The use of instructional materials in teaching of business studies is very important because it provides a concrete basis for conceptual thinking, motivates students to learn and captures their imagination if used correctly.Instructional materials provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more (Adekunle, 2008). Furthermore the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic.According to Akude (2004), the influence of instructional materials in promoting students academic performance is indisputable. The teaching of business studies in Nigeria secondary school needs to be properly handled. The materials used by teachers to teach and drive home their subject at the primary and secondary school levels of the education system are important in practical classroom interaction to successfully transfer knowledge from teachers to learners.

Despite the emphasis placed on the usefulness of instructional materials in the teaching and learning process, most students still find it difficult to cope with the study of business studies. One possible reason for this could be the non utilization of instructional materials that can easily convey the message of the lesson to the learners. Orji in Effiong and Igiri (2015) stated that teaching aid is the guidance of learning activities that a teacher uses to motivate and arouse students to learn. This implies clear that for effective learning to take place, students need to be properly guided by the teacher with concrete materials.

According to Bongotons and Onyenwe (2010), one of the pillars of a successful implementation of effective business teacher education is the adequacy and utilization of teaching and learning materials.These materials are in form of facilities and equipment needed to foster skill development and allow for standards and quality in products. Unfortunately, one of the major challenges facing the junior secondary schools and indeed business studies is inadequate teaching and learning resources.

Utilization of instructional materials is the act of using and applying the available instructional materials in the actual teaching/learning process. Where resources are supplied for instructional use, teachers are expected to utilize them to support a smooth and meaningful flow of instruction and promote understanding of the content being taught (Nwabunwanne, 2009). The teacher who uses instructional materials should be able to manipulate and operate the available units: They should be able to use them to meet the learning needs of the particular learning or group of leaner's they are dealing with. This is why Okafor (2013) pointed out that effectiveness of learning materials is determined by the way they are manipulated by teachers or instructors.

Instructional materials are in various classes such as audio or aural, visual or audio visual. Audio instructional materials refer to those devices that make use of

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the sense of hearing only like radio, audio tape recording and television. Visual instructional materials are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide and film strip. An audio-visual instructional materials is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture and the computer (Isola, 2011). This study focused on the extent of utilization of these instructional materials in teaching and learning of business studies such as projected visual materials, non-projected materials and computer assisted instructional materials.

Projected visuals refer to media formats in which still images are projected onto a screen. Such projection is achieved by passing a strong light through transparent film (overhead transparencies, slides, and filmstrips), magnifying the image through a series of lenses, and casting the image onto a reflective surface (Reiser & Dempsey, 2006).Projected visuals are instructional materials that summarize information and ideas through overhead projector, computer images, sound slide sets, multi–image presentations, filmstrips and opaque projections. Patrick in Boor (2013) noted that most students are initially less familiar with projected visuals than they are with flat pictures. They are valuable means of communicating certain information and have generally been found to aid the teacher and the learner by providing visual, audio information. They are aimed at supplementing and improving teaching and learning.

The use of projected media attracts inputs from the teachers and the students; however, they are not intended to end the work of teachers. The use of projected media increases the rate of learning by providing worthwhile experiences for learners.According to Orji (2005), projected visuals give instruction a more scientific base through providing a framework for systematic instruction planning. The method required by the teacher to make the teaching of business studies effective demands that the teacher should be very resourceful. Instructional materials are to be used to serve and meet many of education needs if only educators can access and effectively utilize them. Meziobi (2003) revealed that the application of projected instructional visuals in teaching has been found to enhance instructions. Today, projected visuals are highly rated worldwide to be of great value in the teaching and learning process.

