

Teacher's Perceptions on the Usefulness of Instructional Media to Effective Teaching of Business Studies

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Abstract

Business Studies is one of the subjects that enable students acquire skills that are essential to personal, occupational and entrepreneurial activities. In Nigeria, there are reports indicating that students are not making consistent progress in learning Business Studies and that this is somehow attributed to teachers' perception on the usefulness of instructional materials for effective teaching and learning. However, in pedagogical practice it is believed by the experts of this field that the use of instructional media by the teachers will make learning more permanent, offer reality of experience and provide high degree of interest. The objective of this study is to investigate the perception of teachers on the usefulness of instructional media to effective teaching of Business Studies.

Three research hypotheses were formulated to guide the study. A total of 270 Junior Secondary Schools Business Studies Teachers constituted the sample for this study while multistage sampling technique was used. The data for the study was collected through the use of adapted and validated instrument called "Media Usefulness in Business Studies Questionnaire". The data collected in this study was analyzed using t-test at 0.05 level of significance.

The findings of the study revealed that there is no significant difference in the perception of experienced and less experienced teachers on the usefulness of instructional media to effective teaching of business studies, there is no significant difference in the perception of male and female teachers on the usefulness of instructional media to effective teaching of business studies and there is no significant difference in the perception of teachers based on teaching qualifications on the usefulness of instructional media to effective teaching of Business Studies. It could therefore be reported that participants in all the groups jointly agreed that instructional materials are useful for effective teaching of Business Studies.

Based on the findings, it is recommended that student-friendly instructional technologies should be adequately supplied to the secondary schools. It is also recommended that there is need for Ministries of Education, Teacher Training Institutions and Private sector to support in the training of Business Studies teachers on the production and effective utilization of instructional media.

Keywords: Audio-Visuals, Dual Coding, Instructional Technologies, Media, Pedagogy

Background to the Study

Business activities affect the daily lives of all Nigerians as they work, spend, save, invest and travel. It influences jobs, incomes and opportunities for personal enterprise. Business has significant effect on the standard of living, quality of life and the environment in which future generations will inherit (Ekpenyony & Ojo, 2011). Despite the importance attached to Business Studies in the school curriculum, the

performance of students is not consistently progressing as indicated in the NECO Chief Examiners' reports of Junior School Certificate Examination (2014, 2015 and 2016). In the reports, stakeholders in education industry were mainly advised to urgently address the problem of teachers' apathy towards effective utilization of instructional materials in the teaching of Business Studies. Other factors identified are

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teaching methods, inadequate supply of relevant instructional materials to schools, inadequate infrastructure for teaching Business Studies, and lack of incentives for teachers, teacher education programme and learners' unserious attitude.

According to Brown, Lewis and Harderod (2007), the use of instructional media in schools has negatively affected motivation and interest of the students especially in Business Studies. Also, teachers adopt the verbal method as a way of teaching and learning the subject due to non-availability of relevant instructional materials in schools. Obi (2000) identified that non-availability of instructional media to facilitate effective learning of Business Studies is not always a problem but how our teachers will effectively and efficiently utilize them in the classroom. The call for effective utilization of instructional technologies in the classroom is amplified by the increase in quality and quantity of instructional technologies is producing a shift from the open-ended communication approach to closed-loop communication approach.

The way teachers perceive the usefulness of instructional media in education will to a large extent determines its effective utilization. Teachers form impression which is favorable or otherwise, depending on attributes of a particular instructional material. Teacher's perception of media is based upon what they feel media can do in teaching-learning process. In a study by Langkub and Eule (2001), it was reported that majority of the teachers sampled disagreed with the statement that "instructional media are useful for effective teaching and learning". However, there was evidence that what teachers said pertaining to their reasons for not using media were not true because instructional media are said to be part of the instructional process (Uzoegwu, 2001). Wuyep and Agbo (2005) asserted that instructional materials are the pivot on which the wheel of the teaching-learning process rotates. Olori (2010) explained that educational technology is the principle and practice involved in systematic production and utilization of a broad range of learning resources and the management of the processes which helps to maximize human learning in any situation.

Instructional media are learning resources which are intended to help the teacher communicate more effectively, or better still which enable the pupils to learn more readily. Uzoegwu (2001) describes instructional media as audio-visual materials or as innovations in teaching and learning. Application of instructional technology involves the use of human effort, appropriate choice of design and utilization of selected media to ensure effectiveness, perhaps using the ASSURE Model. Instructional media could be described as any two or three-dimensional material used to satisfy the educational means of the learners. It is an instructional device, technique or an expert brought into teaching and learning interaction to facilitate efficient and effective sharing of experience, knowledge, skill, attitude and value.

