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## **Assessment of Adequacy, Availability and Extent of Utilization of Instructional Materials in the Teaching of Business Studies in Secondary Schools in Anambra State**

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### **Abstract**

The need to improve the teaching and learning of Business Studies in secondary schools necessitated this study to assess the adequacy, availability and extent of utilization of instructional materials in the teaching and learning of Business Studies in secondary schools in Anambra State. Three research questions guided the study. The population of the study comprised 305 business studies teachers from 257 public secondary schools in Anambra State. Purposive and Cluster sampling were used to select 85 Secondary schools and 120 Business Studies teachers respectively. Instruments for data collection were standardized checklist and structure questionnaire. The checklist was used by the researchers to assess the adequacy of the instructional materials used in the teaching of business studies while the structured questionnaire was used to determine the availability and extent of utilization of instructional materials in the teaching of business studies. The questionnaire was validated by five experts with a reliability coefficient of 0.86. Data collected were analysed using Frequency, Percentage, Mean and Standard Deviation. Findings from the study revealed that instructional materials required in the teaching of Business Studies in secondary schools were not adequately provided. Also, that most of the instructional materials were available but not adequate and they were lowly utilized. Based on the findings of the study, it was recommended among others that government and philanthropists should support public secondary schools and made available, adequate number of the instructional materials needed for effective teaching and learning of business studies.

**Key Words** – assessment; adequacy; availability; utilization; instructional materials; business studies

## Introduction

The use of instructional materials is indispensable in the teaching and learning process. They are essential tools which enhance the assimilation, comprehension, application and retention of concepts in any subject. Instructional materials are used to make teaching and learning more meaningful and comprehensible to learners. Tamakloe, Amedale and Atta (2005) defined instructional materials as those resources used to facilitate teaching and learning. Bashir (2018) asserted that instructional resources are people, events, places or materials that are used to enhance learning, usually by simplifying a difficult situation or making uninteresting learning attractive. In the same vein Oladejo, Ojebisi and Isola (2011) described instructional resources as human or non-human materials which a teacher uses to pass information to learners in the classroom. According to Ubolum and Ogwunte (2017), instructional materials are simply resources used for effective implementation of any educational programme. In this study, instructional materials are seen as tools or equipment used to enhance learning, understanding and acquisition of skills. What qualifies resources to be tagged as instructional or educational is when they are used for communication and dissemination of information in the teaching and learning environment (Nwafor&Eze, 2014). The demand for instructional materials' utilization in the teaching and learning of business studies is very important as it could enhance students' academic achievement, retention and application of skills.

Business studies are offered at the junior and senior secondary levels where pre-vocational and vocational subjects are offered respectively. At the junior level, students offer business studies as an integrated subject, while at the senior secondary level, subjects such as Book-keeping/Accounting, Economics, Store Keeping, Commerce, Typewriting/Keyboarding, Computer Studies, Shorthand, Office Practice and Marketing are offered as Business Education. According to Obidile and Eze (2018), business studies are subjects designed to equip the learners with the necessary competencies needed for exposure into the world of business. The authors maintained that the subject exposes the students to business practices so that they could respond positively to economic realities. It equips the students with the administrative and managerial competencies needed to adapt to the economic situations. If the objectives of business studies are to be maximally achieved, the school system should integrate instructional materials in the teaching and learning of business studies. Factors such as adequacy, availability and utilization of instructional materials should be properly addressed. It is expected that students who had offered business studies should be able to demonstrate to a reasonable degree the skills needed for self-employment. It is worrisome that some of the graduates of business studies could not demonstrate the required skills needed for self-employment. This could mean that the teachers' roles in the classroom might have failed to equip the learners with the expected skills. This could be probably due to non-use of instructional materials in the teaching of business studies.

Instructional materials, no matter their nature and composition, constitute important and relevant components of successful teaching and learning (Awobodu, 2002). This position was supported by Amuzu (2018) when the author affirmed that the inability of the teacher to utilize appropriate instructional resources to teach certain concepts would affect the student negatively in the subject. Utilization of instructional materials in education sector could be influenced by their availability. However, Odo and Ezeudu (2018) noted that the functionality of an instructional material is the proper indication of its availability. Although availability of instructional materials is critical in the teaching and learning, utilization of these resources is

fundamental in ensuring quality-learning outcomes (Nwafor&Eze, 2014; Makokha&Wanyonyi, 2015; Achimugu (2017); Dhakal, 2017). This entails that for instructional materials to serve their purpose in enhancing students' academic performance, knowledge retention and application of skills, they should be functional, adequate, available, easily accessible and properly utilized. Adequacy specifies the required number an instructional material should be for teaching and learning to effectively take place.