Non projected visuals are those aids which are used without any projection which translate abstract ideas into a more realistic format. They allow instruction to move from verbal representation to a more concrete level.Non-projected learning materials are not technological but are the very basic stuff that has been used in classrooms for years. Like printed and duplicated materials, Diaz (2015) observed that non- projected displays can be used in a wide range of teaching/ learning situations covering all three of the basic classes (mass instruction, individualized

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learningand group learning). Non-projected media include posters, cartoons, charts, pictures and graphs and what students produce by themselves can provide powerful visual support for learning abstract ideas. The non-projected media can be presented in the classroom or used as a part of a class activity (Bello, 2015). They are particularly helpful with objectives requiring identification of people, places or things.

The number of a teacher's years of teaching can experience influence the use of instructional media. For instance, personal familiarity with instructional media influences its implementation, Barnard (2007) reported that acquisition of computer skills is neither smooth nor linear and takes time and aspiration. Barnard further explains that the more experienced a teacher is with any form of instructional media, the more the teacher will appreciate it and implement it practically in the field. Despite the obvious usefulness of instructional materials in the teaching and learning process, most teachers still find it difficult to cope with the teaching of business studies in schools. One wonders whether or not they use relevant instructional materials, hence this study to determine the utilization of instructional materials in teaching and learning of business studies in secondary schools of Anambra State.

Purpose of the Study

The main purpose of the study was to determine the level of utilization of instructional materials for teaching and learning of business studies in public secondary schools in Anambra State. Specifically the study determined the level of:

1. utilization of projected visual instructional materials in teaching and learning of business studies in public secondary schools in Anambra State.
2. utilization of non- projected visual instructional materials in teaching and learning of business studies in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the level of utilization of projected visual instructional materials for the teaching and learning of business studies in public secondary schools in Anambra State?
2. What is the level of utilization of non-projected visual instructional materials for the teaching and learning of business studies in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

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1. Teachers will not differ significantly in their mean ratings on the level of utilization of projected visual instructional materials in teaching and learning of business studies in public secondary schools of Anambra State based on years of experience.
2. Teachers will not differ significantly in their mean ratings on the level of utilization of non-projected visual instructional materials in teaching and learning of business studies in public secondary schools of Anambra State based on years of experience.

Method

The design adopted in this study was a descriptive survey. According to Nworgu (2015), a survey research design is the one which aims at collecting data and describing in a systematic manner the characteristics, features or facts about a given population. The study was carried out in Anambra State which is made up of 21 Local Government Areas with a good number of public secondary schools distributed in six education zones, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha education zones. The population of this study comprised 296 business subject teachers in all public secondary schools in Anambra State. There was no sample because the population was manageable. The instrument for data collection was a questionnaire titled "Availability and Utilization of Instructional Materials in Teaching and Learning Questionnaire (AUIMTLQ)". The questionnaire was structured on a five point rating scale of Always Utilized (AU), Often Utilized (OU), Somewhat Utilized (SU), Seldom Utilized (SU) and Not Utilized (NU). The questionnaire was subjected to face validation by three experts in business education. Using Cronbach alpha to ascertain the internal consistency of the instrument, coefficient values .81 and .83 were obtained for the two clusters with overall reliability value of .82. The researchers personally administered the questionnaire with the help of six research assistants who were assigned to each of the education zones. Out of the 296 copies of the questionnaire administered, seven were incompletely filled and six were not returned. Thus, 283 copies (representing 95.61%) were retrieved with an attrition rate of seven (representing 4.39%). The data collected from the study were analyzed using descriptive statistics of mean and standard deviation to answer the research questions while one way analysis of variance (ANOVA) was employed to test the two null hypotheses at 0.05 level of significance. Where the calculated p-value was less than the stipulated level of significance (0.05), it means that there was significant difference and the hypothesis was rejected. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (0.05), it means that there was no significant difference and the hypothesis was accepted.

