International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Business Educators' Perceived Influence of Instructional Media on Academic Performance of Business Education Students in Rivers State Universities

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ABSTRACT

The study examined Business Educators' perceived Influence of Instructional Media on Academic Performance of Business Education Students in Rivers State Universities. Descriptive survey design was adopted for this study and the population of the study was 72 Business Educators in the two State Universities offering Business Education as a programme of study. No sampling technique was adopted for this study because the entire population was considered manageable. Two objectives, two research questions were stated and two null hypotheses were formulated for the study yielded. The research instrument for the study is a self-structured questionnaire designed by the researcher titled "Business Educators' Perceived Influence of Instructional Media on Students' Academic Performance Questionnaires BEPIMSAPQ, was used for data collection, which was validated and a reliability index of 0.73 was obtained, using the Cronbach Alpha Method. Research questions were analyzed using mean and standard deviation. The hypotheses were tested with t-test. It was revealed among other findings that there is no significant difference in the mean response of Rivers State University and Ignatius Ajuru University of Education on Business Educators on the extent to which the use of computers, as instructional media influences students' academic performance in Rivers State Universities. It was therefore recommended that both government and administrators of the Universities should set aside fund for the provision of instructional media in the Universities.

Introduction

The need for instructional media has been considered very important in our institutions for effective teaching and learning to take place. Instructional media are seen as essential and influential tools needed for teaching and learning in higher institutions to aid teachers' efficiency and improve students' learning effectiveness. It is generally accepted in the world that students' academic performance is directly influenced by human and material resources available in various institutions (Isola, 2010). These resources make teaching and learning more effective and real. They range from Printed instructional materials such as textbooks, instructor manuals and guides, student workbooks, reference materials to audio-visual materials like electronic videos, audiotapes, slides, filmstrips, radio and/or television etc (Onyilagha & Nnajio, 2016). Instructional Media therefore, are essential and significant tools for teaching and learning of Business Education programs to promote teachers' efficiency and improve students' performance.

Students' academic performance is one of the major concerns of Business Education in Rivers State universities. It has been conceived as the reflection of students' ability in academic work (Okeke & Attah, 2010) which shows how well a student performs in test and examination. (Olibie & Ezeoba, 2013) Academic performance of students is an area that is given wide research over the years. This is due to the poor performance students' record in public and school examinations (Agreement & Ontiretse, 2011). Instructional media therefore, are essential and significant tools needed for teaching and learning of Business Education programs to promote teachers' efficiency and improve students' performance.

Business Education in the higher institution in Nigeria is principally aimed at equipping the students with skills that will make them employable in the world of work (Eseme, 2011).

Business Education is a study that enhances economic growth and development in society, and the quality of the development of any country depends on the development of its human as well as material resources. It does not only help to motivate and develop interest on the part of the student, but also help to bring about respect for teachers' knowledge of the subject. (Osuala, 2010). Business Education is learnt by practice, critical thinking, manipulation, and creativity. Business Education, according to (Ugokwe, 2011) is a program of instruction which provides students with the needed competencies, skills, knowledge, understanding and attitude to perform as workers in industries, civil service, and also proprietors of business. Amaewhule (2000) opined that Business Education encompasses knowledge, attitudes, and skills needed by all citizens in order to effectively manage their personal businesses and economic system. Akaeze (2014) stated that Business education is an aspect of total educational programme which provides the recipients with knowledge, skills, understanding and attitudes needed to perform well in business world as a producer, entrepreneur or consumer of goods and services. He further indicated that Business Education as an aspect of vocational education exposes the student with varieties of career opportunities and providing them with the needed skills, knowledge, attitude and values with which they will use to explore their environment, so as to have a comfortable

and fulfilled life. However, for Business Education programme to remain relevant in providing the needs of individuals and that of the society, it must embrace and integrate the use of instructional media to enable an improved acquisition of skills, attitude, values, knowledge and development.