Media has an undoubted role to play in contemporary scholarly endeavours. This is more so in the formative learning years where learners are motivated to learn more through audio-visual devices as opposed to abstraction of facts (Brown, Lewis and Harderod). In tandem with tech-

nological advancement, the use of instructional media has dramatically increased in the last two decades. According to Olori (2010), the importance of instructional media for both teachers and students can never be overemphasized. In Business Studies, the use of instructional media is essential to support learning because business studies are concerned about economic and social phenomena which couldn't be easily expressed without the support of graphics, videos, pictures and realia (Nwaokolo, 2008).

Olowodun (2006) points out that using instructional media in business studies classrooms widens the channel of communication between teachers and their students. The instructional media allows acquisition of specific cognitive abilities and enhances affective and motor skills. To facilitate effective interaction in the 21st century classroom, teachers should combine an array of technological materials and if possible provide real life experiences which are direct and purposeful. The use of charts and models enable the teacher to present and easily illustrate physical phenomena and at the same time allows them the students to focus attention on the main features of objects. The use of real or improvised materials adds elements of reality by providing concrete examples to learning (Olori, 2010).

This study is based on dual coding theory. According to the proponents of dual coding theory (Paivio, 1971; Clark & Paivio, 1991), information is processed through one of two generally independent channels (audio and visual). One channel processes verbal information such as text or audio while the other channel processes nonverbal images. Information can be processed through both channels, this occurs for example, when a person sees a picture of a dog and also processes the word "dog" (Najjar, 1996). Information processed through both channel is called referential processing and has an additive effect on recall (Mayer & Anderson, 1991). Learning becomes better when the information is referentially processed through two channels than when the information is processed through only one channel. Referential processing may produce this additive effect because the learner creates more cognitive paths that can be followed to retrieve the information (Najjar, 1996). When a teacher uses audio-visual materials in the classroom presentation, learning becomes multisensory, experiential and highly qualitative.

Over the years, studies have pointed out various deterrents to the utilization of audio-visual technologies. The major deterrents reported were financial limitations in obtaining materials, lack of audio-visual classroom facilities and lack of trained audio-visual personnel (Odok-Ofegbu, 2001; Ofoefuna, 2002). However, the use of media for effective classroom teaching may strongly be influenced by the perception of teachers who are responsible for putting them to use.

Langkub and Eule (2001) found that there is significant relationship between academic achievement of students and teacher's utilization of instructional materials. However, in a study by Ibidapo and Fegbem (2001) instructional materials utilization was found not to be significantly related to students' attitude and academic performance. In developing countries, the significant relationship between stu-

dent achievement and the use of instructional material is more apparent than in developed countries.

According to Nwaokolo (2008), teaching experience has significant influence on students' achievement and attitude towards Business Studies. To be more precise, teaching experience has significant influence on the use of instructional materials in teaching Business Studies. In a study on how personal familiarity with instructional media influences its implementation, Ukoha (2006) found that acquisition of computer skills is neither smooth, nor easy because it takes time and determination. The more experienced a teacher is with any kind of instructional technology the more he or she will appreciate it and implement it in his classroom.

A study done by Wuyep and Agbo (2008) found that more than 50% of the 298 teachers with (0-2 yrs) years of experience in teaching received high scores on the section concerning implementation of instructional media. The authors viewed that the factor could be attributed to recent graduation from teacher training institutions and more exposure to instructional media than their senior colleagues. The current study sets to establish whether the teaching experience of Business Studies teachers has significant influence on their perception towards usefulness of instructional media.

Also, Ukuno (2008) found no significant difference in the perception of experienced and less experienced teachers on the usefulness of instructional materials in teaching Business Studies. Contrarily, Ekpenyony and Ojo (2008) found no significant difference in the perception of experienced and less experienced teachers on effective utilization of instructional materials in teaching Business Studies.

Olori in a 2008 study found that boys compared with girls consider that computers are more appropriate for them and believe themselves more competent when performing computer-related tasks. It was also found that male teachers rated computers as more useful than female teachers. In this regard gender difference in technology use may be an important factor affecting perceived usefulness of instructional materials in teaching and learning. Uzoegwu (2001) found no significant difference in the perception of male and female teachers on the role of instructional materials in teaching Business Studies. Obi (2000) found no significant difference in the perception of male and female teachers on the role of instructional materials in teaching Business Studies.

