



## **Impact of Instructional Materials on Business Studies Students' academic Performance in Secondary Schools in Rivers State**

**\*UGORJI, Uchechukwu & KAGBARANEN, Kolbari**

**Department of Business Education  
Faculty of Education,  
Rivers State University**

**\*Email: [Ugorjiuchechukwu18@gmail.com](mailto:Ugorjiuchechukwu18@gmail.com)**

**Phone No. 08135246992, 08037318694**

### **ABSTRACT**

The study examined the impact of instructional materials on Business Studies students' academic performance in secondary schools in Rivers State. A descriptive survey design was adopted in the study. Two purposes of the study, two research questions and two hypotheses guided the study. The population of the study consisted of 120 business studies teachers in selected public secondary schools. The entire population was used in the study since it was manageable. A self-structured questionnaire titled "Questionnaire on impact of instructional materials on Business Studies Students academic performance in Secondary Schools in Rivers State". Mean and standard deviation was used to answer the research question while t-test was used to test the hypotheses formulated at 0.05 level of significance. A reliability coefficient of 0.73 was obtained with Pearson product moment correlation coefficient. Findings in the study shows that printed instrumental materials and non-printed instructional material have positive impact on the academic performance of Business Studies students in Rivers State. Based on the findings, it was recommended that teachers should use printed and non-printed instructional materials to enhance the academic performance of Business studies students.

**Keywords:** Business Studies, Instructional materials, Academic performance.

### **INTRODUCTION**

Business studies are one of the curriculum subjects for junior secondary education. At this level it is called business studies and specialist teachers are provided to teach this subject. Junior secondary education is the education a child receives immediately after primary education. At this stage the student is provided with the requisite basic knowledge and skills for both entrepreneurship and educational advancement. Students are also assisted to develop patriotic competency that will contribute to their social development for performance of their civic responsibilities. This level of education also instills in the youth the rightful values and morals that will make them become efficient in the world of work and productive in the society. It also inculcates in youths rightfully business competences and skills irrespective of their differences in endowment, religion, colour, ethnic and socio-economic background (Federal Republic of Nigeria - FRN, 2013). From the above objectives of junior secondary education, it demands and necessitates that effectiveness in teaching of all subjects especially business studies through adequate utilization of resources and instructional materials are given adequate attention. Ibeneme cited in Onajite (2016b) found out that business studies/education is the backbone of an industry. Those who make things happen in industry are products of business education that include the managers, accountants, secretaries, marketers, and sales representatives, among others. This fact requires that business studies

teachers acquaint learners with up-to-date knowledge and happenings in the industry for effective teaching through the use of instructional materials.

Business studies is the type of education that prepares youths to acquire first-hand business information, skills and competencies that will enable them become functional in the society. All topics taught in this subject area should be accorded with the requisite instructional materials that will enable students experience the real life teachings. For instance, a teacher should utilize the typewriter, computer, model office, filing accessories, cash book, balance sheet, stall file cabinet and other office gadgets while teaching topics related to office practices and management for students' to experience the reality of teaching or the lesson presented in the classroom. Therefore, teaching and learning activities in the school must be made interactive, participatory, constructive, practical-based and experiential (rather than placing much emphasis on theory) by appropriate utilization of instructional materials, which will aid students to develop critical thinking, innovative skills and knowledge construction (Onajite & Ama, 2014). Instructional materials as defined by Nzewi and Nwosu (2009) are teaching materials which includes printed and non-printed materials such as textbooks, journals, computers, chalkboard, among others, that support teachers' instructional delivery in school. Similarly, Ahmed (2007) opined that instructional materials are also referred to as teaching materials or teaching aids. However, the value or importance of teaching materials/ resources cannot be over emphasized. Examples of some of these instructional materials include typing machines, computers, chalkboard, whiteboard, models, pencils, rulers and art supplies. Instructional materials are broadly defined to include a variety of flexible and non- flexible materials, digital materials, on-line resources, open-resources, media, manipulative and supplies. In teaching business studies at the junior secondary school, such instructional materials like the computer with internet facilities, workbook, manual and electric typewriters, filing accessories, model office, filing trays, shorthand laboratory, business studies textbooks, stall file cabinet, talkshop, duplicating machines, whiteboard, among others can be utilized to support the teacher's instructions (Ahmed, 2007). Nzeneri (2010) citing examples of instructional materials also classified them as printed and non-printed materials. Nzeneri further described printed materials as those materials on print which provides educational information as an excellent tool for instructions. It stores information where, when and as desired by learners and users. Examples of these tools include business studies textbooks, balance sheets, inventory books, cash book, magazines, periodicals, pamphlets, course book, workbook, memo-graphs, journals, reading guide, order forms, downloaded business studies print materials, supplementary items like notes on broadcasts, assignments, instructions, etc.

