



Utilization of Instructional Media for Teaching Business Studies In Emohua Local Government Area in Rivers State

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ABSTRACT

The study examined the utilization of instructional media for teaching business studies in Emohua Local Government Area in rivers state. Descriptive survey research design was used in conducting the study. Two research questions and two hypotheses guided the study. The population of the study comprised of all business studies teachers in Emohua Local Government Area of Rivers State. Purposive sampling technique was used to derive a sample size of 100 business study teachers used for the study. The Instrument used for data collection was a structured questionnaire titled “Utilization of Instructional Media for Teaching Business Studies Questionnaire” (UIMBSQ). The reliability of the research instrument was obtained using test-retest method; the Pearson Product Moment Correlation coefficient of .74 was established. The instrument was validated by two experts from the Department of Business Education of Faculty of Technical and Science Education, Rivers State University. The data retrieved was analyzed using mean for the research questions and t-test analysis for the hypotheses at .05 level of significance. The results obtained indicated that instructional media are poorly available for teaching business studies in Emohua Local Government Area. Thus, the researcher recommended that government and relevant stakeholders should do well to provide the necessary instructional facilities for teaching and learning.

Keywords: Instructional Media, Teaching, Business Studies

INTRODUCTION

Change in behaviour and acquisition of relevant skills and knowledge had continued to be the baseline for the essence of teaching and learning. Teaching is the process of transfer of knowledge from the teacher to the learner. Udosen (2012) asserted that the teaching and learning process is a systematic series of activities carried out by teachers to ensure learners behave in a pre-determined way, or imbibe certain attributes which include change in behaviour, attitude and performance in achievement tests. The teaching process is achieved by the use of several resources which includes the use of instructional media. This enhances the process and help in achieving the teaching objectives. Amesi and Giami (2018) maintained that the primary purpose of teaching and learning is to bring about permanent change in behaviour through active participation and critical thinking and this cannot take place without the availability and proper use of instructional facilities and other needed resources.

Instructional media are materials and objects that aid’s the teaching and learning process. Instructional media are resource materials which help to facilitate teaching and learning (Onyeozu, 2005) asserts that. According to Adekola (2008), instructional media means all available human and material resources which appeal to the learners’ sense of seeing, hearing, smelling, tasting, touching or feeling and which assist to facilitate teaching and learning. Instructional media are channels of communication through which information passes for usage in educational situation in conjunction with the instructor. Instructional media have emerged in a variety of resources, and equipment, which can be used to

supplement or complement the teachers' efforts in ensuring effective learning. Resources and equipment's such as typewriters, computers, projectors, lab equipment's and multimedia equipment's in general etc. are all facilities that aid's the teaching process for better understanding. Babajide (2003) identified different types of multimedia communication, some of which include computer hardware's, computer software's, public address systems, slides, overhead projectors, opaque projectors, videos, cassettes, audiotapes, cassette recorders, flip, time sequence, stream-charts, Diorama still motion pictures among others. Ubogu (2006) asserted that multimedia resources facilitate access to all human knowledge, anytime, and anywhere in a friendly, multi-modal, efficient and effective way, by overcoming barriers of distance, language and culture, and by using multiple Internet-connect devices and this is an important requirement in teaching of business studies.

Business Studies is a subject designed to enable students acquire practical and vocational skills, attitudes, knowledge and competencies necessary for self-employment or function effectively in the society (Ogwunte & Okolocha, 2016). Business Studies remains a relevant subject in secondary schools that develops in the learner, competencies that are needed for survival in the business world (Wokocha, Babalola & Brown, 2017). It is a subject taught at the basic education level of secondary education that is geared towards impacting the necessary business skill required to succeed in the world of business. Thus, it is necessary that the teaching process in business studies is made practical and attractive to capture the learner's attention. Okoro and Iyke (2004) emphasized the necessity of the provision of adequate instructional facilities, shorthand studios, typing pools stocked with sufficient typewriters and classrooms for effective delivery of business studies but this seems not to be the case as studies show that facilities for teaching and learning are in dire need. According to Azih (2008), students offering business studies in schools find it difficult to acquire the needed skills and competencies as a result of lack of adequate resources in schools. There is actual lack of educational facilities and the few available ones are in a terrible state (Amanchukwu & Ololube, 2015).

Statement of the Problem

Instructional media facilitate teaching and learning activities and help's in achieving the lesson objectives. This widely depends on the availability and appropriateness of materials so selected. Thus, it means that learning resources are not selected haphazardly (Azikiwe, 2007). Indeed, resource materials to be used should be carefully selected by the teacher.

