



## Research Article

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# Teachers Utilization of Instructional Materials for Effective Teaching of Business Studies in Junior Secondary Schools in Delta State

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## Abstract

*This study examined teachers' utilization of instructional materials for effective teaching of business studies in junior secondary schools in Delta State. The study was guided by three research questions. The study employed the descriptive survey research design. Population for the study consisted of 665 business studies teachers in the 448 public junior secondary schools in Delta State. The proportionate stratified random sampling technique was used to select a sample size of 50% of 333 out from 665 business studies teachers from 224 public junior secondary schools in Delta State. A questionnaire titled: Teachers' Utilization of Instructional Materials for Teaching Business Studies Questionnaire (TUIMTBSQ), containing 38 items was used in conducting the study. Both the validity and reliability of the research instrument were established. Data were analyzed using mean score at 2.50 rating and standard deviation. Findings of the study revealed among others that business studies teachers' utilization of instructional materials such as printed and non-printed materials for effective teaching of the subject in junior secondary schools in Delta State was to a low extent, which was minimal. The study recommended among others that: State Government and State Education Board should support teachers' utilization of printed and non-printed instructional materials in business studies through adequate funding and procurement of materials needed in teaching business studies in the junior secondary schools in Delta State. Principals should also improvise the required printed and non-printed instructional materials for business studies teachers in the school. This must be accorded with constant supervision and continuous staff training and retraining programmes that will improve teachers' utilization of printed and non-printed technological devices that will aid effective teaching in the classroom.*

**Keywords:** Teachers, Utilization, Instructional Materials, Printed and Non-printed Materials, Business Studies, Junior Secondary Schools

## 1. Introduction

Business Education is one of the curriculum subjects for junior secondary education. At this level it is called business studies and specialist teachers are provided to teach this subject. Junior

secondary education is the education a child receives immediately after primary education. At this stage the student is provided with the requisite basic knowledge and skills for both entrepreneurship and educational advancement. Students are also assisted to develop patriotic competency that will contribute to their social development for performance of their civic responsibilities. This level of education also instills in the youth the rightful values and morals that will make them become efficient in the world of work and productive in the society. It also inculcates in youths rightfully business competences and skills irrespective of their differences in endowment, religion, colour, ethnic and socio-economic background (Federal Republic of Nigeria - FRN, 2013). From the above objectives of junior secondary education, it demands and necessitates that effectiveness in teaching of all subjects especially business studies through adequate utilization of resources and instructional materials are given adequate attention. Ibeneme cited in Onajite (2016b) found out that business studies/education is the backbone of an industry. Those who make things happen in industry are products of business education that include the managers, accountants, secretaries, marketers, and sales representatives, among others. This fact requires that business studies teachers acquaint learners with up-to-date knowledge and happenings in the industry for effective teaching through the use of instructional materials.

Business studies is the type of education that prepares youths to acquire first-hand business information, skills and competencies that will enable them become functional in the society. All topics taught in this subject area should be accorded with the requisite instructional materials that will enable students experience the real life teachings. For instance, a teacher should utilize the typewriter, computer, model office, filing accessories, cash book, balance sheet, stall file cabinet and other office gadgets while teaching topics related to office practices and management for students' to experience the reality of teaching or the lesson presented in the classroom. Therefore, teaching and learning activities in the school must be made interactive, participatory, constructive, practical-based and experiential (rather than placing much emphasis on theory) by appropriate utilization of instructional materials, which will aid students to develop critical thinking, innovative skills and knowledge construction (Onajite & Aina, 2014). Instructional materials as defined by Nzewi and Nwosu (2009) are teaching materials which includes printed and non-printed materials such as textbooks, journals, computers, chalkboard, among others, that support teachers' instructional delivery in school. Similarly, Ahmed (2007) opined that instructional materials are also referred to as teaching materials or teaching aids. However, the value or importance of teaching materials/ resources cannot be over emphasized. Examples of some of these instructional materials include typing machines, computers, chalkboard, whiteboard, models, pencils, rulers and art supplies. Instructional materials are broadly defined to include a variety of flexible and non-flexible materials, digital materials, on-line resources, open-resources, media, manipulative and supplies. In teaching business studies at the junior secondary school, such instructional materials like the computer with internet facilities, workbook, manual and electric typewriters, filing accessories, model office, filing trays, shorthand laboratory, business studies textbooks, stall file cabinet, talkshop, duplicating machines, whiteboard, among others can be utilized to support the teacher's instructions (Ahmed, 2007). Nzeneri (2010) citing examples of instructional materials also classified them as printed and non-printed materials. Nzeneri further described printed materials as those materials on print which provides educational information as an excellent tool for instructions. It stores information where, when and as desired by learners and users. Examples of these tools include business studies textbooks, balance sheets, inventory books, cash book, magazines, periodicals, pamphlets, course book, workbook, memo-graphs, journals, reading guide, order forms, downloaded business studies print materials, supplementary items like notes on broadcasts, assignments, instructions, etc.

