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## **Utilization of Instructional Media for Teaching-Learning Process of Business Education Courses during COVID-19 in Rivers State Universities**

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### **ABSTRACT**

The study investigated utilization of instructional media for teaching and learning of Business Education courses during Covid-19 in Rivers State Universities. Two purposes, research questions and hypotheses guided the study. The population of the study consisted of 120 Business Educators and Students in the two state universities offering Business Education. Due to the manageable size of the population, the researcher adopted a census technique to engage all the 120 Business Educators and Students in the study. The instrument used for data collection was a questionnaire developed by the researcher titled "Utilization of Instructional Media for Teaching-Learning Process of Business Education Courses during covid-19 (UIMTLPBEC)". Three experts validated the instrument. Cronbach Alpha Formula was used to test the reliability of the instrument and a coefficient index of 0.79 was obtained. Mean and standard deviation was used to answer the research questions, while two-way Anova was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that video conferencing and recorded audio was lowly utilized for teaching-learning process of Business Education courses during the Covid-19 era. Based on the findings, the study recommended that instructional media should be inculcated in all tertiary institutions offering Business Education Programme, also government should increase the subvention fund of Business Education Programme so that adequate instructional equipment and facilities needed are appropriately provided.

Keywords: Videoconferencing, Recorded audio, Covid-19.

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### **Introduction**

Business Education could be elucidated to mean that aspect of general education that prepares the beneficiaries for gainful employment and sustainable livelihood which plays a significant role in the economic development, by providing knowledge and skills to the learners, thereby enabling them to adequately impart knowledge unto others, handle sophisticated office technologies and information systems. Dhaka (2011) observed that Business Education actually involves the process of teaching students the fundamentals, theories and processes of business. It prepares students for an occupation in business, a business-related field, or a teaching career in academics. Attempting to clarify the concept of Business Education, Onyesome and Okolocha (2013) defined it as the intellectual and vocational preparation of students for earning a living in the contemporary industrial and business environment.

This impact of knowledge involves mentorship and teaching as Okiridu,(2017) sees Business Education as a tripartite programme of instructions which prepares the recipient or the learner to be a teacher, an operator or to be self reliant (TOS). To buttress this point the assertion enunciated that schools that offer Business Education has faculties of Management, Business and Administration that undergoes or study similar courses with Business Education but the divergent point is the educational thrust. Business Education is an upshot of vocational and technical education that trains the learner to acquire skills, knowledge, talent and traits to be adequately positioned for any specific business vocation. However, it must be made clear that Business Education is a course of study that equips the individual with the occupational skills and knowledge that will enable the individual fit into a job and find satisfaction in the labour market. Records also establishes that the primary goal of Business Education is to produce competent, skillful and dynamic business educators, office administrators, secretaries and business men and women that will effectively compete in the world of work (Iwu, 2016). As a result, the success and survival of Business Education constantly depends on its ability to adapt and keep pace with the needs of its recipients. These changes present challenges for both the learner and instructor, especially the instructors as regards the instructional media.

However, instructional media are media used in the teaching and learning processes, which stimulate the mind, awaken motivation and enthusiasm as well as attention of the learners to understand the lesson easily and effectively. Amadi, Anireh and Nwobike (2019) define instructional media as those things that teachers use in order to communicate effectively, instructional concepts, principles, philosophy, theories values, and norms to learners so that at the end, the set educational and specific objectives will be achieved. Utilization of instructional media such as textbooks, computer, video, radio, television, field trip, models, power point, audio cassettes, pictures, and so on has contributed in delivery quality instruction and graduating students with employability skills. Instructional media when properly deployed and utilized in learning helps to achieve the intended learning outcomes. In today's world, technological advancement has continued to change the way instructors solve their daily problems or perform their daily tasks.