Those resources that will increase the probability of making the student learn and improve their performance in skills that are to be developed. Using instructional resources in teaching and learning enables students learn and assimilate in a better way, what has been taught. According to Alade and Lemo (2009) instructional media are very important in the development of qualitative education and so the success or failure of any educational system depends on it. Instructional media is a broad term, which is often used interchangeably and synonymously with other terms such as educational design and educational technology to generally refer to the technological tools, such as computer programmes, films, video-editing programmes, word-processing equipment and calculating instruments used for teaching and enhancing learning outcomes in students or learners. In other words, when instructional media are used, there is tendency to make classroom environment lively and interesting. It also enables both the teachers and students to participate actively and effectively in teaching and learning process. The utilization of instructional media gives room for acquisition of skills, knowledge and development of self-confidence which will influence positively on academic performance of students. It makes learning more interesting, practical, realistic and appealing, which in turn enhances academic performance of students. Instructional media have various benefits to the teacher as well as the students if made available and utilized, as it makes instruction easier and the learning objectives clearer. They enrich learners' knowledge and reinforce verbal instruction (Ajelabi, 2000). In other words, when instructional media like computer are available and used, there is tendency to make classroom environment lively and interesting.

Ugwuanyi and Eze (2010) opined that the use of computer as an instructional media in the present day learning is inevitable because it helps to meet the needs of the students for greater individualization of instruction and greater relevance of the subject. The Computer is defined as an electronic device capable of accepting data as input, processes, stores, edits and gives the end result as output. The computer is at the center of modern technology because it is affecting everything we value. Today, the trend appears to be towards the creation of courses specifically aimed at computer literacy, as well as towards integrating computer technology in other content areas across the curriculum. This great change has brought forth a fresh perspective in the use of computers in the teaching-learning process. Moreover, links have been made between computer use and constructivist, collaborative, and inquiry-based learning and also pedagogical change (Scrimshaw, 2014). Some researchers suggest that computer technology can overhaul education, serving as a panacea, or as an agent of change. Generally, it is accepted that computers have the potential to enhance teaching and learning and provide students with a learning experience that other strategies cannot provide (Pea, 2000). Isola (2010) also described as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. However, the provision and allocation of computer has been a great challenge to school administrators as a result of unavailability and inadequacies of these resources. Raheem (2011) asserted that non availability and inadequacy of computer as instructional materials are major causes of ineffectiveness of the school system and poor academic performance of students in higher institutions. For any positive learning outcome to take place, the teacher must make use of materials that would enable him to teach effectively. One of the reasons why students sometimes find it difficult to comprehend instantaneously what is being taught by the lecturer is the non- availability of instructional media that can easily convey the message of the lesson to the learners. Therefore, being prepared to adopt and use computer and knowing how that can support student learning must become integral skills in every educator's professional repertoire.

The use of audio-visual as an instructional media in teaching and learning has also a great influence on educators as well as the students. Audio-visual aids are materials with both audio and visual presentation to support teaching and learning particularly in improving comprehension and retention (Ashaver and Igyuve, 2013). Prior to the age of radio and television, early audio-visual aids came in the forms of drawings and pictures with oral narrations. The emergence of radio and television transformed the way audio-visual aids were presented by enabling transmission of learning resources to reach audience in wider geographical regions.

It now becomes a common practice for teachers to use audio-visual aids in delivery of various subjects and many studies have been carried out to investigate the usefulness of audio-visual aid in teaching and learning (Oyesola 2014). Educational resources could be used repeatedly for a particular topic. However, audio-visual quality of magnetic tape recording deteriorates over time and upon repetitive replication. This revolutionizes teaching and learning by enabling abstract ideas and intangible objects to be vividly demonstrated to learners (Akran, Sufiana & Malik, 2012).