In Nigeria, there are different categories of professionally trained teachers. Teachers trained in the Colleges of Education are awarded with Nigeria Certificate in Education (NCE), while teachers trained in the University are awarded with Bachelor of Education Degree (B.Ed). However, some studies point to the influence of teacher's qualifications on students' academic achievement. Olowodun (2006) found significant difference in the perception of teachers based on qualification on the use of instructional materials in teaching financial account. On the other hand, Okeke (2008) in a study reported no significant difference in the perception of teachers based on qualification on the use of instructional materials in teaching shorthand.

Statement of the Problem

Instructional media are the learning resources that teachers use to facilitate effective and efficient communication in teaching- learning process. It is the creative utilization of students' senses which motivates them to learn and improve their skills. The emphasis on media - based teaching and learning of Business Studies becomes more significant considering the prevailing open-ended communication approach in Nigerian schools. In Nigerian schools, learning is largely passive and products of the schools are rated low in creativity, critical thinking and problem-solving skills. Apparently, the teachers have failed to develop the needed skills in students because of their perception towards the usefulness of instructional technologies in teaching-learning. The study investigated teachers' perception on the usefulness of instructional media to effective teaching of Business Studies.

Hypotheses

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

H₀₁: There is no significant difference between the perception of experienced and less experienced teachers on the usefulness of instructional media to effective teaching of business studies.

H₀₂: There is no significant difference between the perception of male and female teachers on the usefulness of instructional media to effective teaching of business studies.

H₀₃: There is no significant difference between the perception of NCE/B.Ed. and B.Ed teachers on the usefulness of instructional media to effective teaching of Business Studies.

Significance of the Study

The study may serve as a source of information to the government and all education stakeholders on the extent to which teachers' perception has significant influence on their teaching functions. The study might reveal the need for teacher training institutions to impress on pre-service teachers the usefulness of instructional media in effective teaching of business studies. It may provide information on the extent to which teaching experience, gender and qualification will significantly influence teacher's perception towards effective utilization of instructional media in the teaching of Business Studies. It may provide information on the need for in-service training on modern use of instructional technologies in business education classroom.

Method. Research Design

A survey research design was adopted for this study.

Population of the Study

The population of this study consists of all Business Studies Teachers in Junior Secondary Schools in Ogun State.

Sample and Sampling Techniques

The population for the study consists of all Business studies Teachers in Ogun East Senatorial District of Ogun State. A total of 270 Junior Secondary Schools Business Studies Teachers constituted the sample for this study. Multistage sampling technique was used. Proportional sampling techniques was used to select three, out of nine local governments in Ogun East Senatorial District of Ogun State. A total of 30 public and private secondary schools were randomly selected in each local government area, while 3 Business Studies Teachers were purposively selected in each school.

Instrumentation

The instrument for the study was a questionnaire adapted from Okeke (2008) titled "Media in Secretarial Education Scale". The name of the instrument is: "Media Usefulness in Business Studies Questionnaire (MUBSQ)". The items obtained information on perception of teachers on the usefulness of instructional media to effective teaching of Business Studies. The questionnaire has two sections. The first section obtained personal data while section B focused on the perception of teachers on the usefulness of instructional media to effective teaching of Business Studies. The response format for Section B is a twenty five (25) item four likert scale of Strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The research instrument was given to experts for face and content validity to ensure that it measures what it intends to measure. The instrument was also subjected to a test-retest and Cronbach Alpha formula to determine its stability and this yielded a reliability coefficient value of 0.75. The instrument was administered through research assistants. The data was analyzed using t-test at 0.05 level of significance.

Results. Research Hypotheses

Hypothesis 1

H_{01} : There is no significant difference between the percep-

tion of experienced and less experienced teachers on the usefulness of instructional media to effective teaching of business studies (*Table I: Showing the result of the independent sample t-test in terms of teaching experience*).

In the results above the t-value of 0.595 shows that the observed significant value of 0.210 is greater than 0.05 and this implies that the null hypothesis H_{01} is retained. This shows that there is no significant difference between experienced and less experienced teachers' perception on the usefulness of instructional media to effective teaching of business studies. This shows that majority of the respondents agreed that instructional media are useful to the teaching of Business Studies

Hypothesis II

H_{02} : There is no significant difference between the perception of male and female teachers on the usefulness of instructional media to effective teaching of business studies (*Table II: Showing the result of the independent sample t-test in terms of gender*).

In the table II above the t-value of 0.164 shows that the observed significant value of 0.172 is greater than 0.05 and this implies that the null hypothesis H_{01} is retained. This shows that there is no significant difference in teacher's perception on the usefulness of instructional media to effective teaching of business studies based on gender. This show that majority of the respondents agreed that instructional media are useful to the teaching of Business Studies.