Non-printed materials include graphic materials like maps, diagrams, charts, cartoons, posters, and graphs, auditory-materials like radio broadcast, microphone, tape recorders, video and DVDs, three dimensional materials (e.g models, mock-ups and dioramas), etc. Others include: whiteboard, chalkboard, interactive board, display boards (chalk, bulletin, multipurpose), overhead projectors and transparencies, real objects, media and digital resources, keyboarding laboratory, manual pool, shorthand laboratory, talkshop, model office, printer and scanner, photocopiers, business education computer software, among others. All the above listed printed and non-printed

instructional materials are vital and useful in teaching business studies in secondary schools. The researcher in this present study described teacher utilization of instructional materials in the teaching and learning of business studies as those devices, materials, equipments or gadgets, which include printed and non- printed materials, used by teachers to support their teachings, create understanding of their teachings and facilitate students' learning in business studies. The use of instructional materials according to Sale (2016) will aid effective teaching delivery at the junior secondary schools. Obviously, teacher utilization will aid to improve students' learning in the classroom. They are instruments used to transmit information, ideas and notes to learners. To Onajite and Aina (2014) utilization of instructional materials will improve both teaching and students' learning towards achieving measurable objectives in business education. Some of the advantages of teachers' utilization of instructional materials in teaching business studies as highlighted by Nzeneri (2010) includes that they enrich and enliven teaching. They stimulate students' desire to learn. They assist the learning processes by making assimilation and memorization of materials easier. They help to hold students' attention and also promote reality of experience which motivates self-learning among learners. Several studies like those of Abdu-Raheem (2011), Akinleye (2010), Obanya (2004), Ogbondah (2008) have been conducted by different researchers on the use of instructional materials to improve teaching and learning in the Nigerian school system, identifying that they were responsible for students' poor academic performance in most internal and external examinations. These studies have their different findings and reports as to this effect. Teachers use a broad variety of instructional materials to achieve valued learning outcomes.

Teaching as an important task of the teachers should enable them to improve students' learning by using various instructional materials in the classroom to teach business studies. More so, students are in school to learn and for instructors/teachers to share this goal means they should utilize instructional materials. From the situation of things and the observations by few researcher like Sale (2016) and Ahmed (2003) it seems as if the use of instructional materials in teaching business studies in the junior secondary schools have not been fully attainable owing to some challenges. Ahmed further attested that there is poor teachers' utilization of instructional materials in most schools. This situation is not too far from what is being experienced in Delta State. Conversely, there are so many factors which determine appropriate utilization of instructional materials for teaching of business studies at the junior secondary schools (Saxena, 2014). The researcher's observation in the area of study showcases a situation where many teachers complained about the difficulties in teaching business studies as regards to not getting hold of most of the printed and non-printed instructional materials for effective instructional delivery. It seems as if that many secondary schools in the Delta State cannot boast of having sufficient instructional materials when it comes to teaching of business studies. This situation seems to have been responsible for poor students' academic performance and teachers' ineffectiveness towards instructional delivery in the schools. This situation has degenerated to other problems affecting teaching in various subject areas including business studies. Poor utilization of instructional materials in the classroom has negative effect on teacher efficiency in providing sound instructional delivery which has negative consequences on students' academic performance, achievements and their dedication, interest and active participation towards learning. Whereby instructional materials for teaching are found wanting, learners become passive in learning and integrated learning will be difficult to achieve. For teachers utilization of instructional materials in teaching of business studies in the junior secondary schools, effective strategies should be adopted to improve the usage as observed from the studies of Eniyewu (2005), Enaigbe (2009) and Effiong and Igiri (2015). It is based on this background that the present conducted an investigation in order to find out teachers' utilization of printed and non-printed instructional materials for effective teaching of business studies in junior secondary school in Delta State. Also, to determine the extent of this utilization and strategies to improve business studies teachers' utilization of these instructional materials.