Non-printed materials include graphic materials like maps, diagrams, charts, cartoons, posters, and graphs, auditory-materials like radio broadcast, microphone, tape recorders, video and DVDs, three dimensional materials (e.g models, mock-ups and dioramas), etc. Others include:

whiteboard, chalkboard, interactive board, display boards (chalk, bulletin, multipurpose), overhead projectors and transparencies, real objects, media and digital resources, keyboarding laboratory, manual pool, shorthand laboratory, talkshop, model office, printer and scanner, photocopiers, business education computer software, among others. All the above listed printed and non-printed instructional materials are vital and useful in teaching business studies in secondary schools. The researcher in this present study described teacher utilization of instructional materials in the teaching and learning of business studies as those devices, materials, equipments or gadgets, which include printed and non- printed materials, used by teachers to support their teachings, create understanding of subject matter and facilitate students' learning in business studies. The use of instructional materials according to Sale (2016) will aid effective teaching delivery at the junior secondary schools. Obviously, teacher utilization will aid to improve students' learning in the classroom. They are instruments used to transmit information, ideas and notes to learners. To Onajite and Ama (2014) utilization of instructional materials will improve both teaching and students' learning towards achieving measurable objectives in business studies. Some of the advantages of teachers' utilization of instructional materials in teaching business studies as highlighted by Nzeneri (2010) includes that they enrich and enliven teaching. They stimulate students' desire to learn. They assist the learning processes by making assimilation and memorization of materials easier. They help to hold

students' attention and also promote reality of experience which motivates self-learning among learners. Several studies like those of Abdu-Raheem (2011), Akinleye (2010), Obanya (2004), Ogbondah (2008) have been conducted by different researchers on the use of instructional materials to improve teaching and learning in the Nigerian school system, identifying that they were responsible for students' enhanced academic performance in most internal and external examinations. These studies have their different findings and reports as to this effect. Teachers use a broad variety of instructional materials to achieve valued learning outcomes.

Teaching as an important task of the teachers should enable them to improve students' learning by using various instructional materials in the classroom to teach business studies. More so, students are in school to learn and for instructors/teachers to share this goal means they should utilize instructional materials. From the situation of things and the observations by few researcher like Sale (2016) and Ahmed (2003) it seems as if the use of instructional materials in teaching business studies in the junior secondary schools have not been fully attainable owing to some challenges. Ahmed further attested that there is poor teachers' utilization of instruction materials in most schools. This situation is not too far from what is being experienced in Rivers State. Conversely, there are so many factors which determine appropriate utilization of instructional materials for teaching of business studies at the junior secondary schools (Saxena, 2014).

### **Statement of Problems**

Business as a vocational subject at junior secondary school level of education plays significant roles in equipping the recipients with the content with the skills that prepares them for entry into Businesses and Business courses at the tertiary level of education. Despite the role of business studies as a vocational subject in secondary schools it is also important to note that the instruction method and the instructional materials used in teaching it matters a lot so as to achieve the objective of the subject. How well the instructional materials are prepared and used for instructional delivery will either have a positive or negative impact on the students, thereby resulting to either higher academic performance or lower academic performance in the subject.

It has been observed that some Business Studies teachers do not use instructional in teaching the concepts and contents of Business Studies. Some who attempt to use instructional materials sometimes do not use the appropriate instructional material that will enable the learners to have an indepth of the concepts being taught by the teacher. This in turn affects the academic performance of the students in this subject. This to a greater extent hampers the goals of Business studies which is to equip students with the necessary skill that will enable them to be self-reliant on graduation, prepare them for Business related courses in tertiary institution.

It has been observed that various instructional materials play different roles on students' academic performance therefore, it is on this ground that this study seeks to ascertain the impact of instructional materials on Business studies students' academic performance in secondary schools in Rivers State.