The use of audio-visual in teaching has been slated in (Nel, 2017) as useful tools to convey complicated concepts and ideas in an interesting and interactive manner as well as to facilitate procedural demonstrations. Shah and Khan (2015) highlighted that animation and information presented on screen provided a different learning experience from printed text which was beneficial to development of critical thinking. Audio-visual instructional media enhances teaching and learning, and visual presentation helps differentiating primary and secondary information sources in approaching questions requiring higher thinking skill. Flipped classroom, being a blended learning mode incorporating online lectures, discussions and audio-visual materials, has been found to encourage reading and watching of visual learning materials among students (Jarosievitz, 2015).

It has been pointed out that audio-visual are beneficial to learning due to the audio-visual processing channels of human mind which register pictures, words and sounds in the sensory memory. Model, pictures and texts entering the eyes and ears are held in the visual and auditory modalities of the short-term memory. Mental conversion between the verbal and pictorial models is possible. The cognitive model culminates at integration which brings the verbal and pictorial models together with prior knowledge in the long term memory, as learning consolidates. Given the right conditions, students can realize greater potential in their learning when diverse instructional media are used and integrated in teaching and learning.

The use of overhead projector in teaching and learning has become a widely tendency to the teachers and trainers in educational institutions. Overhead Projector is one of the recent innovations in classroom that enables instructors to display chart, pictures, words etc. The instructor can use it effectively in place of the chalk board. This equipment is now widely used in place like classroom, workshops, conferences, church. Mathew & Alidmat (2013) analyzed that the effectiveness of overhead projector is enormous, as teaching and learning becomes monotonous when the teachers are compelled to rely on the text books as the only source of delivery. They assert that the use of overhead projector helps the teacher in classroom at university level by making the class interesting and effective. Application of overhead projector in teaching Business Education classroom will benefit the lecturers to carry a

dramatic and dynamic change in the class atmosphere as well as in the teaching techniques. Lecturers can deliver a topic not only verbally but also visually that is much supportive for the students to give more concentration in the class. Students are also able to discuss together between the verbal and non-verbal as well as theoretical and material issues. If the verbal and visual things are shown together, students can get the information rapidly. Mayer (2011) argued that, if the instruction is given in the class using both words and visuals, learning become faster.

To improve students' academic achievement in Business Education it is necessary to have a paradigm shift and join the developed world in embracing constructivist approach to teaching and learning. Such approach should be used in the country's educational system beginning from the basic school level up to the university. The use of PowerPoint slides for teaching is one of the right directions to achieve such shift (Orhan, and Bilgiç, 2010). PowerPoint is part of the Information and Communications Technology program developed by Microsoft in 1987. It is an application program of presentation bundled in Microsoft office. It consists of slides allowing the user to present messages (Asogwa, 2011). PowerPoint presentation could be used in the classroom for supporting student learning by combining computer and projector to display slides for illustrating a lesson. PowerPoint has the ability to do spell check, allowing the user to add, correct, make changes to the lessons, and finally use printout materials for students' personal use. PowerPoint gives the user the opportunity to incorporate visual and auditory aspects to a presentation. It permit variety of manipulations by editing or text modification, removal of existing slides and addition of new slides to make lesson more organized and flexible. PowerPoint presentations can be regarded as a good instructional medium and a key for facilitating an effective teaching and learning process. It would therefore not be out of place to explore such instructional medium in the field of Business Education. Proponents of PowerPoint argued that it increases visual quality in the learning process, and takes less time to present a subject matter therefore, more materials can be covered in the classroom. According to educational psychology theory, more and better learning is expected to take place in a context in which the teacher is the main emitting information source and interacts with the listeners, managing the communicative elements (language, gesture, para-verbal elements), the distribution of time and the stress or emphasis on the different points according to the indicators of students' comprehension, compared to the situation in which the teacher essentially spends his or her time reading the contents presented on PowerPoint slides. Thus, while in the former case the teacher directs the listeners' attention to the points he or she considers the most relevant, in the latter they have to divide their attention between the material being projected onscreen and the teachers' comments, although studies show that students normally focus on the literal copy of the text on the slides (Cladellas and Castelló, 2010). Students typically prefer lectures with PowerPoint and believe they learn more with PowerPoint – a pattern that points to the gap between students' learning and their perceptions of their learning. (Drouin, et al. 2013). On the other hand, Creed 2007) describes PowerPoint as a teacher-centered instructional tool that nourishes teacher-controlled lectures by reducing the analytical quality of a presentation, limits the amount of detail that can be presented, and often weakens verbal and spatial thinking.