## 2. Statement of the Problem

Teaching business studies at the junior secondary schools in Delta State has become a difficult task. This is evident in the way and manner business studies subject is taught in the secondary

schools. In most of the secondary schools in Delta State, teachers' encounter a lot of difficulties in teaching this subject and this have affected offering the subject in most of the schools. This situation in Delta State which is worrisome for both the researcher and a few other education stakeholders like the business studies teachers and principals, need for urgent measures to be taken in order to salvage this problem. Observations show that in many secondary schools in Delta State very important instructional aides for effective instructional delivery that will make students learning more interesting, experiential and practical in order to acquire more knowledge for high academic achievements are found wanting. This situation which seems to affect teachers' utilization of instructional materials in business education has negative consequence on students' academic performances, teacher effectiveness in the classroom and the quality of teaching provided in the secondary schools. The problem of teachers' utilization of instructional materials at the junior secondary schools in Delta State needs proper redressing. Although the State government have tried their best in providing most of the facilities needed in the secondary schools, but this seems not to be enough because there are still cases associated with teachers' utilization of business studies instructional materials which is visible on students' poor academic performances in business studies examinations, most schools no longer offer the subject and even the schools where business studies is offered, teachers' seems not to be committed to their jobs. All these issues which raise alarm for immediate attention and solutions seem to point to one direction on the use of instructional materials in the schools, which include the printed and non-printed materials. Teachers' utilization of both printed and non-printed materials instructional materials in teaching business studies is of paramount importance for successful transfer of knowledge from the teacher to the learners and likewise for promoting quality learning. In the case of Delta State, the researcher begin to wonder what seems to be the problem, whether the available printed and non-printed instructional materials are sufficient or not sufficient to promote effective teaching in business studies. Whereby these instructional materials seem to be available, to what extent do teachers' utilize these instructional materials? Are there possible strategies that will aid improve teachers' utilization of instructional materials for effective teaching of business studies in junior secondary schools? The challenges associated with teaching business studies have created a gap making it difficult for quality teaching and learning to prosper. The need to fill this existing gap in teaching of business studies in Delta State calls to conduct an investigation in order to inquire the extent of teachers' utilization of instructional materials for effective teaching of business studies in junior secondary school in Delta State, which stands to be the problem of the study.

### 3. Purpose of the Study

This study investigated teachers' utilization of instructional materials for effective teaching of business studies in junior secondary school in Delta State. Specifically, the study tried to find out the following:

1. The extent to which teachers utilized printed materials for effective teaching of business studies in junior secondary schools in Delta State.
2. The extent to which teachers utilized non-printed materials for effective teaching of business studies in junior secondary schools in Delta State.
3. The possible strategies that will improve teachers' utilization of instructional materials for effective teaching of business studies in junior secondary schools in Delta State.

### 4. Research Questions

The following research questions guided the study:

1. To what extent are printed materials utilized by teachers for effective teaching of business studies in junior secondary schools in Delta State?
2. To what extent are non-printed materials utilized by teachers for effective teaching of business studies in junior secondary schools in Delta State?
3. What are the possible strategies that will improve teachers' utilization of instructional materials for effective teaching of business studies in junior secondary schools in Delta State?