Consequently, Business studies as a skill oriented subject requires the use of instructional materials and resources that will best captivate the learner. However, observation shows that facilities in the general school setting is in dire need and more disturbing is the fact that business studies students seems not to exhibit any form of business skill after learning. Could this be as a result of teaching the business studies subject without the required instructional media?

Purpose of the Study

The main objective of this study was to examine the utilization of instructional media for teaching of business studies in Emohua local government area.

Specifically, the study sought to;

1. Identify the instructional media used in teaching business studies in Emohua local government area.
2. Ascertain the extent of utilization of instructional media for teaching business studies in Emohua local government area.

Research Questions

The following research questions guided the study;

1. What are the instructional media used in teaching business studies in Emohua local government area?
2. What is the extent of utilization of instructional media for teaching business studies in Emohua local government area?

Hypotheses

The following hypotheses were tested;

1. There is no significant difference in the mean ratings of male and female business studies teachers in Identifying the instructional media used in teaching business studies in Emohua local government area.
2. There is no significant difference in the mean ratings of male and female business studies teachers on extent of utilization of instructional media for teaching business studies in Emohua local government area.

METHODOLOGY

The descriptive survey research design was adopted for this study. The population for the study comprised of all Business Studies teachers in Emohua local government area, Rivers State. Purposive sampling technique was used to derive a sample size of 100 business studies teachers for the study. The instrument used for data collection was a structured questionnaire titled "Utilization of Instructional Media for Teaching Business Studies Questionnaire" (UIMBSQ). The instrument provided response to the two research questions with 15 items; Items 1-8 answering research question one in a 4-point rating scale weighted, "Strongly Agreed" (SA) – 4 points, "Agreed" (A) – 3 points, "Disagreed" (D) – 2 points and "Strongly Disagreed" (SD) – 1 point while items 9 – 15 answered research question two in a 4-point rating scale weighted "Very High Extent" (VHE) – 4 points, "High Extent" (HE) – 3 points, "Low Extent" (LE) – 2 points and "Very Low Extent" (VLE) – 1 point,. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by two experts from the Department of Business Education, Faculty of Technical and Science Education, Rivers State University. To ensure the consistency of the instrument, the test-retest method was adopted using Pearson Product Moment Correlation to establish a reliability coefficient of .74. All copies of the questionnaire were retrieved and used for the study. The data analysis was done using the mean to analyze the research questions while t-test was used to test the hypothesis. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses: $4+3+2+1/4 = 2.50$. The mean score of 2.50 and above was accepted, while those below 2.50 were rejected.

RESULT

Research Question 1

What are the instructional media used in teaching business studies in Emohua Local Government Area?

Table 1: Mean Rating on the instructional media used in teaching business studies in Emohua local government area

S/N	Statements	Male (50)		Female (50)		Mean	Std. Dev.	Remarks
		\bar{X}	STD	\bar{X}	STD			
1.	Typewriters are available for teaching business studies.	2.55	1.16	2.50	0.99	2.53	1.08	SA
2.	Blackboards are available for teaching business studies.	2.82	1.11	2.73	0.96	2.78	1.04	SA
3.	Cardboard papers are available for teaching business studies	2.55	0.99	2.53	1.02	2.54	1.01	SA
4.	Projectors are available for teaching business studies.	1.50	0.91	1.49	0.86	1.50	0.89	SA
5.	Computers are available for teaching business studies.	1.45	0.86	1.42	0.82	1.44	0.84	SA
6.	Calculating machines are available for teaching business studies.	1.59	0.94	1.57	1.00	1.58	0.97	SA
7.	Scanning machines are available for teaching business studies.	1.53	0.91	1.48	0.92	1.51	0.92	SA
8.	Magnetic boards are available for teaching business studies.	1.43	0.81	1.46	0.86	1.45	0.84	SA
Total Mean/SD		15.42	7.69	15.18	7.43	15.33	7.59	
Grand Mean/SD		1.93	0.96	1.90	0.93	1.92	0.95	SA

Source: Survey Data, 2018

The data presented in table 1 shows that the responses of the respondents was high for items number 1-3 with various mean scores of 2.53, 2.78 and 2.54 which indicates that typewriters, cardboard papers and blackboards are highly available for teaching business studies. Also items 4 – 8 had the various mean scores of 1.50, 1.44, 1.58, 1.51 and 1.45 which implies that projectors, computers, calculating machines, scanners and magnetic boards are poorly available for the teaching of business studies. However, the

grand mean of 1.92 and a grand standard deviation of 0.95 indicated that there is poor availability of instructional media for teaching business studies in Emohua local government are in Rivers State.

Research Question 2

What is the extent of utilization of instructional media for teaching business studies in Emohua local government area?