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Results

Table 1: Respondents' mean ratings on the level of utilization of projected visual instructional materials for the teaching and learning of business studies in public secondary schools in Anambra State

S/NO	Projected Visual Materials	$\bar{X}$	SD	Remark
1.	Use of opaque projectors to demonstrate to students	2.11	.54	Seldomly utilized
2.	Use of slides in presenting business studies lesson	1.70	.46	Seldomly utilized
3.	Use of film strips to summarize information and ideas	1.60	.49	Seldomly utilized
4.	Use of overhead projector to demonstrate a lesson	1.70	.46	Seldomly utilized
5.	Use of slide projectors to present charts and graphs	1.70	.46	Seldomly utilized
6.	Use of video materials to illustrate how to post business transactions in accounts book	2.70	.46	Somewhat utilized
7.	Using animation to enable students to learn faster and easier	2.60	.49	Somewhat utilized
8.	Use of LCD panels to present a common image to students	1.70	.46	Seldom utilized
9.	Use of computer images to design learning experiences	2.60	.49	Somewhat utilized
10.	Use of motion pictures in presenting their lesson in office practice	2.80	.40	Somewhat utilized
	Cluster Mean	**2.12**		**Seldomly utilized**

Analysis in Table 1 shows a cluster mean of 2.12 whichindicates that teachers' seldomly utilized projected visual instructional materials in teaching business studies in secondary schools in Anambra State. The item by item analysis indicates that items 6, 7, 9 and 10 with the mean scores ranging from 2.60 to 2.80 are the projected visual instructional materials somewhat utilized while items 1, 2, 3, 4, 5 and 8 with mean scores ranging from 1.60 to 2.11 are the projected visual instructional materials seldom utilized. The standard deviations of 0.40 to 0.54 are within the same range showing greater consensus of opinion.

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Table 2: Respondents' mean ratings on the level of utilization of non-projected visual instructional materials for the teaching and learning of business studies in public secondary schools in Anambra State

S/NO	Non-projected visual Materials	$\bar{X}$	SD	Remark
11.	Use of still pictures for photographic representation of people, places and things	3.29	.46	Somewhat utilized
12.	Use of drawings for displaying a lesson	3.49	.50	Somewhat utilized
13.	Use of charts in presenting pictorial pictures	4.71	.45	Always utilized
14.	Use of graphs to communicate a message to a viewer	3.50	.50	Often utilized
15.	Use of field trip to learn practical skills in book keeping	3.42	.49	Somewhat utilized
16.	Use of graph in presenting accounts format	2.59	.49	Somewhat utilized
17.	Use of computers to aid in lesson preparation	3.61	.49	Often utilized
18.	Use of flash cards to display a lesson	2.69	.46	Somewhat utilized
19.	Use of maps to aid in copying of note	4.28	.65	Often utilized
20.	Use of catalogue to present business information to the students	4.69	.46	Always utilized
Cluster Mean		**3.63**		**Often utilized**

Table 2 shows a cluster mean of 3.63 which reveals that teachers often utilized non projected visual instructional materials in teaching of business studies in secondary schools in Anambra State. The item by item analysis indicates that items 13 and 20 with the mean scores ranging from 4.69 to 4.71 are the non-projected visual instructional materials always utilized by business studies teachers while items 14, 17 and 19 with the mean scores ranging from 3.50 to 4.28 are the non-projected visual instructional materials often utilized by business studies teachers. Items 11, 12, 15, 16 and 18 with the mean scores ranging from 2.59 to 3.49 are the non-projected visual instructional materials somewhat utilized by business studies teachers. The standard deviations of 0.45 to 0.65 are within the same range showing that the respondents were not wide apart in their ratings.

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Table 3: ANOVA summary of the respondents mean ratings on the level of utilization of projected visual instructional materials in teaching and learning of business studies in secondary schools of Anambra State based on years of experience.

	Sum of Squares	df	Mean Square	F	P-value	Decision
Between Groups	1	2	0.5			
				0.214	.807	Not significant
Within Groups	671.1	280	2.4			
Total	672.1	282				

Data analysis in Table 3 shows that teachers do not differ significantly in their mean ratings on the level of utilization of projected visual instructional materials in teaching and learning of business studies in secondary schools of Anambra State based on years of experience. This is shown by the p-value of .807, which is greater that the significant level of 0.05. the null hypothesis of no significant difference between the three groups in therefore accepted.

