



## Perceived Availability and Utilization of Instructional Materials by Business Studies Teachers in Adamawa State.

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### ABSTRACT

*This study assessed the availability and use of instructional materials by business studies teachers in upper basic education in Adamawa State, Nigeria. The study had two specific purposes from where two research questions were raised. The study adopted a descriptive survey research design. The population of the study was 521 junior secondary schools, 281 business studies teachers and 83,124 students in the 2018/2019 academic session in Adamawa State who are the target of the study. The sample size for the study was 15 numbers of schools, five from each of the three Senatorial Zones to facilitate data collection. There was no sample for teachers, the whole population was considered. A total of 384 students were sampled randomly from three Zones and JSS II. The major instrument for data collection for this study was 20 structured questionnaire items for both teachers and students. The instrument for data collection was face and content validated by two experts from the Department of Environmental Science Education, Modibbo Adama University of Technology, Yola. Findings include: instructional materials are not relatively available and teachers do not always use instructional materials in teaching and learning of business studies in upper basic education in Adamawa State. It was concluded that the poor state of instructional materials in teaching business studies has negatively affected the conducive atmosphere of teaching and learning of business studies and these contributed to the poor academic performance of students in business studies in upper basic education in Adamawa State. It was recommended that government and ministries of education should provide enough and current instructional materials for the teaching and learning of business studies in upper basic education in Adamawa State.*

### INTRODUCTION

Instructional materials play a tremendous role in achieving the behavioural objectives of teachers during the teaching and learning process. If educational objectives are to be met, the school system must integrate learning with instructional materials. Khal and Igbal (2012) stated that adequate and quality instructional resources are basic ingredients for quality education to achieve the intended goal of tertiary institutions. To bring out the best of teaching and

learning, modern instructional facilities are required to be applied in the process. Both the instructor and the learner benefits immensely when it is used. Learning will be meaningless to a student that feels bored when a teacher instead of physically exemplifying what is been taught will resort to the under utility of instructional facilities. The need for teacher's awareness in utilizing instructional materials is paramount if the job is to be done. Fafunwa (2010) is of the view that a large number of students are crowded in classrooms,

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using inadequate and obsolete equipment and with disillusioned teachers.

The materials being used in teaching were called instructional materials teaching aids, they are to assist the achievement of the stated educational goals and objectives. This means that teaching aids are helping in teaching and learning and also provide help in developing similar skills in solving relevant problems in business studies, for instance, student's negative attitude to business studies is due to poor and lack of proper use of instructional materials. Business studies as a subject are very simple, but because of lack of qualified and experienced teachers to handle the subject makes it difficult for the students to understand and like the subject. Teaching-learning of business studies in schools without instructional materials such as charts, maps, curves and graphs etc. may not bring out the expected results. Onajite, Olaniyi, Oyerinde, Onyesom, and Aina (2019) discovered the problems of inadequate instructional materials as one of the major problems that leads to the poor academic performance of students in business studies.

Business studies are the type of education that prepares youths to acquire first-hand business information, skills and competencies that will enable them to become functional in society. All topics taught in this subject area should be accorded with the requisite instructional materials that will enable students to experience 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 and Aina, 2014). Instructional materials as defined by Nzewi and Nwosu (2009) are teaching materials which include 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 overemphasized. Examples of some of these instructional materials include typing machines, computers, chalkboards, whiteboards, models, pencils, rulers and art supplies. Instructional materials are broadly defined to include a variety of flexible and nonflexible materials, digital materials, and online 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, talk shop, duplicating machines, whiteboard, among others can be utilized to support the teacher's instructions (Olajuwon, 2009). 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 that 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 books, magazines, periodicals, pamphlets, course books, workbooks, memoirs, journals, reading guides, order forms, downloaded business studies print materials, supplementary items like notes on broadcasts, assignments, instructions, etc.

Instructional materials are the educational resources used to improve students' knowledge, abilities, and skills, monitor their assimilation of information, and contribute to their overall development and upbringing. According to Usman (2016), the followings were some of the reasons for using instructional materials.

- (1) Good instructional material can supplement spoken or written words;
- (2) It can bring teaching to life in a way that word cannot express;



- (3) Words can describe people, places and objects but a picture immediately brings reality;
- (4) A teaching aid can simplify and clarify what is complex and difficult to express in words;
- (5) Instructional materials have motivational value for them to develop the interest of the students;
- (6) Instructional materials can also promote retention as we can understand from the Chinese proverb that says “what I hear I forget, what I see I remember, what I do I understand”; and
- (7) They save time, and energy what you will explain in ten minutes will be possible in less time with the use of instructional materials.