### **Purpose of the Study**

The main purpose of the study was to determine the impact of instructional materials on business studies students' Academic performance in secondary schools in Rivers State. Specifically, the study sought to:

1. Determine the extent printed instructional materials enhance academic performance of Business Studies Students in secondary Schools in Rivers State.
2. Determine the extent non-printed instructional materials enhance academic performance of Business Studies Students in secondary Schools in Rivers State.

### **Research Questions**

The following research questions guided the study;

1. To what extent does printed instructional materials enhance academic performance of Business Studies Students in Secondary Schools in Rivers State?
2. To what extent does non-printed instructional materials enhance academic performance of Business Studies Students in Secondary Schools in Rivers State?

### Hypotheses

The following hypotheses were formulated in the study;

1. There is no significant difference between male and female Business Studies teachers on the extent printed instructional materials enhances the academic performance of Business Studies students in Rivers State.
2. There is no significant difference between male and female Business Studies teachers on the extent non-printed instructional materials enhances the academic performance of Business Studies students in Rivers State.

### RESEARCH METHODS

The study adopted a descriptive survey research design. The population of the study consisted of 120 Business Studies teachers in selected public secondary schools in Rivers State. The entire population was used for the study since the population was manageable. The instrument for data collection was a self-structured questionnaire titled “Questionnaire on impact of Instructional Materials on Business Studies Students Academic Performance in Secondary Schools in Rivers State”. The instrument was divided into two sections (Sections A and B) section A was for Demographic data while section B was for response items. The instrument was validated by three experts. The reliability of the instrument was established with test-retest method while Pearson product moment correlation coefficient was used to establish the reliability of the instrument. Mean and standard deviation were used to analyze the research questions while t-test was used to test the hypotheses formulated in the study at 0.5 level of significance. A mean score of 2.50 was accepted and a hypothesis was accepted when the t-calculated is less than the t-critical and rejected when t-calculated is higher than the t-critical

### RESULTS

**Research Question 1:** *To what extent does printed instructional materials enhance the academic performance of Business Studies Students in Secondary Schools in Rivers State?*

**Table 1: Data on the extent printed Instructional Materials Enhance Academic Performance of Business Studies Students N= 110**

S/N	Items	Males Teacher (50)			Female Teachers (60)		
		X	SD	Rmk	X	SD	Rmk
1.	Printed materials from the internet enhances Business Studies student academic performance	3.04	0.61	HE	2.15	0.43	LE
2.	The use of Business Studies textbooks enhances student academic performance	3.24	0.65	HE	2.40	0.48	LE
3.	The use of printed pamphlets enhances student academic performance	3.22	0.64	HE	2.32	0.46	LE
4.	The use of workbooks enhances students’ academic performance	3.30	0.66	HE	2.52	0.50	HE
5.	The use of printed balance sheet enhances students’ academic performance	3.16	0.63	HE	2.48	0.50	LE
<b>Total Mean /SD</b>		<b>15.96</b>	<b>3.19</b>		<b>11.87</b>	<b>2.37</b>	
<b>Grand Mean / SD</b>		<b>3.19</b>	<b>0.64</b>		<b>2.37</b>	<b>0.47</b>	

Source: Field Survey, 2021

The analysis in table 1 shows that printed instructional materials such as printed internet materials, Business studies textbooks, printed pamphlets, workbooks and use of printed balance sheets for instruction enhances students' academic performance.

**Research Question 2:** *To what extent does printed instructional materials enhance the academic performance of Business Studies students in Rivers State?*

**Table 2: Data on the extent does non- printed instructional materials enhance the academic performance of Business Studies students N= 110**

S/N	Items	Males Teacher (50)			Female Teachers (60)		
		X	SD	Rmk	X	SD	Rmk
6.	The use of model offices as instructional material enhances students; academic performance	3.50	0.70	VHE	2.82	0.56	HE
7.	The use of auditory materials for instruction enhances students' academic performance	3.36	0.67	HE	2.67	0.53	HE
8.	The use of projectors and transparencies enhances students' academic performance.	3.20	0.64	HE	2.50	0.50	HE
9.	The use of shorthand laboratory enhances students' academic performance	3.24	0.65	HE	2.70	0.54	HE
10.	The use of office machines enhances students' academic performance	3.42	0.68	HE	2.65	0.53	HE
<b>Total Mean /SD</b>		<b>16.72</b>	<b>3.34</b>		<b>13.34</b>	<b>2.66</b>	
<b>Grand Mean / SD</b>		<b>3.34</b>	<b>0.67</b>		<b>2.67</b>	<b>0.53</b>	

**Source:** Field Survey, 2021

The analysis in table two shows that the use of the following non-printed instructional materials; model office, auditory materials, projectors and transparencies, shorthand laboratory and office machines enhances Business Studies Students' academic performance in Public Secondary Schools in Rivers State.