Hypothesis III

H_{03} : There is no significant difference between the perception of NCE/B.Ed. and B.Ed on the usefulness of instructional media to effective teaching of Business Studies (*Table III: Showing the result of the independent sample t-test in terms of qualification*).

In the table III above the t-value of 1.065 shows that the observed significant value of 0.241 is greater than 0.05 and this implies that the null hypothesis H_{01} is retained. This shows that there is no significant difference between NCE/B.Ed. and B.Ed. teachers' perception on the usefulness of instructional media to effective teaching of Business Studies. The majority of respondents agreed that instructional media are useful to the teaching of Business Studies.

Discussion

The findings from the first research hypothesis revealed that there is no significant difference between experienced and less experienced teachers' perception on the usefulness of instructional media to effective teaching of business studies. According to Ukuno (2008), teachers make better utilization of materials and resources including audio tape recorders, video tape recorders, slide projectors, opaque

Variables	Teacher Experience	N	Mean	SD	Df	t – cal	Sig (2-tailed)	Remark
Perception on the usefulness of instructional media to the teaching of business studies	Experienced	150	4.3200	0.77307	268	0.595	0.210	Not Significant
	Less experienced	120	3.3500	0.47937				$p < 0.05$

t is significant at 0.05 level

Table I: Showing the result of the independent sample t -test in terms of teaching experience.

Variables	Gender	N	Mean	SD	t- cal	Df	Sig. (2-tailed)	Remark
Perception on the usefulness of instructional media to effective teaching of Business Studies	Male teachers	180	2.4444	0.71745	0.164	268	0.172	Not Significant
	Female teachers	90	1.6832	0.64700				$p < 0.05$

t is significant at 0.05 level

Table II: Showing the result of the independent sample t -test in terms of gender.

Variables	Qualification	N	Mean	SD	Df	t- cal	Sig.	Remark
Perception on the usefulness of instructional media to the teaching of Business Studies	NCE/B.Ed.	170	5.0000	0.40000	268	1.065	0.241	Not Significant
	B.Ed.	100	3.5398	1.48847				$p < 0.05$

t is significant at 0.05 level

Table III: Showing the result of the independent sample t -test in terms of qualification.

projectors, overhead projectors, still pictures, computer, PowerPoint, interactive whiteboard, animation, filmstrips, maps, chart and graphs than less experienced teachers. It is also consistent with the findings of Ekpenyony and Ojo (2008) who found that there is no significant difference in the utilization of visual materials by experienced and less experienced teachers.

The second research hypothesis revealed that there is no significant difference in teachers' perception on the usefulness of instructional media to effective teaching of business studies based on gender. The finding was in agreement with Obi (2000) and Uzoegwu (2001) who found that the majority of male and teachers jointly agreed on the usefulness of instructional media to effective teaching and learning.

Lastly, it was found that there is no significant difference between the perception of NCE/B.Ed and B.Ed teachers on the usefulness of instructional media to effective teaching of Business Studies. This finding is supported by Okeke (2008) and Nwaokolo (2008) who found in a separate study that majority of professionally trained teachers irrespective of teaching qualification agreed that instructional materials are useful for effective instructional delivery.

Conclusion

Based on the result of the study, it could be concluded that there is no significant difference between experienced and less experienced teachers' perception on the usefulness of instructional media to effective teaching of Business Studies. There is no gender difference in teachers' perception on the usefulness of instructional media to effective teaching of Business Studies. There is no significant difference between NCE/B.Ed. and B.Ed teachers' perception on the usefulness of instructional media to effective teaching of Business Studies.

Like other school subjects the use of instructional technologies in Business Studies is designed to provide realistic images and concrete experiences to achieve curriculum objectives. With new technologies in the global market, media is considered the most efficient facilitator of learning in the 21st century be it traditional or distance learning. However, its effective utilization demands teachers' creativity and efficient preparation and as such they should be constantly updated with new techniques for its application in order to achieve the expected learning outcomes.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Teacher training institutions should improve their curriculum so that the teaching of Educational Technology

should focus more on practical aspect rather than theory in order to expose pre-service teachers to the production and utilization of instructional media.

2. Governments and the private sector in Nigeria must contribute financially in the provision of instructional media for the teaching of Business Studies.

3. To provide information on current developments in the use of instructional technologies regular workshops and seminars are needed for Business Studies.

4. Ministry of Education should ensure regular supervision to enhance effective use of instructional media in the teaching of Business Studies both in primary and junior secondary level.

5. The Nigerian government should live up to its responsibility in providing enough and current materials to the public schools so as to ensure better academic performance in Business Studies.

6. Learner friendly instructional materials, especially those that are highly interactive should be considered when selecting instructional materials for the 21st century classroom.

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