These media have been in existence but not used or often used for instructional delivery in our schools, but became pronounced during the Coronavirus (Covid-19). The Coronavirus disease (Covid-19) is a communicable respiratory disease caused by a new strain of coronavirus that causes illness in humans (Vegas, 2020). The disease spreads from person to person through infected air droplets that are projected during sneezing or coughing. It can also be transmitted when humans have contact with hands or surfaces that contains the virus and touch their eyes, nose, or mouth with the contaminated hands. The death of many people who were infected by the virus led to the lock down of people at home, to prevent further spread of the virus. The spread of the virus has inevitably led to serious transition in the teaching and learning process, which has resulted in an urgent demand for in-depth research on effective, was to conduct and deliver lecture to the public. At this period, students could not access the schools providing alternate instructional means become necessary. Multimedia system is part of instructional media that can be used in the field of education for effective instruction delivery. It could be described as a wide range of computer-based teaching and learning resources/applications and facilities that supplement or complement the educational process. Such technologies include computer systems, mobile devices (such as iPad, iPhone), multimedia projectors, interactive whiteboards, internet facilities, courseware and software design tools (such as authoring tools) among others. These technologies can be combined to produce instructional media referred to as technological instructional media. Holden and Westfall (2010) describes these media as web-based instruction, instructional television, recorded audio, recorded video, video conferencing, audio graphics and audio conferencing, computer based instruction, web conferencing and satellite e-learning. Nsofor (2010) see instructional media as projected and non-projected information carrying technologies that constitute an integral part of the instructional process used for the dissemination of education information very quickly, widely and effectively. During this period, instructional delivery in most of our higher institutions were done through instructional media such as zoom application (video-conferencing) and recorded audio. For the purpose of this study, the researcher limited this study to video conferencing and recorded audio.

Zoom (video conferencing) application is a web-based application, which enables collaboration between individuals and groups through video conferencing, video and audio calling, instant and persistent messaging, and file sharing. It allows students and lecturers to connect through virtual tutorials from any convenient location, which is an effective use of technology to improve student engagement and their success rate while minimizing the inconvenience of after-hours commitments for academics. The video quality of Zoom allows all remote participants to better see the faces of their lecturers and classmates while easily integrating content sharing, breakouts, and annotation. For the purpose of this study; the researcher limited this study to video conferencing and recorded audio. Video teleconferencing is a technological tool that combines audio and video to provide voice communications and video images. Utilization of video teleconferencing provides stimulated face-to-face contact between students and lecturers. Video conferencing is a live, visual connection between two or more remote parties over the internet that stimulates a face-to-face meeting (Rouse, 2020). This implies that video teleconferencing ensures that effective communication is delivered through face-to-face interactions between the teacher and the learners. Lecturer can utilize video conferencing tools to dial-in experts in the field to contribute live or speak to their students on relevant topics. This provides a forum for distance tutoring where students can conduct tutoring sessions remotely and frequently with the ability to schedule them on-demand.

Recorded audio is a tape or transmitted electronically, which is used as a stand-alone delivery tool or part of a blended learning approach. It provides for a large amount of aural content and can be continually reviewed by the learner. Whether by tape or podcast inexpensive distribution medium can reach widely dispersed students. These are materials that students can listen to and hear the programme. Recorded audio can be transmitted via the internet to reach the student's device, as he or she listens and acquire knowledge. This method also helped in promoting teaching and learning in the face of Covid-19 Pandemic, but students can go through and listen to the lectures as many times as they want, which gives independence in terms of time and space. The teaching- learning process can be modernized and personalized using technology for instance, lecturers can connect a classroom via on-line forums and communicate assignments through the school website or other designed site. This study therefore, seeks to ascertain the utilization of instructional media such, as video-conferencing, recorded audio, in teaching-learning process of Business Education Courses during Covid-19 in Rivers State Universities, Nigeria.

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## Statement of the Problem

The use of instructional media for teaching and learning activities has become necessary in the present world. Lecturers are expected to be well trained and confident in the use of instructional media in the classroom and in other professional practices. In spite of the massive influence instructional media has, the way of teaching and learning materials at this time and age has been inadequately applied in the teaching of Business Education (Dhakal, 2017) in Rivers State Universities. Teaching and learning in 21<sup>st</sup> century require technological instructional media such as video conferencing, recorded audio, web-based instruction, print media, audio graphics and audio conferencing, and so on. In as much as the instructional media are required in the 21<sup>st</sup> century for teaching and learning, one will not also lose sight of the fact that acquiring and using them are associated with some constraints such as noise, erratic power supply, poor funding, inadequate bandwidth, insufficient computers, low literacy, weak and inadequate infrastructures, shortages and inadequate teaching materials, inability to adapt to change among others. The existence of these problems challenge the full utilization of electronic means in teaching and learning of Business Education courses. It is not clear whether Business Education lecturers in Rivers State Universities utilized the available technologies in the face of Covid-19 Pandemic as an effective means for enhancing students teaching and learning. Therefore, the researchers seek to ascertain the extent instructional media was utilized during Covid-19 for the teaching-learning process of Business Education courses in Rivers State Universities, Nigeria.