Aids is implied to help in the teaching business studies, not to be substituted for teaching the subject, nor for teachers, rather, it should be used to supplement oral explanation and descriptions. Ozorehe in Modibbo (2019), stated that business studies involve a lot of simple tests and activities while the students must involve in, the secondary school level to acquire the necessary skills and experiences. This can only be enhanced with the aid of instructional materials. Ibrahim (2014), said, “Instructional materials include self-supporting materials which are used by the teacher to present a complete body of instruction; they make a lesson to become more explicit and interesting. Instructional materials are of prime importance for both slow learners and fast learners (Balogun, 2014).

Adeyemo (2015), considered instructional materials as an essential part of teaching methods which helps the teacher to express his/her subject concept to the learners thus promoting students’ academic performance., such aids or materials, should be the responsibility of the business studies teachers. Fakomogbon in Onajite et.al (2019), stated that instructional materials are normally used during instruction to enhance proper or effective learning and to encourage retention. They reduce the workload of the business studies teacher in the classroom, reinforce and add clarity to learning. Despite all these uses and roles of instructional materials, most teachers still teach in our schools without instructional materials, the reasons being that they are not available or some concepts do not require

instructional materials. However, some conceived that instructional materials cannot be improvised and some reason that instructional materials are too difficult to manipulate or that instructional materials waste a lot of time in the classroom. It is by this background; therefore, that the study was out to assess the availability and use of instructional materials by business studies teachers in upper basic education in Adamawa State, Nigeria.

It appears to be obvious that teaching business studies at the upper basic education in Adamawa State have become a difficult task. This is evident in the way and manner business studies subject is taught in the upper basic education. Instructional materials make teaching and learning more understandable, meaningful and easy. But despite the benefits of instructional materials to teaching and learning, the scarcity of the instructional materials has hindered, to some extent, the efficiency of teaching and learning of business studies (Onajite et.al, 2019). In most of the upper basic education in Adamawa State, teachers’ encounter a lot of difficulties in teaching this subject and this have affected offering the subject in most of the schools. This situation in Adamawa State which is worrisome for both the researcher and a few other education stakeholders like the business studies teachers and principals need urgent measures to be taken to salvage this problem.

The researcher has taught for several years in some upper basic education and had visited several upper basic education as a resource person and supervisor for teaching practice students. Through these experiences, the researcher observed that most teachers in upper basic education in the state did not fully make use of instructional materials in the teaching of business studies to their students. This negligence of the effective use of the instructional facilities and materials in teaching and learning of business studies are common to both the trained and untrained teachers affected the students’ academic performance in business studies in upper basic education in Adamawa State. The researcher observed in most secondary schools that a high percentage of students are performing very poorly in business studies in both their internal and external examinations. Thus, the



reports of the Chief examiner of Adamawa State Educational Resource Centre on Upper Basic Education Certificate Examinations (UBECE) revealed a decline in students' academic performance based on a credit pass percentage in the year 2015 by 39.69%; 2016 by 34.34%; 2017 by 33.23% and 2018 by 32.12%.

Following this, the challenges associated with teaching business studies have created a gap making it difficult for quality teaching and learning to prosper. The need to fill this existing gap in the teaching of business studies in Adamawa State calls to investigate to inquire and assessed the availability and use of instructional materials by business studies teachers in upper basic education in Adamawa State, Nigeria, which stands to be the problem of the present study.

#### **Purpose of the Study**

The main purpose of the study was to assess the availability and use of instructional materials by business studies teachers in upper basic education in Adamawa State, Nigeria. The specific purposes were to: -

1. Determine the perception of teachers on the availability of instructional materials in teaching business studies in upper basic education in Adamawa State.
2. Determine whether teachers use instructional materials in teaching business studies in upper basic education in Adamawa State.

#### **Research Questions**

This research work was carried out to answer the following questions;

1. What is the perception of teachers on the availability of the instructional materials for teaching business studies in upper basic education in Adamawa State?
2. What is the teachers' level of utilization of instructional materials in the teaching business studies in upper basic education in Adamawa State?

#### **Research Hypotheses**

The following null hypotheses were postulated to guide the conduct of this study;

**HO<sub>1</sub>** There is no significant difference in the opinions of teachers and students on the instructional materials that are available in teaching business studies in upper basic education in Adamawa State.

**HO<sub>2</sub>** There is no significant difference in the opinion of teachers and students on how teachers use instructional materials in teaching business studies in upper basic education in Adamawa State.

#### **METHODOLOGY**

A descriptive survey design was used for the study, as it is the appropriate research technique to employ for a study of this nature. Kerlinger in Usman (2016) describes the descriptive survey method as the study of the large and small populations by selecting and studying population to discover the relative incidence, distribution and interrelation of sociological and psychological variables.