## 5. Method

The study employed the descriptive survey research design. Population for the study consisted of 665 business studies teachers in the 448 public junior secondary schools in Delta State. Justification for choosing only business studies teachers is as a result that they taught business studies at the junior secondary school level and their dispositions in the present study will give proper account of the true picture of what is happening in Delta State. The proportionate stratified random sampling technique was used to select a sample size of 333 business studies teachers from 224 public junior secondary schools in Delta State. A researcher self-developed questionnaire titled: Teachers' Utilization of Instructional Materials for Teaching Business Studies Questionnaire (TUIMTBSQ), which contained 38 items, was used as the first-hand instrument for data collection. The instrument was designed on a 4 point scale of Very High Extent - VHE (4), High Extent- HE (3), Low Extent - LE (2), and Very Low Extent - VLE (1), for answering only research questions 1 and 2. Response items such as Strongly Agree - SA (4), Agree - A (3), D - Disagree (2), and SD - Strongly Disagree (1), were constructed for answering research question 3. The questionnaire was organized into 3 clusters. Cluster A had 14 items in order to answer questions relating to extent of teachers' utilization of printed materials for effective teaching of business studies in junior secondary schools in Delta State. Cluster B had 13 items raised in order to answer questions relating extent of teachers' utilization of non-printed materials for effective teaching of business studies in junior secondary schools in Delta State. Cluster C had 11 items raised to answer questions relating to the possible strategies that will improve teachers' utilization of instructional materials for effective teaching of business studies in junior secondary schools in Delta State. The instrument was validated by two experts from the Department of Business Education and one expert from the Educational Foundations Department.

Reliability of the instrument was determined through a pilot-test. This entailed the researchers sampling eight business studies teachers from eight public secondary schools in Anambra State. Information retrieved from the sample was measured with the Cronbach alpha statistics to give a reliability coefficient value of .84 in order to show that the research instrument was reliable. The research instrument was distributed to the respondents with the assistance of five research assistants that were undergraduate students of some tertiary institutions in Delta State. The research assistants delivered the research instrument through a personal contact with all the respondents. Data were equally analyzed using mean score at 2.50 rating and standard deviation. Mean score that scored 2.50 and above was termed an indication of high extent, thereby agreeing to the statement, meanwhile, any mean score that rated below the bench mark of (2.50) was regarded as an indication of low extent, thereby disagreeing to the statement.

## 6. Results

**Table 1:** Mean Scores and Standard Deviation of Business Studies Teachers on Extent to which Teachers Utilized Printed Materials for Effective Teaching of Business Studies in Junior Secondary Schools in Delta State (N = 333 Business Studies Teachers)

S/N	Please give your view concerning the extent to which you utilize printed materials for effective teaching of business studies in your school	VHE	HE	LE	VLE	X	STD	DECISION
1	I utilize download printed text materials relating to business studies from the Internet for my teachings in the classroom.	38	67	119	109	2.10	0.99	LE
2	Drawings on cardboard papers are utilized to support all my business studies teachings in the classroom.	108	86	98	41	2.78	1.03	HE
3	I use the teachers' guide material to support my business studies lessons in the classroom.	40	77	124	92	2.20	0.97	LE
4	For every of the business studies topics taught in the classroom, I prepare lesson notes.	101	146	62	24	2.97	0.88	HE
5	All my presentations in the classroom are accorded with several business studies textbooks.	101	121	58	53	2.81	1.04	HE
6	I give studies assignments on the business studies workbook after every teaching in the classroom.	120	111	43	59	2.88	1.09	HE