## Purpose of the Study

The purpose of this study is to determine the extent of utilization of instructional media for teaching and learning process of Business Education Courses during Covid-19 in Rivers State Universities. Specifically, the study sought to:

1. determine the extent to which video conferencing was utilized for teaching and learning of Business Education courses during Covid-19 in Rivers State Universities.
2. determine the extent to which recorded audio was utilized for teaching and learning of Business Education courses during Covid-19 in Rivers State Universities.

## Research Questions

The following research questions guided the study:

1. To what extent was video conferencing utilized for teaching and learning of Business Education courses during Covid-19 in Rivers State Universities?
2. To what extent was recorded audio utilized for teaching and learning of Business Education courses during Covid-19 in Rivers State Universities?

## Hypotheses

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

1. There is no significant difference in the mean responses of Business Educators and Postgraduate Students of Rivers State University and Ignatius Ajuru University of Education on the extent to which Video Conferencing was utilized for teaching and learning of Business Education Courses.
2. There is no significant difference in the mean responses of Business Educators and Postgraduate Students of Rivers State University and Ignatius Ajuru University of Education on the extent to which Recorded Audio was utilized for teaching and learning of Business Education courses.

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## Method

The study was carried out in Rivers State. Descriptive survey research design was adopted for the study. The population of the study comprised 120 respondents made up of Business Educators and Postgraduate students of Business Education in the two Rivers State owned Universities namely Rivers State University and Ignatius Ajuru University of Education. Due to the small population, the researchers engaged all 120 respondents and as such, no sampling and sampling technique was employed. The instrument for data collection was a 10-item structured questionnaire structured in a four-point rating scale of High Extent (HE), Moderate Extent (ME), Low Extent (LE), and Very Low Extent (VLE). Cronbach Alpha formula was used to determine the internal consistency of the instrument and a co-efficient index of 0.79 was obtained. Copies of the questionnaire were distributed and collected by the researchers. Mean and standard deviation were used for answering the research questions, while two-way Anova was used to test the null hypotheses at 0.05 level of significance.

## Results

Research Question 1: To what extent was video conferencing utilized for teaching-learning process of business education courses during COVID-19 in Rivers State Universities?

**Table 1: Mean and Standard Deviation on the Extent Video Conferencing was Utilized for Teaching-Learning Process of Business Education Courses**

S/N	Item	Business Educators						Post Graduate Student					
		RSU (N = 20)			IAUE (N = 20)			RSU (N = 37)			IAUE (N = 43)		
		$\bar{x}$	SD	RMKS	$\bar{x}$	SD	RMKS	$\bar{x}$	SD	RMKS	$\bar{x}$	SD	RMKS
	<b>Utilization of Video Conferencing in COVID-19 for Business Education Courses Teaching in Universities</b>												
1.	Files was shared to students via zoom cloud application.	2.10	1.20	LE	3.25	0.99	ME	2.29	1.21	LE	3.02	0.99	ME
2.	Google hangout enables me to comment with students during Teaching-Learning Process.	1.45	0.97	VLE	2.30	1.38	LE	2.45	1.06	LE	1.93	0.66	LE
3.	Lecturers taught students using videos via Face Time.	2.20	0.98	LE	2.20	1.21	LE	1.73	0.95	LE	2.07	0.97	LE
4.	Skype was utilized for teaching students of Business Education Courses.	1.90	1.09	LE	1.45	0.97	VLE	2.16	1.03	LE	2.81	1.08	ME
5.	Go to meeting application was utilized in teaching my students during COVID-19.	2.00	1.18	LE	1.80	0.74	LE	1.46	0.72	VLE	2.21	1.13	LE
	<b>Grand Mean &amp; SD</b>	<b>1.93</b>	<b>1.08</b>	LE	<b>2.20</b>	<b>1.06</b>	LE	<b>2.02</b>	<b>0.99</b>	LE	<b>2.41</b>	<b>0.97</b>	LE

Source: Field Survey (2022)

Table 1 had a grand mean 1.93 and 2.20 for Business Educators of RSU and IAUE respectively, meaning that the extent of their utilization of video conferencing in teaching during the Covid 19 was of low extent. The table also had a standard deviation of 1.08 and 1.06 for RSU and IAUE Business Educators respectively, meaning that there is no deviation in their opinions as regards the utilization of video conferencing in teaching. The same table 1 showed that postgraduate students of the two schools shared the same opinions; they had a grand mean of 2.02 and 2.41 for RSU and IAUE respectively. This result means that their utilization of video conferencing in learning is also of low extent and there is no deviation in their opinions too with a grand standard deviation of 0.99 and 0.97.