The population of the study was 521 junior secondary schools, 281 business studies teachers and 83,124 students in the 2018/2019 academic session in Adamawa State who are the target of the study. The sample size for the study was 15 numbers of schools, five from each of the three Senatorial Zones to facilitate data collection.

There was no sample for teachers, the whole population was considered. A total of 384 students were sampled randomly from three Zones and JSS II. The major instrument for data collection for this study was 20 structured questionnaire items for both teachers and students. The instrument for data collection was face validated by two experts from the Department of Environmental Science Education, Modibbo Adama University of Technology, Yola. The instrument was administered to 20 JSS 2 students at Government Day Secondary School Zing in Taraba State who were not part of the population of the study. Cronbach's alpha was used to establish the reliability of the instrument; result of the analysis showed the correlation coefficient of the instrument at 0.70. Thus, the instrument was considered reliable for gathering data as suggested by Olayiwola (2010) stated that a reliable test will have a high-reliability coefficient close to a positive one. A total of two hundred and 281 questionnaires were administered to teachers



and 384 to students, no zone was given more copies of the questionnaire to answer than the number sampled. The bio-data of the respondents were analysed by using the appropriate statistical procedure in terms of frequencies, percentages and the two (2) research questions using mean. In the questionnaire, the items were based on a 4-point scale, and weighed on the following scale: - Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, Strongly Disagree (SD) 1 point ( $4+3+2+1 = 10$ ).  $10/4 = 2.50$ . Cut off Point for Decision.

## RESULTS

### Answers to Research Questions

Data relating to the research questions were analysed by using mean. The results are presented in Tables 1 and 2.

**Research Question One:** What is the perception of teachers on the availability of the instructional materials for teaching business studies in upper basic education in Adamawa State?

To answer this question, items 1 – 10 included in the questionnaire provide the necessary data. The results are shown in Table 1.

**Table 1:** Mean and Standard Deviation of Responses on the Availability of Instructional Materials in Teaching Business Studies.

S/N	Availability of Instructional Materials	$\bar{X}$	Std. Dev.	Remarks
1	The instructional materials play a tremendous role in achieving the behavioural objectives of teachers during teaching and learning process.	3.45	0.92	Agreed
2	Stapling machines are available for teaching and learning business studies in your school.	2.01	0.70	Disagreed
3	Computer with internet facilities are available for the purpose of teaching and learning business studies in your school.	1.78	0.68	Disagreed
4	The availability of instructional materials in your school help in developing similar skills in solving relevant problems on student's negative attitude towards business studies.	2.00	0.70	Disagreed
5	The availability of instructional materials in your school assist teachers to make their lessons explicit to learners.	2.81	0.83	Agreed
6	Most researchers have discovered the problems of inadequate instructional materials as one of the major problems that leads to the poor academic performance of students in business studies.	2.93	0.85	Agreed
7	Teaching-learning of business studies in schools without instructional materials such as charts, maps, curves and graphs etc. will not bring out the expected results in your school.	1.13	0.53	Disagreed
8	All topics taught in business studies in your school are accorded with the requisite instructional materials that will enable students experience the real-life teachings.	1.76	0.66	Disagreed
9	In teaching business studies at the upper basic education, such instructional materials like a workbook, whiteboards, among others are available to support the teacher's instructions.	1.69	0.65	Disagreed
10	Your school has adequate instructional materials in providing widely variety of equipment and materials used for teaching/ learning by teachers to stimulate self-activity on the part of the students.	1.50	0.61	Disagreed
<b>Weighted Average</b>		<b>2.10</b>	<b>0.72</b>	<b>Disagreed</b>

Source: *Field Survey*, 2019.





Table 1 data revealed the respondents mean rating of the instructional materials available in teaching business studies in upper basic education in Adamawa State. The responses of items one to ten in the questionnaire were analysed and the study revealed that instructional materials are not relatively available in teaching business studies in upper basic education in

Adamawa State. (The grand weighted mean was 2.10, and the SD stood at 0.72).

**Research Question Two:** What is the teachers' level of utilization of instructional materials in the teaching business studies in upper basic education in Adamawa State?

**Table 2:** Mean and Standard Deviation of Responses on perceived Teachers Utilization of Instructional Materials for Teaching of Business Studies.