Table 4: ANOVA summary of the respondents mean ratings on the level of utilization of non-projected visual instructional materials in teaching and learning of business studies in secondary schools of Anambra State based on years of experience.

	Sum of Squares	df	Mean Square	F	P-value	Decision
Between Groups	8.8	2	4.4			
				1.277	.280	Not significant
Within Groups	961.3	280	3.4			
Total	970.0	282				

The analysis in Table 4 shows that teachers do not differ significantly in their mean ratings on the level of utilization of non-projected visual instructional materials in teaching and learning of business studies in secondary schools of Anambra State based on years of experience. This is shown by the p-value of 1.277, which is greater that the significant level of 0.05. the null hypothesis of no significant difference between the three groups in therefore accepted.

Discussion

Results of the study revealed that business studies teachers seldomly utilized projected visual instructional materials in teaching business studies in secondary schools in Anambra State. This implies that instructional materials were seldomly

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utilized by business studies teachers. The findings corroborates that of Boor (2013) who revealed that one way to solve this problem of poor performance of students is in the constant use of instructional materials such as still visuals in every lesson. The research has confirmed that the use of projected still visuals arouse and sustains interest and makes student more involved in a lesson. The end results of these are better learning and better performance. This is because projected still visual facilitates and enhance effective understanding of concept eluding the teaching and learning process. It also leads to creative thinking and mastering of the subject taught. In support of this, Inyiagu (2015) stated that projected visual instructional materials help students to hear and see better because media are straight-forward image which enhance student's perception and improved their academic performance when devices such as audio, appliers or over head projectors in large classes to help students see or hear better.Testing of the first hypothesis revealed that business studies teachers did not differ significantly in their mean ratings on the utilization of projected visual instructional materials in teaching and learning of business studies in secondary schools of Anambra State based on years of experience. It followed therefore, that the null hypothesis of no significant difference was not rejected.This agrees with the findings of Boor (2013) who stated that there was no significant difference on the utilization of instructional materials.

Results of the study also revealed that business studies teachers often utilized non-projected visual instructional materials in teaching business studies in secondary schools in Anambra State. The findings of the study are in consonance with that of Bello (2015) who stated that non-projected media can make one's instruction more realistic and engaging. Posters, cartoons, charts, pictures and graphs and what students produced by them can provide powerful visual support for learning abstract ideas. Similarly Makanya (2015) stated that lack of wall charts, models, and other conventional media to complement the use of chalkboards and textbooks in the schools is making it difficult for teachers to offer quality teaching to promote high academic achievement for secondary school students. The study further revealed that teachers did not differ significantly in their mean ratings on the level of utilization of non-projected visual instructional materials in teaching and learning of business studies in secondary schools of Anambra State based on years of experience. This disagrees with the findings of Ode (2014) who reported a significant difference on the utilization of audio-visual instructional materials in teaching and learning. This implies that the use of instructional materials have significant impact on the teaching and learning in secondary schools.

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Conclusion

Based on the findings of this study, the researchers concluded that the issue of utilization of instructional materials for business studies instruction in public secondary schools in Anambra State has not been properly addressed. Utilization of instructional materials (projected and non-projected visual) by business studies teachers is essential for acquiring timely, current and up-to-date information necessary for students academic excellence. This would not only assist them to have full mastery of their subject areas of specialization but would enable them to face the challenges in the society.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. Seminars/workshops/conferences should be organized by the regulatory authorities regularly for school principals and teachers on the importance of instructional materials in the attainment of educational objectives. In such programmes, they should be exposed to various kinds of instructional materials with regards to how and where they can be produced, collected and utilized.
2. School administrators should supervise and monitor teachers to ensure that instructional materials are used during classroom instruction.
3. There should be strict monitoring and supervision of school administrators by the required supervisory authorities on the management of funds meant for purchasing and maintenance of instructional materials so as to avoid mishandling of such funds through diverting it to other expenditures within the school or elsewhere.

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