S/N	Please give your view concerning the extent to which you utilize printed materials for effective teaching of business studies in your school	VHE	HE	LE	VLE	X	STD	DECISION	
7	Printed graphic materials on business studies are used to support draw students' attention in the classroom.	51	63	132	87	2.23	1.00	LE	
8	Business studies drawings, charts and maps on prints are heavy utilized in all my teachings in the classroom.	37	55	131	110	2.06	0.97	LE	
9	I use visual printed pictures to buttress points for all my presentations in the classroom.	24	43	123	143	1.84	0.91	LE	
10	Posters and cartoons relating to various topics are displayed at every business studies lesson taught in the classroom.	41	33	128	131	1.95	0.99	LE	
11	I consult published journal articles on business studies in order to develop my lessons.	25	47	117	144	1.86	0.92	LE	
12	Magazines and Newspapers articles on business focus are made reference to in order to aid and support my teaching in class.	65	53	109	106	2.23	1.10	LE	
13	I make use of my dictionary to find meaning of some words and concepts in class.	102	113	55	63	2.76	1.08	HE	
14	All the topics I teach in business studies are guided by the scheme of work	115	167	25	26	3.11	0.85	HE	
<b>Overall Mean and Standard Deviation</b>							<b>2.41</b>	<b>1.08</b>	<b>LE</b>

Results from Table 1 showed that only items 2, 4, 5, 6, 13 and 14 scored above the 2.50 of the mean score. This result revealed that teachers' utilization of printed materials was to a high extent. All the other items from 1, 3, 7, 8, 9, 10, 11 and 12 scored below the mean score of 2.50. This result revealed that teachers' utilization of printed materials was to a low extent. The overall mean of 2.41 and standard deviation of 1.08 also revealed that teachers utilized printed materials for effective teaching of business studies in junior secondary schools in Delta State to a low extent, which was minimal.

**Table 2:** Mean Scores and Standard Deviation of Business Studies Teachers on how Teachers Utilized Non-Printed Materials for Effective Teaching of Business Studies in Junior Secondary Schools in Delta State (N = 333 Business Studies Teachers)

S/N	Please give your view concerning the extent to which you utilize non-printed materials for effective teaching of business studies in your school	VHE	HE	LE	VLE	X	STD	DECISION	
15	I play cassette on radio sets and tape recorded to draw students' attention to the business studies lesson in the classroom.	15	23	162	133	1.76	0.77	LE	
16	I improvise DVD cassette players during my presentations on business studies in the classroom.	11	22	110	190	1.56	0.76	LE	
17	I write down salient points and examples on the chalkboard/whiteboard to explain the lesson to students in the classroom.	141	174	13	5	3.35	0.63	HE	
18	I copy detailed notes for students on the chalkboard/whiteboard after every lesson taught in class.	132	169	21	11	3.27	0.72	HE	
19	Real objects are often displayed in the classroom for students to experience reality of the topic taught in the class.	110	123	57	43	2.90	1.00	HE	
20	Dioramas, three dimensional objects and models are used to support my teaching in most of the lessons taught in the classroom.	41	57	124	111	2.08	0.99	LE	
21	Projectors with still and motions pictures are utilized to aid my teachings on business studies in the classroom.	30	36	147	120	1.93	0.91	LE	
22	Computers are sometimes brought to teach students in the classroom.	28	49	161	95	2.03	0.88	LE	
23	I use my smart phone to search for meaning of difficult concepts during my presentations in the classroom.	23	51	132	127	1.91	0.90	LE	
24	Television and video are sometimes improvised to enable me create in-depth understanding of the business studies topic discussed in the classroom.	25	42	127	139	1.86	0.91	LE	
25	Most lessons in business studies are taught in the typing laboratory and pool with enough typewriting machines.	27	20	155	131	1.83	0.87	LE	
26	I usually display nature corners concerning business studies to give clearer picture of my lessons in the classroom.	10	18	160	145	1.68	0.71	LE	
27	I construct bulletin and flannel boards where cartoons, posters, printed graphic materials and charts on business studies are displayed for students' learning.	21	32	137	143	1.79	0.86	LE	
<b>Overall Mean and Standard Deviation</b>							<b>2.15</b>	<b>1.03</b>	<b>LE</b>

Results from Table 2 showed that items 17, 18 and 19 scored above the mean score of 2.50. This result revealed that teachers' utilization of non-printed materials was to a high extent. All the other items from 15-16 and 20-27 scored below the mean score of 2.50. This result revealed that teachers' utilization of non-printed materials was to a low extent. The overall mean of 2.15 and

standard deviation of 1.03 revealed that teachers utilized non-printed materials for effective teaching of business studies in junior secondary schools in Delta State to a low extent, which was minimal.