Ubulom and Ogwunte (2017) noted that whenever instructional materials are utilized, they generate greater students' interest in the learning process. This means that teaching could be less interesting without the use of instructional materials. According to Bongotons and Onyenwe (2010) the use of instructional materials gives the learner opportunity to touch, smell or taste objects in the teaching and learning process. Apart from their ability to enhance learning, instructional materials could help teachers widen their scope of knowledge and experience. Instructional materials required in the teaching of business studies according to FRN (2013) include manual typewriter, computer, swivel typing chairs, drop desk/typist desk, instructor's table, instructor's chair, stapling machine, stapling remover, perforator, stop watch, wall clock, demonstration stand, English dictionary, Shorthand dictionary, filing cabinet, filing trays, adding machine, listing machine, tape recorder, headphones, punching machine, photocopier and any other latest office equipment in the market. Other instructional materials listed by other scholars include pictures, filmstrips, globes, maps, transparencies, charts, bulletin boards newspapers and magazines, tape recorder, radio, sound broadcasting, language laboratory and gramophone, films, television, computers, videotapes and sound strips (Amuzu, 2018).

Usman (2016) revealed that the Nigerian secondary school teachers operate from a deficient environment where instructional materials are lacking. In the same vein, Muhammed (2017) noted that the provision of instructional materials for teaching and learning in secondary schools has received little attention. Furthermore, Ubulom and ogwunte (2017) revealed that students are learning business studies without the required resources and facilities and this might have affected their performance over the years. This study therefore sought to assess the adequacy, availability and extent of utilization of instructional materials in the teaching of business studies in secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. How adequate are the instructional materials in the teaching of Business Studies in secondary schools in Anambra State?
2. What instructional materials are available in the teaching of Business Studies in secondary schools in Anambra State?
3. To what extent do business studies teachers utilize instructional materials in the teaching of Business Studies in secondary schools in Anambra State?

### **Method**

Survey research design and observation were adopted for the study. The survey research design was used to ascertain the views and opinions of Business Studies teachers on the availability and extent of utilization of instructional materials in the teaching of business studies in secondary schools. Observation technique was used to assess the adequacy of instructional materials in the teaching of business studies in secondary schools. Anambra State was the area of the study. This area was chosen because it has relatively high number of

public secondary schools which were used for the study. The population of the study consisted of 306 business studies teachers from all the 257 public secondary schools in Anambra State. Purposive and Cluster sampling were used for the study. Purposive sampling was used to select 85 schools for the study and cluster sampling was used to select 120 business studies teachers from the selected schools. Cluster sampling was used because business studies teachers were found in different schools (boys', girls' and mixed schools). From the 85 schools purposively selected, all the business studies teachers in those schools were used. Instruments for data collection were standardized checklist collected from the Post Primary School Service Commission (PPSSC, 2019) and Structured Questionnaire titled "Questionnaire on Availability and Extent of Utilization of Instructional Materials by Business studies Teachers (QAEUIMBST)". The checklist was used by the researchers to assess the adequacy of the instructional materials in the teaching of Business Studies while the structured questionnaire was used to determine the availability and extent of utilization of instructional materials in the teaching of business studies. The questionnaire was validated by five experts, three experts from the Department of Technology and Vocational Education and two experts from Measurement and Evaluation Unit, all in Nnamdi Azikiwe University Awka. A reliability coefficient of 0.86 was established using Cronbach Alpha's method. The questionnaire was divided into three sections. Section A was designed to provide background information of the respondents, Section B dealt with the availability of the instructional materials in the teaching of business studies and Section C dealt with the extent of utilization of instructional materials by the business studies teachers. The Heads of Business studies teachers in each school provided the researchers information on where the instructional materials were kept. The researchers observed the materials and the quantity available in each school using the checklist. Copies of questionnaire were administered to business studies teachers to seek their opinion on the availability and extent of utilization of instructional materials in the teaching of business studies. Out of the one hundred and twenty copies of the questionnaire distributed, one hundred and two copies were properly filled and used for the study. The exercise lasted for six weeks. Data collected were analysed using Frequency, Percentage, Mean and Standard Deviation. For the adequacy of the instructional materials, any item that was available in each school up to the required number (100%) was considered adequate, otherwise, it was not considered adequately provided. For the availability of instructional materials, any item that had frequency and percentage up to 50 and above was considered to be available and below 50 was not considered to be available. Furthermore, extent of utilization was rated on a five-point scale of Very Highly Utilized (VHU)  $\geq 5$ , Highly Utilized (HU)  $\geq 4$ , Moderately Utilized (MU)  $\geq 3$ , Lowly Utilized (LU)  $\geq 2$  and Very Lowly Utilized (VLU)  $\geq 1$ .

