



Perceive Influence of Instructional Aids on Academic Performance of Business Education Students in Rivers State Universities.

¹Thomas Bariere (Ph.D), ²Gbang, Ngozi Leleebari

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

²Department of Business Education, Faculty of Education, Rivers State University, Port Harcourt

ABSTRACT

The study investigated perceived Influence of Instructional Aids 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 which tested at 0.05 level of significance. The research instrument for the study is a self-structured questionnaire designed by the researcher titled "Perceived Influence of Instructional Aids on Academic Performance of Business Education Students' (PIOIAOAPBESQ) Questionnaires" was used for data collection, which was validated and a reliability index of 0.73 was obtained, using the test-retest 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 Audio visual aids. It was therefore recommended that both government and administrators of the Universities should set aside fund for the provision of instructional aids 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 is 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, a sit ranges 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 & Nnajo, 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 examination (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. In his own contribution said 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) 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. Akaeze (2014), 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 of 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 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 enhance 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 sometime 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 has 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 a vividly demonstrated to learners (Akran, Sufiana & Malik, 2012).

Statement of the Problem

The non- utilization of audio visual aid and interactive white board in our tertiary institutions has become a thing of concern to all stakeholders. The university is a knowledge industry where people acquire new knowledge so as to contribute to the economy and the society at large.

The inability of the government to provide these teaching aids has affected the academic performance of the students in our institutions of higher learning particularly in Rivers State Universities. The researcher has also observed that many lecturers are more comfortable with giving students notes instead of using computer and instructional teaching aids for teaching and learning. This may contribute to students' poor performance in our institution of higher learning.

For Business Education programme to achieve its goals and objectives, instructional resources such as computer, audio visual aid, interactive white board etc has to be available and adequately utilized. This borders the researcher to investigate on the influence of instructional aids and interactive white board on the academic performance of business education students in universities in Rivers State.

Purpose of the Study

The main purpose of the study is to examine perceived influence of instructional aids on Academic performance of Business Education students in universities in Rivers State. Specifically, the study sought to examine:

1. Examine the influence of audio visual aids on academic performance of business education students in Universities in Rivers State.

2. Examine the influence of interactive white board on academic performance of business education students in universities in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent do audio visual aids influences academics performance of business education students in universities in Rivers State?
2. To what extent do interactive white board influences academic performance of business education students' in universities in Rivers State.

Hypotheses

The following hypotheses were raised for the study.

1. There is no significant difference in mean responses of Rivers State Universities and Ignatius Ajuru University of Education on the influence of audio visual aids on academic performance of business education students in universities in Rivers State.
2. There is no significant difference in the mean responses of Rivers State University and Ignatius Ajuru University of Education on the influence of interactive white board on Academic performance of business education students' in universities in Rivers State.

Methodology

The researcher adopted a descriptive survey research design 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 faculty of Education. The researcher engaged all the seventy-two (72) Business Education lecturers in the study due to the fact that the population is small and of a manageable size. The researcher designed an instrument titled "Perceived Influence of Instructional Aids on Academic Performance of Business Education Students (PIOI AOAPBESQ) Questionnaire. The instruments 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 in chapter one. The instrument consisted of 19 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 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 was 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 is 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 is less than the critical table value of = 1.96

Research Question 1

To what extent do audio visual aids influences Academic Performance of Business Education Students' in Rivers State?

Table 4.1: Mean Analysis on the Extent Audio Visual Influences Students Academic Performance in Universities in Rivers State.

S/N	Statement	RSU = 38			IAUE = 34		
		Mean	S. D	Remark	Mean	S.D	Remark
1.	Audio-Visual do not expands teaching and learning beyond classrooms.	2.04	0.88	Low Extent	2.09	0.78	Low Extent
2.	The use of Audio-visual aids encourages reading and watching of visual learning materials among students.	3.39	0.63	High Extent	3.28	0.70	High Extent
3.	The use of Audio-visual aids in raises quality teaching and learning.	3.22	0.74	High Extent	2.55	0.67	High Extent
4.	With audio-visual technologies, learners in Business Education can create applications	3.31	0.80	High Extent	3.31	0.79	High Extent

5.	The use of audio-visual knowledge do not create more impact on learners	1.66	0.98	Very Low Extent	1.56	0.98	Very Low Extent
6.	Audio-Visual in Education has been extremely effective in teaching students.	3.33	0.77	High Extent	3.21	0.64	High Extent
7.	Audio-Visual adds new dimension to learning experiences	2.56	0.72	High Extent	3.00	0.58	High Extent
8.	The use of audio-visual do not aid serves as useful tools to convey complicated concepts.	2.44	0.84	Low Extent	2.00	0.79	Low Extent
9.	Audio-Visual integrate thinking and creativity in the classroom.	2.87	0.81	High Extent	2.50	0.70	High Extent
Grand Mean		2.76	0.80	High Extent	3.00	0.74	High Extent

Source: Field Survey, 2022

The analyzed data in Table above on Research Question 1 revealed that items 15-23 have means scores that are above 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 2.76 and 3.00 respectively. This implies that RSU and IAUE Business Educators perceived that the use of audio visual as an instructional media in influencing students' academic performance in Rivers State Universities to a high extent.

Research Question 2

To what extent do interactive white board influences Business Education Students Academic Performance in Universities in Rivers State?