Table 2: Mean Rating on extent of utilization of instructional media for teaching business studies in Emohua local government area

S/N	Statements	Male (50)		Female (50)		Mean	Std. Dev.	Remarks
		\bar{X}	STD	\bar{X}	STD			
9.	I use computer in teaching business studies.	1.50	0.91	1.49	0.86	1.50	0.89	VLE
10.	I use projector in teaching business studies.	1.45	0.86	1.42	0.82	1.44	0.84	VLE
11.	I use scanning machine in teaching business studies.	1.59	0.94	1.57	1.00	1.58	0.97	VLE
12.	I use magnetic board in teaching business studies.	1.53	0.91	1.48	0.92	1.51	0.92	VLE
13.	I use calculating machine in teaching business studies.	1.43	0.81	1.46	0.86	1.45	0.84	VLE
14.	I use computer modem in teaching business studies.	1.50	0.91	1.48	0.92	1.49	0.92	VLE
15.	I use digital recorders in teaching business studies.	1.43	0.81	1.42	0.82	1.43	0.82	VLE
	Total Mean/SD	10.43	6.15	10.32	6.20	10.40	6.20	
	Grand Mean/SD	1.49	0.88	1.47	0.89	1.49	0.89	VLE

Source: Survey Data, 2018

The data presented in table 2 shows that the responses of the respondents was very low for all the items number 9 - 15 with various mean scores of 1.50, 1.44, 1.58, 1.51, 1.45, 1.49 and 1.43 which indicates that computers, projectors, scanning machines, magnetic boards, calculating machines, computer modem and digital recording machines are poorly utilized in teaching business studies. Also, the grand mean of 1.49 and a grand standard deviation of 0.89 indicated that there is a low extent of utilization of instructional media in teaching business studies in Emohua Local Government in Rivers State.

Hypothesis 1

There is no significant difference in the mean ratings of male and female business studies teachers in identifying the instructional media used in teaching business studies in Emohua Local Government Area.

Table 3: t-test result of the difference in mean ratings of male and female business studies teachers in Identifying the instructional media used in teaching business studies in Emohua local government area

Group	N	Mean	SD	Df	L/significance	t-cal	t-tab	Remark
Male	50	1.96	0.93					
				98	.05	0.18	1.68	Accepted
Female	50	1.90	0.93					

Source: Survey Data, 2018.

The data in table 3 shows that at 5% level of significance with 98 degree of freedom, the calculated t value of 0.18 is less than the table value of 1.68. Hence, the null hypothesis is accepted, meaning that there is no significant difference in the mean ratings of male and female business studies teachers in identifying the instructional media used in teaching business studies in Emohua Local Government Area.

Hypothesis 2

There is no significant difference in the mean ratings of male and female business studies teachers on extent of utilization of instructional media for teaching business studies in Emohua Local Government Area.

Table 4: t-test result of the difference in mean rating of respondents on extent of utilization of instructional media for teaching business studies in Emohua local government area

Group	N	Mean	SD	Df	L/significance	t-cal	t-tab	Remark
Male	50	1.49	0.88					
				98	.05	0.06	1.68	Accepted
Female	50	1.47	0.89					

Source: Survey Data, 2018.

The data in table 4 shows that at 5% level of significance with 98 degree of freedom, the calculated t value of 0.06 is less than the table value of 1.68. Hence, the null hypothesis is accepted, meaning that there is significant difference in the mean ratings of male and female business studies teachers on extent of utilization of instructional media for teaching business studies in Emohua local government area.

DISCUSSION OF FINDINGS

One of the findings of this study showed that while typewriters, cardboard papers and blackboards are highly available for teaching business studies; projectors, computers, calculating machines, scanners and magnetic boards are poorly available for the teaching of business studies. Thus, revealing that instructional media are poorly available for teaching business studies. This finding is in agreement with Azih (2008) who revealed that students offering business studies in schools find it difficult to acquire the needed skills and competencies as a result of lack of adequate resources in schools.

The study also revealed that computers, projectors, scanning machines, magnetic boards, calculating machines, computer modem and digital recording machines are poorly utilized in teaching business studies. This finding is in agreement with Amanchukwu and Ololube (2015) who asserted that there is actual lack of educational facilities and the few available ones are in a terrible state.

CONCLUSION

The study revealed that instructional media are important resources to teaching and learning, especially to teaching skilled subjects as business studies. This helps to gain students attention and participation.

Absence of instructional material will breed unskilled business graduates that would not be useful to the business world.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made;

1. Government and other stakeholders should ensure the availability of instructional media for teaching of skilled subjects as business studies.
2. Adequate supervision should be put in place to make sure that instructional media are optimally utilized when made available.

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