## Findings

**Research Question 1:** How adequate are the instructional materials in the teaching of business studies in secondary schools in Anambra State?

Data in Table 1 show that out of 23 items listed as instructional materials recommended for the teaching of business studies, none was adequately provided in secondary schools with the frequency and percentage scores ranging from 46-74 and 54.12-87.06 respectively.

**Table 1: Frequency and Percentage Scores on Adequacy of Instruction Materials in the Teaching of Business studies in Secondary Schools**

N= 85

S/N	Instructional Materials	Adequate		Not Adequate		Decision
		Frequency	%	Frequency	%	
1.	Manual typewriter	20	23.53	65	76.47	Inadequate
2.	Computer	35	41.18	50	58.82	Inadequate
3.	Swivel typing chairs	13	15.29	72	84.71	Inadequate
4.	Drop desk/typist desk	18	21.18	67	78.82	Inadequate
5.	Instructor's table	23	27.06	62	72.94	Inadequate
6.	Instructor's chair	25	29.41	60	70.59	Inadequate
7.	Stapling machine	42	49.41	43	50.59	Inadequate
8.	Stapling remover	13	15.29	72	84.71	Inadequate
9.	Perforator	39	45.88	46	54.12	Inadequate
10.	Stop watch	32	37.65	53	62.35	Inadequate
11.	Wall clock	35	41.18	50	58.82	Inadequate
12.	Demonstration stand	30	35.29	55	64.71	Inadequate
13.	English dictionary	32	37.65	53	62.35	Inadequate
14.	Shorthand dictionary	24	28.24	61	71.76	Inadequate
15.	Filing Cabinet	25	29.41	60	70.59	Inadequate
16.	Filing trays	14	16.47	71	83.53	Inadequate
17.	Adding machine	11	12.94	74	87.06	Inadequate
18.	Listing machine	13	15.29	72	84.71	Inadequate
19.	Tape recorder	23	27.06	62	72.94	Inadequate
20.	Headphones	20	23.53	65	76.47	Inadequate
21.	Punching machine	28	32.94	57	67.06	Inadequate
22.	Photocopier	35	41.18	50	58.82	Inadequate
23.	Any other latest office equipment in the market (like laminating machine, scanner)	12	14.11	73	85.89	Inadequate

**Research Question 2**

What instructional materials are available in the teaching of business studies in secondary schools in Anambra State?

Data in Table 2 show that most of the instructional materials are available with frequency and percentage scores ranging from 54-96 and 52.94-94.12 respectively. Items with frequency and percentage scores ranging from 24-37 and 23.53-36.27 respectively are not available. They include swivel typing chairs, stapling remover and listing machine.

**Table 2: Respondents' Frequency and Percentage Scores on Availability of Instructional Materials in the Teaching of Business Studies in Secondary Schools**

N= 102

S/N	Instructional Materials	Available		Not Available		Decision
		Frequency	%	Frequency	%	
1.	Manual typewriter	54	52.94	48	47.06	Available
2.	Computer	96	94.12	6	5.88	Available
3.	Swivel typing chairs	28	27.45	74	72.55	Not Available
4.	Drop desk/typist desk	54	52.94	48	47.06	Available
5.	Instructor's table	78	76.47	24	23.53	Available
6.	Instructor's chair	89	87.25	13	12.75	Available
7.	Stapling machine	92	90.20	10	9.80	Available
8.	Stapling remover	34	33.33	68	66.67	Not Available
9.	Perforator	86	84.31	16	15.69	Available
10.	Stop watch	74	72.55	28	27.45	Available
11.	Wall clock	82	80.39	20	19.61	Available
12.	Demonstration stand	58	56.86	44	43.14	Available
13.	English dictionary	86	84.31	16	15.69	Available
14.	Shorthand dictionary	69	67.65	33	32.35	Available
15.	Filing Cabinet	82	80.39	20	19.61	Available
16.	Filing trays	73	71.57	29	28.43	Available
17.	Adding machine	58	56.86	44	43.14	Available
18.	Listing machine	24	23.53	78	76.47	Not Available
19.	Tape recorder	67	65.69	35	34.31	Available
20.	Headphones	76	74.51	26	25.49	Available
21.	Punching machine	62	60.78	40	39.22	Available
22.	Photocopier	87	85.29	15	14.71	Available
23.	Any other latest office equipment in the market (like laminating machine, scanner)	68	66.67	34	33.33	Available

**Research Question 3**

To what extent do business studies teachers utilize instructional materials in the teaching of business studies in secondary schools in Anambra State?