Research Question 2: To what extent was recorded audio utilized for teaching-learning process of business education courses during COVID-19 in Rivers State Universities?

**Table 2: Mean and Standard Deviation on the Extent Recorded Audio was Utilized for Teaching-Learning Process of Business Education Courses.**

S/ N	Item	Business Educators						Post Graduate Student					
		RSU (N = 20)			IAUE (N = 20)			RSU (N = 37)			IAUE (N = 43)		
		$\bar{x}$	SD	RMKS	$\bar{x}$	SD	RMKS	$\bar{x}$	SD	RMKS	$\bar{x}$	SD	RMKS
	<b>Utilization of Recorded Audio in COVID-19 for Business Education Courses</b>												
1.	Most times, audio messages are replayed for better comprehension for students during COVID-19 .	2.40	1.28	LE	1.95	0.85	LE	1.56	0.92	LE	2.74	1.04	ME
2.	Normally lecturers send voice record to students explaining assignment for proper understanding.	1.90	0.80	LE	2.05	0.97	LE	1.30	1.71	VLE	1.98	0.76	LE
3.	Lecturers utilize recorded audio to give good examples to students during Teaching-Learning Process.	2.10	1.26	LE	2.40	1.23	LE	2.46	1.08	LE	3.03	1.06	ME

4.	Recorded audio was used to create learning a learning path.	2.15	1.24	LE	2.40	0.92	LE	2.05	1.04	LE	2.28	0.76	ME
5.	Lecturers utilize recorded audio to make several unique contributions to the Teaching-Learning Process.	2.20	0.98	LE	2.10	1.30	LE	2.02	1.03	LE	2.43	1.08	ME
<b>Grand Mean &amp; SD</b>		<b>2.15</b>	<b>1.11</b>	LE	<b>2.13</b>	<b>0.96</b>	LE	<b>1.88</b>	<b>1.16</b>	LE	<b>2.49</b>	<b>0.94</b>	LE

Source: Field Survey (2022)

Table 2 had a grand mean 2.15 and 2.13 for Business Educators of RSU and IAUE respectively, meaning that the extent of their utilization of audio recording in teaching during the Covid 19 was of low extent. The table also had a standard deviation of 1.11 and 0.96 for RSU and IAUE Business Educators respectively; this indicates that there is no deviation in their opinions as regards the utilization of recorded audio in teaching. The table also showed that postgraduate students of RSU and IAUE shared the same opinions; with a grand mean of 1.88 and 2.49 for RSU and IAUE respectively. This result means that their utilization of video conferencing in learning is also of low extent and there is no deviation in their opinions too with a grand standard deviation of 1.16 and 0.94.

**Hypothesis 1:** There is no significant difference in the mean response of Business Educators and Postgraduate Students on the extent to which video conferencing was utilized for teaching and learning of Business Education courses during Covid-19 in Rivers State Universities.

**Table 3 Summary of ANOVA on the extent to which video conferencing was utilized for teaching and learning of Business Education courses during Covid-19 in Rivers State Universities.**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Decision
Corrected Model	3.554 <sup>a</sup>	3	1.185	1.081	.360	Not Significant
Intercept	847.313	1	847.313	773.254	.000	
Institution	.110	1	.110	.101	.752	
Status	3.408	1	3.408	3.110	.080	
institution * status	.082	1	.082	.075	.784	Retain
Error	127.110	116	1.096			
Total	1045.880	120				
Corrected Total	130.664	119				

a. R Squared = .027 (Adjusted R Squared = .002)

Result obtained from table 3 shows the summary of two-way ANOVA on the extent to which video conferencing was utilized at a low extent for teaching and learning process of Business Education courses during covid-19 in Rivers State Universities. The result in the above table showed that (F=.075 & P=.784), then comparing the p-value of .784 with 0.05 level of significance since, the p-value is greater 0.05 then, the null hypothesis was retained, meaning that there is no significant difference in the mean response of Business Educators and Postgraduate students on the extent video conferencing was utilized for teaching and learning during Covid-19 in Rivers State universities.