S/N	Teachers Utilization of Instructional Materials	$\bar{X}$	Std. Dev.	Remarks
11	The use of instructional materials by our business studies teachers promote students understanding and retention.	2.79	0.83	Agreed
12	Business studies teachers in our school only use locally made instructional materials in teaching the subject.	1.97	0.70	Disagreed
13	The scarcity of instructional materials in our school has hindered, to some extent, the efficiency of teaching and learning of business studies.	2.77	0.83	Agreed
14	In our school, the instructional materials are systematically designed, reproduced, used and evaluated to increase teachers' effectiveness in the classroom.	1.87	0.68	Disagreed
15	The use of instructional materials by the teacher in our school helps to communicate information effectively and promote the easy acquisition of knowledge.	3.21	0.89	Agreed
16	Teachers use appropriate charts and diagrams for the immediate illustration of business studies lesson in our school.	1.92	0.69	Disagreed
17	Our business studies teacher use words to describe people, places and objects, but a picture immediately brings reality.	2.57	0.80	Agreed
18	Business studies teachers in our school use good instructional material to supplement written documents.	1.24	0.71	Disagreed
19	The use of instructional materials in our school have motivational value in developing the interest of the students towards learning.	3.17	0.89	Agreed
20	Teachers negligence of the effective use of the instructional facilities and materials in teaching and learning of business studies common to both the trained and untrained teachers affected the students' academic performance in business studies in our school.	3.00	0.86	Agreed
<b>Weighted Average</b>		<b>2.45</b>	<b>0.78</b>	Disagreed

Source: *Field Survey*, 2019.

Table 2 data revealed the respondents mean rating of how teachers use instructional materials in teaching business studies in upper basic education in Adamawa State. The responses of items 11 to 20 in the questionnaire were analysed and the study revealed that teachers do not always use instructional materials in teaching business studies in upper basic

education in Adamawa State. (The grand weighted mean was 2.45, and the SD stood at 0.78).



## SUMMARY OF FINDINGS

The study established that:

1. Instructional materials are not relatively available in teaching business studies in upper basic education in Adamawa State.
2. Teachers do not always use instructional materials in teaching business studies in upper basic education in Adamawa State.

## DISCUSSION OF FINDINGS

The research was carried out to assess the availability and use of instructional materials by business studies teachers in upper basic education in Adamawa State, Nigeria. To achieve this purpose, two research questions and two research hypotheses were raised. Based on the result of the data analysis and test of hypotheses, the following findings were made:

Research question one revealed that the instructional materials are not relatively available in teaching business studies in upper basic education in Adamawa State. This implied that teachers and students differ in their responses regarding the availability of instructional materials in teaching and learning of business studies in upper basic education in Adamawa State. This finding agrees with Olajuwon (2010) who stated that computers with internet facilities are not available for teaching and learning business studies in our school. Instructional materials play a tremendous role in achieving the behavioural objectives of teachers during the teaching and learning process. In a similar vein, Ibrahim (2012) asserts that the availability of instructional materials in our school assist teachers to make their lessons explicit to learners. The findings of this study are also in agreement with what Onajite et.al (2019) discovered that the problems of inadequate instructional materials as one of the major problem that leads to the poor academic performance of students in business studies.

Research question two was on how teachers use instructional materials in the teaching business studies in upper basic education in Adamawa State. The study revealed that teachers do not always use instructional materials in teaching business studies in upper basic education in Adamawa State. This implied that teachers and students differ in their

responses regarding the use of instructional materials in teaching and learning of business studies in upper basic education in Adamawa State. This finding is in line with Nzewi and Nwosu (2009) who affirms that business studies teachers in our school do not normally use locally made instructional materials in teaching the subject. The scarcity of instructional materials in our school has hindered, to some extent, the efficiency of teaching and learning business studies. The findings of the study commiserate with what Peter (2019) stated that the use of instructional materials by business studies teachers promote students understanding and retention. The study also was supported with what Adeyemo (2015) noted that the instructional materials are an essential part of teaching methods which helps the teacher to express his/her subject concept to the learners thus promoting students' academic performance.

The findings of this study revealed that, the instructional materials are either not available or are grossly inadequate in many schools. And the few available ones aren't properly utilized by most of the teachers teaching business studies in upper basic education in Adamawa State during their teaching and learning process. These contributed to a lack of interest in the subject and contributed to the poor academic performances of students in schools.

## CONCLUSION

From the findings of the study, it was concluded that instructional materials are not relatively available in teaching business studies and teachers do not always properly use the few available instructional materials in teaching business studies and this has negatively affected the conducive atmosphere of teaching and learning of business studies and contributed to the poor academic performance of students in business studies in upper basic education in Adamawa State.

## RECOMMENDATIONS

Based on the findings from the study, the researchers recommend as follows:

1. Government and ministries of education should provide enough and current instructional materials



for the teaching and learning of business studies in upper basic education in Adamawa State.

2. Business educators and teachers, should be utilizing the few available instructional materials in schools where available and improvise where they are not available during their teaching and learning of business studies in upper basic education in Adamawa State.

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