Data in Table 3 reveal that most of the instructional materials are lowly utilized with mean and standard deviation ratings ranging from 2.25-2.84 and 1.12-1.26 respectively. Also, two items are very lowly utilized with mean and standard deviation ratings ranging from 1.13-1.22 and 1.12-1.14 respectively.

**Table 3: Respondents' Mean Ratings on the Extent of Utilization of Instructional Materials in the Teaching of Business Studies in Secondary Schools**

N=102

S/N	Instructional Materials	Mean	SD	Remarks
1.	Manual typewriter	2.41	1.20	LU
2.	Computer	3.48	1.18	MU
3.	Swivel typing chairs	2.34	1.22	LU
4.	Drop desk/typist desk	2.52	1.20	LU
5.	Instructor's table	4.15	1.21	HU
6.	Instructor's chair	4.37	1.26	HU
7.	Stapling machine	3.87	1.19	MU
8.	Stapling remover	1.13	1.12	VLU
9.	Perforator	3.02	1.23	MU
10.	Stop watch	2.58	1.12	LU
11.	Wall clock	3.75	1.24	MU
12.	Demonstration stand	2.75	1.21	LU
13.	English dictionary	2.78	1.16	LU
14.	Shorthand dictionary	2.67	1.26	LU
15.	Filing Cabinet	3.76	1.22	MU
16.	File trays	2.25	1.20	LU
17.	Adding machine	3.31	1.21	MU
18.	Listing machine	1.22	1.14	VLU
19.	Tape recorder	2.48	1.26	LU
20.	Headphones	2.36	1.12	LU
21.	Punching machine	2.42	1.20	LU
22.	Photocopier	4.32	1.46	HU
23.	Any other latest office equipment in the market (like laminating machine, scanner)	2.84	1.16	LU

### Discussion of Findings

Findings of the study revealed that instructional materials were not adequately provided in the teaching of business studies in secondary schools. The finding supports the findings of Akpan (2005) which revealed a high level of inadequate supply of instructional materials in schools. The inadequate provision of instructional materials could be as a result of inadequate allocation of resources which is usually made to education sector by the nation's administrators and this could hinder the acquisition of skills by the students. Inadequacy of instructional materials could also cause less interaction of students with the instructional materials since majority of the students might not practice with the material and this might affect their academic achievement and interest negatively since Ubulom and Ogwunte (2017) found that the use of instructional materials generates greater students' interest in the learning process.

Findings of the study also revealed that most of the instructional materials required in the teaching of business studies were available except the swivel typing chairs, stapling remover and listing machine. This is in contrast with the findings of Okoloeze, Akubuilu, Nwahiru and

Anukwuorji (2017) which found that instructional materials were not available in secondary schools.

Furthermore, the findings revealed that most of the instructional materials were lowly utilized in the teaching of business studies. This is in line with the findings of Omeje and Chineke (2015) which found that instructional materials were not greatly utilized in the teaching and learning in Nigerian schools. Although low utilization of instructional materials by business studies teachers could be as a result of not having access to the available instructional materials. It could also be as a result of inadequate time for the lesson delivery. However, teachers should often utilize instructional materials to enhance the teaching and learning process.

### **Conclusion**

The study has shown that most instructional materials required in the teaching of business studies were not adequately provided, although some of them were available, they were lowly utilized.

### **Recommendations**

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

1. Government and philanthropists should support public secondary schools and made available, adequate number of the instructional materials needed for effective teaching and learning of business studies.
2. School administrators should make the available instructional materials accessible to both the business studies teachers and their students to enhance skill development.
3. Adequate time should be allocated to the practical teaching of business studies in the secondary schools to encourage utilization of instructional materials by the business teachers in order to enhance the required skills for self-employment.
4. Business teachers should make personal effort to equip themselves with the necessary skills needed for proper utilization of instructional materials as non-utilization could inhibit the impartation of the necessary skills to students.
5. Improvised materials could be developed by students or teachers for use during lessons where possible.

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