**Table 3:** Mean Scores and Standard Deviation of Business Studies Teachers on the Possible Strategies that will Improve Teachers Utilization of Instructional Materials for Effective Teaching of Business Studies in Junior Secondary Schools in Delta State (N = 333 Business Studies Teachers)

Please give your opinion on the possible strategies that will improve utilizing instructional materials for effective teaching of business studies in your school							
S/N		SA	A	D	SD	X	STD DECISION
28	State Government should provide adequate budget for procurement of instructional materials in business education.	178	138	10	7	3.46	0.66 <b>Agree</b>
29	Secondary education board should collaborate with other NGOs, agencies and private individuals to support schools with adequate instructional materials for teaching business studies.	156	132	19	26	3.26	0.88 <b>Agree</b>
30	PTA in schools should assist to improvise most of the instructional materials needed for teaching business studies in schools.	125	166	22	20	3.19	0.80 <b>Agree</b>
31	Principals should adopt best management, maintenance culture and strategies that will improve utilization of instructional materials in schools.	128	163	20	22	3.19	0.82 <b>Agree</b>
32	Out-dated and old instructional materials should be repaired and replaced in the school.	177	130	16	10	3.42	0.72 <b>Agree</b>
33	Teachers should always improvise instructional materials within their reach as a means of supporting instructional materials utilization when teaching business studies.	151	137	27	18	3.26	0.83 <b>Agree</b>
34	Instructional materials should be adequately available in the school for teaching business studies.	131	171	17	14	3.26	0.74 <b>Agree</b>
35	Continuous training and retraining programmes should be organized for teachers to accord them with the competences in using varieties of instructional materials to teach business studies in the classroom.	129	167	9	28	3.19	0.84 <b>Agree</b>
36	Teachers should be encouraged to show positive attitudes towards utilizing instructional materials in teaching business studies.	163	134	25	11	3.35	0.76 <b>Agree</b>
37	Administrators should ensure proper selection of instructional materials in teaching business studies in the school.	134	168	18	13	3.27	0.73 <b>Agree</b>
38	Instructional materials in the school should be supervised and audited constantly to ensure that they are fit to carry out their functions in teaching.	132	158	24	19	3.21	0.81 <b>Agree</b>
<b>Overall Mean and Standard Deviation</b>						<b>3.28</b>	<b>0.79</b> <b>Agree</b>

Data analysis in Table 3 showed items 38-48 scored above the mean score of 2.50. None of the items in the table scored below the mean score of 2.50. The overall mean of 3.28 and standard deviation of 0.79 also indicated that the respondents strongly supported adoption of all the possible strategies that will improve teachers' utilization of instructional materials for effective teaching of business studies in junior secondary schools in Delta State.

## 7. Discussions

Findings of the results in Tables 1 and 2 generally revealed that although instructional materials aided effective teaching at the junior secondary school in Delta State but its utilization by business studies teachers was minimal and to a low extent. Majority of the printed and non-printed instructional materials were utilized to a low extent by the teachers in teaching business studies. While a few of them were utilized to a high extent. The findings of Table 3 revealed some possible strategies that will improve teachers' utilization of instructional materials for effective teaching of business studies in junior secondary schools in Delta State. For Nzewi and Nwosu (2009) the importance of instructional material for teaching and learning processes is to enable teachers provide firsthand experience in the classroom. Instructional resources help to provide materials and opportunity for experiment. This ensures students participation in the lesson, which promotes effective learning. Use of instructional materials by business studies teachers carry out two main broad functions of pedagogical function and motivational functions. The new business studies curriculum used in Nigerian secondary schools is activity-based and emphasizes the acquisition of productive skills for life-long learning. These require creativity on the part of the teacher in sourcing

for and using appropriate instructional resources for teaching and learning (Federal Republic of Nigeria - FRN, 2004). However, the findings also reveal under Table 1 that printed materials were limited and utilized to a low extent by business studies teachers to teach the subject at the junior secondary school level in Delta State. This finding agrees with Enaigbe (2009) study which observed that basic materials such as textbooks, chalkboard, graphic materials, charts, posters and writing materials in teaching business studies are readily not utilized in teaching in schools.