Another major component of instructional media which supports academic work is the interactive whiteboard (IWB).These new concepts and the developments show that the advances in the digital era have broadened the learning processes and enabled higher levels of learner interactions in order to make learning more meaningful for overcoming the insufficiency in rote learning (Dambo and Seli, 2012).

The interactive whiteboard is a technology made up of a computer connected to both a projector and a touch-sensitive board that presents the pictures projected from the computer, allows for changes, and receives input electronically or by touch. The software for the IWBs allows a range of activities, including those that can be used without the use of the IWB (e.g., projecting presentations and short films, writing, and erasing the board) as well as activities unique to this technology. Report shows that the use of the IWB enhances motivation to learn, raises the level of students' concentration, improves behavior, and enhances learning because it is "fun" and innovative (BECTA, 2008). Various studies have shown that students who learned with the IWB were more attentive and engaged in learning, participated more actively in the classroom, and interacted much more with their teachers, their peers, and even with the IWB (Higgins, Beauchamp, 2007; Wall, & Miller, 2005). Similarly, the use of IWBs may enable the immediate collection and analysis of student work in ways not previously possible and as such, can contribute to communication skills and cooperation.

Learning via the IWB is a modern methodology that allows educators to bring various perspectives from the outside world into the classroom, through the formation of an authentic and more relevant connection to their students (Somekh, 2016). Hence, efforts should be directed to maintaining and cultivating innovative pedagogy integrated with technology, enabling students to develop thinking and learning skills corresponding to those expected of them in the 21st century.

Ademiluyi (2011) has observed that the instructional media (computer, audio visual, overhead projector and interactive whiteboard) needed for teaching and learning in higher institutions are inadequate and often not available. Research also proved that facilitative potentials of instructional media enhance students' academic performance and also enriching classroom instruction (Afuwape, 2014). The development of any society is, therefore hinged on the development of its human resource via education. Therefore, educators are encouraged to improvise teaching aids because they are in great measure to enhance learners' full participation in the lesson, gives room for inquiry, problem-solving, discussion and clarification of issues and ideas among students and the teacher.

Statement of the Problem

The non- utilization of instructional media in teaching and learning in our tertiary institutions has become a thing of concern to all stakeholders. Our institution of higher learning is a knowledgeable industry where students go and acquire new things in order to contribute to the economy and the society at large. This is because the more sense stimulated in the teaching and learning process, the easier it is for students to remember what they have learnt.

Government inability to provide all these facilities has affected the academic performance of students in our tertiary institutions particularly, Rivers State Universities. (Msheliza, 2015). The lack of use of online pictures, audio materials, and educational video amongst lecturers suggests that many of them are more comfortable with using traditional means than adopting new media for instructional purposes in spite of the fact that there are electronic instructional Centres in the schools. The researcher also has observed that many lecturers are more comfortable with giving notes than using computer software and hardware in teaching. Also students' low academic performance may be influenced by unavailability, inadequate and lack of utilization of

instructional media such as computer, overhead projector, audio visual, interactive whiteboard etc. These border on the resources required in Business Education and what is available, adequate and utilized for teaching and learning of Business Education that can influence students' academic performance. It is against this background that the researchers decided to investigate the extent to which Business Educators' perceive the influence of instructional media academic performance of Business Education students in Rivers State universities.