Table 2: Mean Analysis on the Extent Audio Visual Influences Students Academic Performance in Universities in Rivers State.

S/N	Items	RSU = 38			IAUE= 34		
		Mean	SD	Remark	Mean	S.D	Remark
10.	The Interactive Whiteboard is used to develop skills that are appropriate to students.	2.87	0.76	High Extent	3.06	0.73	High Extent
11.	The use of interactive Whiteboard do not enhance students' motivation to learn.	2.11	0.85	Low Extent	2.03	0.96	Low Extent
12.	Interactive Whiteboard enhances cooperative learning in the class.	3.11	0.90	High Extent	3.26	0.87	High Extent
13.	Interactive Whiteboard do not serves as significant motivational tools for students' Academic performance.	1.20	1.15	Very Low Extent	1.19	1.22	Very Low Extent
14.	The use interactive Whiteboard enables quality lessons to be conducted at a faster pace.	3.18	0.84	High Extent	3.03	0.80	High Extent
15.	Interactive whiteboard enhances modern methodology among business educators using various perspectives for teaching	2.89	0.92	High Extent	2.75	1.04	High Extent
16.	The use of Interactive Whiteboard creates an expression of high innovation in students.	3.21	0.86	High Extent	2.54	0.88	High Extent
17.	The use of Interactive Whiteboard makes teaching and learning easy and more up to date.	2.50	0.89	High Extent	2.89	0.93	High Extent

18.	Interactive whiteboard do not make teaching and learning easier for students	2.19	0.91	Low Extent	2.29	0.94	Low Extent
19.	The use of Interactive whiteboard serves as a catalyst for changes from traditional instructional methods to interactive and constructivist methods.	2.76	0.88	High Extent	2.91	0.95	High Extent
	Grand Mean/SD	2.89	1.00	High Extent	2.88	1.04	High Extent

Source: Field Survey, 2022

The analyzed data in Table 2 above on Research Question 2 revealed that items 23-32 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 2.89 and 2.88 respectively. This implies that RSU and IAUE Business Educators perceived that the use of interactive whiteboard as an instructional media in influencing students' academic performance in Rivers State Universities to a high extent.

H₀₁: There is no significant difference in the mean response of RSU and IAUE Business Educators' on the extent to which the use of audio visual, as instructional media in influencing students' academic performance in Rivers State Universities.

Table 4.3: T-Test Statistics on Hypothesis One, H₀₃

Respondents	N	\bar{X}	SD	Df	Sig	t-cal	t-crit	Decision
RSU	38	2.76	0.80	70	0.05	1.41	1.96	Accepted
IAUE	34	3.00	0.74					

Source: Field Survey, 2022

From the t-test table 3, the t-value of 1.41 is less than the t-critical 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 audio visual, as instructional media in influences students' academic performance in Rivers State Universities.

H₀₄: There is no significant difference in the mean response of RSU and IAUE Business Educators' on the extent to which the use of interactive whiteboard, as instructional media, influence students' academic performance in Rivers State Universities.

Table 4: T-Test Statistics on Hypothesis Two, H₀₄

Respondents	N	\bar{X}	SD	Df	Sig	t-cal	t-crit	Decision
RSU	38	2.89	1.00	70	0.05	0.05	1.96	Accepted
IAUE	34	2.88	1.04					

Source: Field Survey, 2022

Table 4 above shows that the calculated t-value of 0.05 is less than the t-critical value of 1.96 at 0.05 significance level and 70 degree of freedom is retained. This implies that no significant difference in the mean response of RSU and IAUE Business Educators on the extent to which the use of interactive whiteboard, as instructional media in influencing students' academic performance in Rivers State Universities.

Discussion of the Findings

The result analysis in Table 1 reveals that Business Educators perceived that the use of audiovisual 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 1 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 audio visual as instructional media influences students' academic performance in Rivers State Universities. This finding is in line with the assertion of Keckley (2016) on availability and utilization of Instructional resources as a panacea for effective management of education. It was revealed that instructional resources were available in some schools but were bedeviled by low utilization. The major focus of this study was to ascertain the availability and utilization of Information and Communication Technology (ICT) for management of secondary school education in public schools while the present study was focused on the business educators' perception on the influence of instructional media influences students' academic performance. The finding also agreed with the finding of Aduwa and Iyamu (2005) on the use of Instructional material for effective learning in secondary schools in Nigeria.

The result analysis in Table 2 reveals that Business Educators perceived that the use of interactive whiteboard 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 2 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 audio visual as instructional media

influences students' academic performance in Rivers State Universities. This finding is in line with the assertion of Moss and Jewett (2010), the impact of the interactive whiteboard technologies was directly impactful on students academic performance and more in how the content was presented and how it engaged the students. The study was focused on the business educators' perception on the influence of interactive whiteboard on students' academic performance. The finding also agreed with the finding of Aduwa and Iyamu (2005) on the use of interactive whiteboard for effective learning.

Conclusion

Based on the findings of the study, it was concluded that the use of instructional Aids influences academic performance of Business Education students in Rivers State University, to a high extent, it was 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 Aids influences academic performance of Business Education Students in Rivers State Universities.

5.3 Recommendations

- i. Dean of Faculties and Head of Departments should ensure the available instructional aids are utilized judiciously by lecturers and students.
- ii. Integration of IA into all Business Education courses should be made compulsory in all the Rivers State universities and institution administrators should make use of IA mandatory for lecturers.

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