The finding of Table 2 also revealed that non-printed materials were limited and utilized to a low extent by business studies teachers to teach the subject at the junior secondary school level in Delta State. This finding concurs with study of Enaigbe (2009) whose results revealed that essential equipment like computer, projector, television and video are not readily utilized in many schools. To achieve instructional objectives in the business studies classroom situation in Delta State, teachers must effectively utilize instructional materials to a high extent in their teachings and presentations. But given the current situation of students' performance and teachings in business studies it is as if teachers are yet to realize the importance of utilizing some of the important printed and non-printed instructional materials in business studies. This has resulted into students' negative attitude and withdrawal in further learning the subject at senior secondary classes. Supporting this statement, Obanya (2004) study asserted that several studies carried out in some areas in Nigeria indicated that the results of Senior School Certificate Examinations were completely bad in nearly all subjects offered by the students and this was related to teachers' poor utilization of instructional materials in the classroom to a low extent. He stressed further that only about 10% of candidates 'meaningfully passed' the examination.

This was also echoed and reported in Kadzera (2006) study which found out that classroom materials were not available for teachers' use. Kadzera further found out that lack of instructional material resources is one of the reasons contributing to minimal utilization of instructional technology in teachers training in Malawi. This was also confirmed by Asegedom cited in Njoki (2014), whose study found that instructional materials were lacking in schools. Both findings of Table 1 and Table 2 are contrary to Janovsky (2007) study which reported that teachers use a wide variety of tools to foster learning, and this can be classified as traditional resources, graphic organizers and teachers-made resources. Traditional resources include any textbooks and workbooks used in the classroom. For example, the business studies classrooms should always have textbooks, writing textbooks, and even vocabulary and spelling workbooks in business studies areas. In addition to these, traditional resources also include any supplemental reading material outside of the textbook. These traditional materials can really help to introduce new concepts to your students. For example, when learning the concept of theme, a literature textbook can provide numerous reading materials all displaying theme in different types of literature. In the same way, workbooks can give some useful basic practice activities for a new vocabulary words or even writing activities that might be difficult for students. Then, when mastery is shown on a basic level, a teacher can introduce more challenging material related to that concept. The second type of instructional material is the graphic organizer, which is any type of visual representation of information. Diagrams, charts, tables, flow charts, and graphs are all examples of graphic organizers. For instance, in a math classroom, it is essential to use graphs on a coordinate plane when learning about the equation of a line so that students can actually see how a line is graphed. In business studies, diagrams, plot diagrams and work sheets (e.g ledger, balance sheets) are clear instructional tools to use when comparing or analyzing events and making entries. All of these graphic organizers allow students to physically see relationships between ideas. This is imperative for learning, especially for students who are more visually oriented. Seeing a clear relationship is always easier than an abstract idea in your mind.

In fact, having students create their own graphic organizers can be a great way to incorporate active learning. For instance, you can have students read a short story or even an informational article and then create their own visual representation of the information. This pushes students to internalize and apply the information, which requires more thought than simple recall (Janovsky, 2007). The last type of instructional materials as highlighted by Janovsky (2007) comprises any teacher-made resources. These include anything the teacher creates, like handouts, worksheets, tests, quizzes, and projects. Many of these are used for assessment in the classroom, which is



determining the level of learning on any given topic. For instance, different handouts or worksheets can be used throughout a unit to see which students are getting it and which students are struggling. Instructional materials equally involve the use of printed and non-printed materials in teaching and learning of business studies. All the above necessitates possible strategies to be adopted to improve business studies teachers utilization of instructional materials for effective teaching of the subject in junior secondary schools.