Purpose of the Study

The purpose of the study was to examine the extent to which Business Educators' perceived instructional media in influencing academic performance of Business Education students in Rivers State universities. Specifically, the study sought to examine:

1. The extent to which Business Educators perceive the use of computer as an instructional media in influencing Business Education students' academic performance in Rivers State Universities.

2. The extent to which Business Educators perceive the use of overhead projectors as an instructional media in influencing Business Education students' academic performance in Rivers State Universities.

Research Questions

The following research questions guided the study:

1. To what extent do Business Educators perceive the use of computer as an instructional media in influencing Business Education students' academic performance in Rivers State Universities?
2. To what extent do Business Educators perceive the use of overhead projector as an instructional Media in influencing Business Education students' academic performance in Rivers State universities?

Hypotheses

The following hypotheses were raised for the study.

1. There is no significant difference between Rivers State University (RSU) and Ignatius Ajuru University of Education IAUE Business Educators on the extent to which computers, as instructional media influence students' academic performance in Rivers State Universities.

2. There is no significant difference between Rivers State University (RSU) and Ignatius Ajuru University of Education IAUE Business Educators on the extent to which overhead projector, as an instructional media influences students' academic performance in Rivers State Universities.

Methodology

Descriptive survey research design was adopted for the study and the population of the study was 72 Business Education Lecturers in the two Universities in Rivers State offering Business Education as a programme of study under the faculty of Education of the Institution. The researcher engaged all the seventy-two (72) Business Education lecturers in the study due to the fact that the population is small and manageable. The researcher designed an instrument titled "Business Educators Perceived Influence of Instructional Media on Students' Academic Performance Questionnaire (BEPMSAPQ). The instrument consisted of two sections: section A and B. Section A was used to obtain information on the brief data of the respondents. While section B was used to elicit information from respondents on the research questions posed. The instrument consisted of 14 items structured on a four points rating scale of high extent (HE) 4 points, moderate extent (ME) 3 points, Low Extent (LE) 2 Points Very Low Extent (VLE) 1 point.

The instrument was subjected to face and content validity and was validated by two experts in Business Education and Measurement and Evaluation, all in Faculty of Education in Rivers State University. In order to establish the reliability of the instrument Cronbach Alpha Coefficient formula was used to determine the internal consistency of the instrument which recorded at 0.73. the researcher and two research assistants administered the 72 copies of the questionnaire directly to the respondents and the completed copies of the questionnaire were retrieved after a week so as to ensure accuracy in responses. Data gathered from the respondents were analyzed using descriptive statistical method. Mean and standard deviation were used to answer the research questions. Decisions for the analysis was based on a criterion mean score of 2.50. thus, a mean score of 2.50 and above is considered high extent while below 2.50 was considered low extent. T-test statistics was used to test the hypotheses at 0.05 level of significance. The null hypotheses were rejected and the alternate hypotheses accepted if the computed value was greater than the critical table value of = 1.96 at the significance level of 0.05. On the contrary, the null hypotheses were accepted and the alternative hypotheses rejected if the computed value has less than the critical table value of = 1.96

Research Question One

To what extent do Business Educators perceive the use of computer as an instructional media in influencing students' academic performance in Rivers State Universities?

Table 1: Mean Analysis on Extent to which Business Educators Perceive the Use of Computer as an Instructional Media in Influencing Students' Academic Performance in Rivers State Universities