**Hypotheses**

**Hypothesis 1:** There is no significant difference in the mean ratings of Male and Female Business Studies teachers on the Extent Printed instructional materials enhance the academic performance of Business Studies Students.

**Table 3: T-test of Difference in the Meant Ratings of Male and Female Business Studies Teachers on the Extent Printed Instructional Materials Enhance Students' Academic Performance.**

Group	N	X	Df	SD	t-cal	t-crit	Level of sig.	Decision
Male Teachers	50	3.19	108	0.64	8.2	1.98	0.05	Rejected
Female Teachers	60	2.37		0.47				

**Source:** Field Survey, 2021

The analysis in table 3 shows that the t-calculated is higher than the t-critical (tcal > tcrit). Hence, the hypotheses was rejected. Therefore, there is significant difference in the mean ratings of male and female Business Studies Teachers on the extent printed instructional materials enhances the academic performance of Business Studies Students in Secondary Schools in Rivers State.

**Hypothesis 2:** There is no significant difference in the mean ratings of Male and Female Business Studies teachers on the Extent Printed instructional materials enhance the academic performance of Business Studies Students.

**Table 4:** T-test of Difference in the Meant Ratings of Male and Female Business Studies Teachers on the Extent Non-Printed Instructional Materials Enhance Students' Academic Performance.

Group	N	X	Df	SD	t-cal	t-crit	Level of sig.	Decision
Male Teachers	50	3.34	108	0.67	5.6	1.98	0.05	Rejected
Female Teachers	60	2.67		0.53				

**Source:** Field Survey, 2021

The analysis in table 4 shows that the t-crit is less than the t-cal ( $t_{crit} < t_{cal}$ ). Hence, the hypotheses was rejected. Therefore, there is significant difference in the mean ratings of male and female Business Studies Teachers on the extent non-printed instructional materials enhances the academic performance of Business Studies Students in Secondary Schools in Rivers State.

### DISCUSSION OF FINDINGS

The findings in table 1 revealed that, use of instructional printed materials from the internet, Business studies textbooks, printed pamphlets, workbooks and printed balance sheets as instructional materials enhances the academic performance of Business Studies students in public secondary schools in Rivers State. There is significant difference in the mean ratings of male and female Business Studies teachers on the extent printed instructional materials enhances the academic performance of Business studies students.

This finding is in agreement with the view of Onajite and Aina (2014) that instructional materials improves students' learning outcome in the classroom. In agreement with the view of Onajite and Aina, Sale (2016) opined that instructional materials aid teaching delivery at the junior secondary schools.

The finding in table 2 revealed that the use of model office for instruction, auditory materials, projectors and transparencies, shorthand laboratory and office machines for instruction enhances the academic performance of Business Studies Students in Public Secondary difference in the mean ratings of male and female Business studies teachers on the extent non-printed instructional materials enhances the academic performance of Business studies students.

This finding is in agreement with the view of Nzeneri (2010) that instructional / materials enrich and enliven teaching and learning process. It stimulates students' desire to learn and as well assist the learning process by making assimilation and memorization of materials easier. It helps in holding students' attention and also promote reality of experience which motivates self-learning amongst learners. In agreement with the view of Nzeneri, Sale (2016) opined that instructional materials enhances effective instructional delivery.

### CONCLUSION

Instructional materials (either printed or non-printed) plays significant role in the teaching of Business studies in secondary schools. Findings in this study shows that printed instructional materials and non-printed instructional materials has great impact on Business Studies students' academic performance in secondary schools in Rivers State.