**Hypothesis 2:** There is no significant difference in the mean response of Business Educators and Postgraduate Students on the extent to which recorded audio was utilized for teaching and learning of Business Education courses during Covid-19 in Rivers State Universities.

**Table 4:** Summary of ANOVA on the extent to which recorded audio was utilized for teaching and learning process of Business Education courses during Covid-19 in Rivers State Universities.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Decision
Corrected Model	3.783 <sup>a</sup>	3	1.261	1.209	0.31	Not Significant
Intercept	833.087	1	833.087	798.56	.000	
institution	0.001	1	0.001	.001	.974	
Status	0.643	1	0.643	.616	.434	
institution * status	2.666	1	2.666	2.555	.113	Retain
Error	121.015	116	1.043			
Total	1041.12	120				
Corrected Total	124.799	119				

a. R Squared = .030 (Adjusted R Squared = .005)

Result obtained from table 4 shows the summary of two-way ANOVA on the extent to which recorded audio was utilized at a low extent for teaching and learning process of Business Education courses during covid-19 in Rivers State Universities. The result in the above table showed (F=2.555, P=.113), then comparing the p-value of .113 with 0.05 level of significance since, the p-value is greater then, the null hypothesis was retained, meaning that there is no significant difference in the mean response of Business Educators and Postgraduate students on the extent recorded audio was utilized for teaching and learning process during Covid-19 in Rivers State Universities.

## Discussion

The result on research question 1, showed that Business Educators and students in Rivers State University and Ignatius Ajuru university of Education utilization of Video conferencing during Covid-19 is of low extent. The study also showed that video conferencing has become an essential component not only to the business world, but also to the world of education, health, and many other fields. Nowadays, video conferencing has given teachers new ways of presenting materials, working with students, and thus, stimulating the development of strategies that are consistent with new technology. The study is in agreement with the view of Paderanga (2013), Gladovic, Deretic and Drastovic (2020) that video conferencing has given teachers new ways of presenting materials, working with students, and stimulating the development of strategies that are consistent with new technology. Video conferencing aid students to use special cameras, monitors and microphone of a computer or mobile device at any location, in doing so, students can communicate with each other and with teachers as if they were in an educational institution. Students can receive instructions and information on any topic through video conferencing, and are able to ask questions to participants from different locations.

Hypotheses 1 revealed that there is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the use of video conferencing in teaching-learning process in covid-19 in Rivers State Universities.

From the result on research question 2, it shows that Business Educators and students in Rivers State University and Ignatius Ajuru University of Education utilization of recorded audio in teaching and learning are of low extent. Eje (2016) remarked that recorded audio is the extension of education to those who do not have the opportunity to access to formal education or to receive it through correspondence courses, using audio resources as the main medium of instruction in distance learning. Also, Kurzwell, Mercellas and Meyer (2020) envisaged that recorded audio is a teaching and learning material that appeals to the sense of hearing which transmits the human voice and other sounds for the purpose of teaching and learning. Kurzwell et al (2020) opined that the teacher's voice is the most important audio resources for instructional delivery. Therefore, for effective teaching and learning in realization of educational goals and objectives depends largely on teacher's ability to use his or her voice in order to communicate effectively to the learner.

Hypotheses 2: revealed that there is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the use of recorded audio in teaching and learning Business Education courses in covid-19 in Rivers State Universities.

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## Conclusion

Based on the findings and discussion made from the study, the conclusion reached by the researcher established the fact that irrespective of low extent utilization, Business Educators and students have effectively keyed into the capabilities and potentials of instructional media. Integrating instructional media in teaching and learning process is promising as its usage is now necessary in Lecturers and Students' daily lives. Students found to have good perception and openly welcome these platforms in learning. Embedding instructional media within formal learning might seem less appropriate, however, linking it with informal learning approach by focusing on its affordances, user friendly quality, capability to initiate communication and collaboration as well as intriguing to the student qualifies it to be experimented for an in depth information.

## Recommendations

Based on the result obtained, the following recommendations were made:

1. The government should increase the subvention fund of Business Education programme so that adequate instructional equipment and facilities needed are properly procured.
2. Utilization of instructional media should be inculcated in the curriculum of all tertiary institutions offering Business Education programme so as to help both Business Educators and students maximize its usage in teaching-learning process.
3. Business Educators should find time to be involved in professional development programmes in order to keep improving in the use of instructional media in the delivery of instruction in education.

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