S/N	Statement	RSU =38			IAUE = 34		
		Mean	**S.D**	**Remark**	**Mean**	**S.D**	**Remark**
1	The way Business Educators present their lectures through the use computer influencing students' academic performance	1.95	0.81	Very Low Extent	1.99	0.89	Very Low Extent
2	The use of computer for classroom instruction enhances time saving over conventional classroom instruction on students' academic performance.	3.31	0.63	High Extent	3.37	0.70	High Extent
3	The use of computer gives appropriate feedback on student academic performance	2.98	0.74	High Extent	2.89	0.67	High Extent
4	The use of computer provides appropriate record-keeping and thereby monitors students' progress	2.11	0.83	Low Extent	2.08	0.91	Low Extent
5	The use of computer provides positive affective climate for students on academic performance	3.35	0.78	High Extent	2.67	0.61	High Extent
6	Computer is not used as direct learning instruction over time on students' academic performance	1.22	0.77	Very Low Extent	1.25	0.68	Very Low Extent
7	The use of computer raises students' motivation in learning on their academic performance	3.30	0.72	High Extent	3.33	0.58	High Extent
	Grand Mean/SD	**2.60**	**0.75**	**High Extent**	**2.51**	**0.72**	**High Extent**

Source: Field Survey, 2022

The analyzed data in Table 1 above on Research Question 1 revealed that items 1-7 have means scores that are above and below the criterion mean of 2.50, indicating that majority of the respondents from the two state universities agreed with the statement items in the table above. With the grand mean scores of 2.60 and 2.51 respectively. This implies that RSU and IAUE Business Educators perceived the use of computer as an instructional media that in influencing students' academic performance in Rivers State Universities to a high extent.

Research Question 2

To what extent do Business Educators perceive the use of overhead projector as an instructional Media in influencing students' academic performance in Rivers State universities?

Table 2: Mean Analysis on the Extent to which Business Educators Perceive the use of the Overhead Projector as an Instructional Media in influencing Students' Academic Performance in Rivers State Universities

S/N	Statement	RSU =38			IAUE =34		
		Mean	**S.D**	**Remark**	**Mean**	**S.D**	**Remark**
8	The use of overhead projector makes the business educators present their lectures to the understanding of the students.	2.22	0.75	Low Extent	2.27	0.77	Low Extent
9	The use of overhead projector makes the creation of diagram, charts etc to aid discussion.	3.31	0.95	High Extent	2.99	0.85	High Extent
10	The use of overhead projector makes lecturer's presentation more readable than traditional way	3.13	0.98	High Extent	3.21	1.01	High Extent
11	Overhead projector makes learning more long-lasting than the use of traditional textbooks	2.57	1.12	High Extent	3.40	0.97	High Extent
12	The use of overhead projector makes learning easier	1.17	0.85	Very Low Extent	1.88	0.63	Very Low Extent
13	The use of overhead projector do not builds students concentration on the lesson.	2.02	1.04	Low Extent	2.12	1.08	Low Extent

14	The use of overhead projector makes teaching interesting for both students and lecturers.	2.91	0.87	High Extent	2.67	0.58	High Extent
	Grand Mean/SD	**2.52**	**0.94**	**High Extent**	**2.65**	**0.84**	**High Extent**

Source: Field Survey, 2022

The analyzed data in table 2 above on Research Question 2 revealed that items 8-14 have means scores that are above and below the criterion mean of 2.50, indicating that majority of the respondents from the RSU and IAUE universities agreed with the statement items in the table above. With the grand mean scores of 2.52 and 2.65 respectively. This implies that RSU and IAUE Business Educators perceived the use of overhead projector as an instructional Media in influencing students' academic performance in Rivers State universities to a high extent.

Ho_1: There is no significant difference in the mean ratings of RSU and IAUE Business Educators on the extent to which computer as instructional media in influencing students' academic performance in Rivers State Universities

Table 3: T-Test Statistics on Hypothesis One, H_{O1}

Respondents	N	$\bar{X}$	SD	Df	Sig	t-cal	t-crit	Decision
RSU	38	2.60	0.75					
				70	0.05	0.53	1.96	Accepted
IAUE	34	2.51	0.72					

Source: Field Survey, 2022

From the t-test in table, the t-value cal of 0.53 is less than the t-critical table value of 1.96 at 0.05 significance level and 70 degree of freedom is retained. This implies that there is no significant difference in the mean response of RSU and IAUE Business Educators on the extent to which the use of computers, as instructional media in influencing students' academic performance in Rivers State Universities.