## RECOMMENDATIONS

Based on the findings in the study, the researcher made following recommendations;

1. Teachers should always use printed instructional material to enhance students' academic performance in Business Studies.
2. Teachers should always use non-printed instructional material to enhance students' academic performance in Business Studies.

## REFERENCES

- Abdu-Raheem, B. O. (2011). Availability, adequacy and utilization of social studies instructional materials in Ekiti State secondary schools. *Journal of Current Discourse and Research*, 3, 242-255.
- Ahmed, T.M. (2003). Education and national development in Nigeria. *Journal of Studies in Education*, 10, 35-46. Ahmed, K (2007). Obstacles to the effective teaching and learning of chemistry at the secondary school level: Curriculum implications for sustainable educational development. 43<sup>rd</sup> Annual Conference of Science Teachers' Association of Nigeria (STAN), 13 (9) 539 — 542.
- Akinleye, GA. (2010). Enhancing the quality of life in this complicated but dynamic world. 25th Inaugural lecture, University of Ado-Ekiti, April 6.
- Enaigbe, A. P. (2009). Strategies for improving supervisory skills for effective primary education in Nigeria. *Edo Journal of Counselling*, 2 (2), 235-244.
- Eniayewu, J. (2005). Effect of instructional materials on teaching of economics in secondary schools in Akoko North-East Local Government Area of Ondo State. *Ikere Journal of Education*, 7, 117-120.
- Federal Republic of Nigeria - FRN (2004). National policy on education, 4 edition. Lagos: NERDC.
- Federal Republic of Nigeria - FRN (2013). National policy on education, 6th edition. Lagos: NERDC.
- Janovsky, A. (2007). Instructional materials: Definition, examples & evaluation. Retrieved from <http://lstudy.com/academy/lesson/instructional-materials-definition-examples-evaluation.html>.
- Kadzera, C. M. (2006). Use of instructional technologies in teacher training colleges, Malawi. PhD Dissertation in Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
- Makokha, R. N. & Wanyonyi, K. M. (2015). The utilization of instructional resources in teaching Kiswahili poetry in secondary schools in Kenya. *International Journal of Academic Research in Business and Social Sciences*, 5 (8), 10 -18, ISSN: 2222-6990.
- Njoki, N. G. N. (2014). Utilization of instructional media for quality training in pre-primary school teacher training colleges in Nairobi County, Kenya. *Doctorate Degree of Philosophy Thesis in Early Childhood Studies in the School of Education*, Kenyatta University. Retrieved from [www.ku.ac.ke](http://www.ku.ac.ke).
- Nzeneri, I. S. (2010). *Handbook on adult education. Principles and practices*. Uyo: Abigab Associates Limited.
- Nzewi, U. M, & Nwosu, A. A. (2009). *Course guide*, EDU 236: Biology methods. Lagos: National Open University of Nigeria.
- Obanya, P. (2004). *The dynamics of secondary education: A synthesis of studies in four states of the federation*. Washington D.C: The World Bank.
- Ogbondah, L. (2008). An appraisal of instructional materials used to educate migrant fishermen's children in Rivers State, Nigeria. *International Journal of Scientific Research in Education*, 1(1), 13-25.
- Onajite, G. O. & Aina, M. A. (2014). Assessment of the use of instructional technology for effective teaching and learning in business education in colleges of education in Delta State. *Journal of Vocational Studies* — ABUJOVS, 8(1), 34-45.
- Onajite, G. O. (2016a). Challenges of utilizing information and communication technology (ICT) in teaching and learning of business education in colleges of education in Delta State. *International*

*Journal of Educational Foundations and Management (IJEFAM). Journal of the Department of Educational Management, Ekiti State University, Ado-Ekiti* 10 (1), 246-258.

Onajite, G. O. (2016b). Utilization of training and retraining programmes by business studies teachers for higher quality at the secondary education level in Anambra State. *African Journal of Studies in Education*, 11(1),9-27, ISSN: 0189-214X.

Sale, M. (2016). The place of instructional materials in quality teaching at primary school level in Katsina Metropolis, Katsina State. Retrieved from [http://www.isaet.org/images/extraimages/UH03\\_16011.pdf](http://www.isaet.org/images/extraimages/UH03_16011.pdf).

Saxena, S. (2014). *How to involve various educational stakeholders in education improvement?* Retrieved from [www.edtechreview.in/](http://www.edtechreview.in/).