Finding of Table 3 revealed the possible strategies that will improve teachers' utilization of instructional materials for effective teaching of business studies in junior secondary schools in Delta State. This included that the State Government should provide adequate budget for procurement of instructional materials in business education. Secondary Education Board should collaborate with other NGOs, agencies and private individuals to support schools with adequate instructional materials for teaching business studies. PTA in schools should assist to improvise most of the instructional materials needed for teaching business studies in schools. Principals should adopt best management, maintenance culture and strategies that will improve utilization of instructional materials in schools. Out-dated and old instructional materials should be repaired and replaced in the school. Teachers should always improvise instructional materials within their reach as a means of supporting instructional materials utilization when teaching business studies. Instructional materials should be adequately available in the school for teaching business studies. Continuous training and retraining programmes should be organized for teachers to accord them with the competences in using varieties of instructional materials to teach business studies in the classroom. Teachers should be encouraged to show positive attitudes towards utilizing instructional materials in teaching business studies. Administrators should ensure proper selection of instructional materials in teaching business studies in the school. Instructional materials in the school should be supervised and audited constantly to ensure that they are fit to carry out their functions in teaching. This finding agrees with Saxena (2014) study which also indicated that effective strategies should be adopted to improve the use of instructional materials in teaching of business studies in the junior secondary schools. Utilization of instructional materials in effective teaching of business studies could be realized through adequate funding and improvisation, staff training, effective management and maintenance, proper selection of these materials in the subject area, among others.

Supporting the above findings, the studies of Enaigbe (2009) and Effiong and Igiri (2015) indicated some of these strategies to include government improvement in teachers' utilization of instructional materials through provision of funds, procurement of the requisite instructional materials in schools and monitoring of instructional materials in schools through constant auditing. In addition, State government who by rite of constitution should always finance secondary education cannot afford the expensive learning facilities because of the present austerity measures. For this reason, many educators have suggested improvisation as a viable alternative. One fact that cannot be disputed is that most of our business studies students are experiencing a great deal of difficulties in learning with the teaching aids in the junior secondary schools (Ogbondah, 2008). From all the foregoing, this calls for adequate attention and concentration to be given to teachers' utilization of instructional materials for effective teaching of business studies at the junior secondary school level in Delta State.

## 8. Conclusion

The role of teachers' utilization of instructional materials for teaching and learning of business studies cannot be overemphasized. But the findings of this study submit that business studies teachers' utilization of instructional materials in their teaching was to a low extent and minimal. Both the printed and non-printed materials were utilized to a low extent, which calls for immediate action to be taken in order to save the current situation of things in Delta State. Failure to highly utilize the printed and non-printed instructional materials in business studies has negative consequence on teachers' promoting quality learning and rendering effective services in teaching business studies in junior secondary schools in the State. This calls for effective strategies that will improve teachers' utilization of instructional materials in order to promote students' learning and academic performance. In this regards, business studies teachers should be accorded through the

implementation of possible strategies to improve on the utilization of printed and non-printed materials for effective teaching of business studies. Upon this benchmark, recommendations were made.

## 9. Recommendations

1. State Government and State Education Board should support teachers' utilization of printed and non-printed instructional materials in business studies through adequate funding and procurement of materials needed in teaching business studies in the junior secondary schools in Delta State.
2. Principals should also improvise the required printed and non-printed instructional materials for business studies teachers in the school. This must be accorded with constant supervision and continuous staff training and retraining programmes that will improve teachers' utilization of printed and non-printed technological devices that will aid effective teaching in the classroom.
3. Business studies teachers should develop positive attitude towards utilization of printed and non-printed materials in order to aid effective teaching and students' learning in the classroom.
4. The State Government including State Education Board should adopt the possible strategies that will improve teachers' utilization of both of printed and non-printed materials in order to aid effective teaching and students' learning in the classroom.

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