H_{o2}: There is no significant difference in the mean response of RUS and IAUE Business Educators on the extent to which the use of overhead projector as instructional media in influencing students' academic performance in Rivers State Universities.

Table 4: T-Test Statistics on Hypothesis Two, H_{O2}

Respondents	N	$\bar{X}$	SD	Df	Sig	t-cal	t-crit	Decision
RSU	38	2.52	0.95					
				70	0.05	0.62	1.96	Accepted
IAUE	34	2.65	0.84					

Source: Field Survey, 2022

From the t-test in table 4, the t-cal value of 0.62 is less than t-crit value of 1.96 at 0.05 significance level and 70 degree of freedom is retained. This implies that there is no significant difference in the mean response of RSU and IAUE of Business Educators on the extent to which the use of overhead projector as instructional media in influencing students' academic performance in Rivers State Universities.

Discussion of the Findings

Business Educators perceived that the use of computer as an instructional media influences students' academic performance in Rivers State Universities to a high extent. Also, the result of the hypothesis indicates that, there is no significant difference in the mean response of RSU and IAUE Business Educators on the extent to which the use of computers, as instructional media influence students' academic performance in Rivers State Universities. This finding is in agreement with Ejesu (2015) that usage of computers provide varied opportunities for lecturers to develop the required capabilities for academic effectiveness, which in turn boosts students' academic performance. This finding is also in consonance with Achuonye (2008) that ICT is used as instructional tool to explore, investigate, solve problem, interact, reflect, reason, communicate and learn concepts by academic staff. In addition, the finding is in line with that of Camilus (2015) which elicits that, the introduction of ICT has enhanced the access to library and research materials. Hence, lecturers are trained to develop the competence of carrying out effective researches on the web and other electronic database in order to enhance performance of their professional work. Furthermore, this finding is in conformity with that of Effa (2014) that a positive relationship exists between

character development and academic performance. Hence, it is required of academic staff (lecturers) in universities to have ICT competency through ICT training in order to survive in this technology driven age.

The result analysis in Table 2 reveals that Business Educators perceived that the use of overhead projector as an instructional Media influences students' academic performance in Rivers State universities to a high extent. Also, the result of the hypothesis shown in Table 3 reveals that, there is no significant difference in the mean response of RSU and IAUE Business Educators on the extent to which the use of overhead projectors as instructional media influence students' academic performance in Rivers State Universities. This finding is in line with the assertion of Cartel (2011) that the overhead projector in teaching is to enhance visualization of students, in order to lead and encourage change, lauds achievement, leverage learning and development, gain more self-confidence in leading a team.

Cartel (2011) contended that a great benefit of overhead projector to improve learners' ability to inspire them to achieve outstanding organizational result is through leadership training, which requires searching for innovative ways of developing and managing people, fostering organizational growth and tackling broader societal issues. The finding of this study is also in consonance with the study of Koko (2005) that the overhead projector as instructional media strengthens students understanding and retention. Moreover, the finding is in line with the view of Edgeman and Bartram (2016) that overhead projector as instructional material is designed to expose students to modern and contemporary approved techniques, knowledge and skills for the purpose of enhancing effectiveness and efficient performance.

Conclusion

Based on the findings of the study, it was concluded that the usage of instructional media influences academic performance of Business Education students in Rivers State to a high extent and also concluded that there is no significant difference in the mean responses of Rivers State University and Ignatius Ajuru University of Education on the extent instructional media influences academic performance of Business Education Students in Rivers State Universities.

5.3 Recommendations

(i). Both government and administrators of the universities should set aside fund for the provision of instructional media in the universities.

(ii). Government, Non-governmental agencies and other stakeholders should make effort to provide regular training on the utilization of emerging instructional media facilities in Rivers Universities

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