

INFLUENCE OF INSTRUCTIONAL AIDS AND TECHNOLOGY ON BUSINESS EDUCATION STUDENTS' ACADEMIC PERFORMANCE IN EDO AND ONDO STATES

CHRISTIANAH DOLAPO OLUMAKINWA
FEDERAL POLYTECHNIC, ILE-OLUJI, ONDO STATE
olumarkade@gmail.com

Abstract

This paper examines the influence of instructional aids and technology on business education students' academic performance in four public tertiary institutions offering business education in Ondo and Edo States. Four research questions were raised to guide the study. Population of 647 students which consisted of 400 levels and NCE 3 students in the 2017/2018 session of the four tertiary institutions was sampled. A structured questionnaire was used for data collection. The research questions were answered using mean and standard deviation. The findings showed that, there is a significant difference in the availability of instructional aids and technology on students' academic performance in business education. The paper recommends among others that the Federal Government together with school authority should make available instructional aids and technology in business education, and that adequate instructional aids and technology should be provided to aid the lecturers in teaching business education.

Introduction

Education can be regarded as a social process whose purpose is to bring about certain desirable behavioural change in the total development of an individual. Education is the transmission of knowledge, skills, ideas, attitudes and patterns of behaviour. It is an attempt to develop the personality of a child and prepare him for the membership of the society and for these changes to take place, there is the need for adequate facilities which aid learning process. Instructional aids and technology, when used to capacity, are said to have been used effectively. Government emphasizes provision of necessary infrastructure and training on the Information Communication Technology in the school system in recognition of its role in advancing knowledge and skill in this modern world. Instructional aids and technology impacts are needed for the attainment of the goals of any education programme. They are the bedrock for which sound education production operates. The quantity and

quality of the resources are focal points under which the quality of the output depends.

Instructional aids and technology can, therefore, be defined as those facilities provided to students either by the school authority or government. Such materials include equipment, conducive classrooms, and libraries, among others. According to Uzoagulu (2013), facilities constitute a strategic factor in organizational functioning. This is so because they determine, to a very large extent, the smooth function of any social organization and education. Therefore, when instructional aids and technology are provided for the business education programme, this will enable the programme to stand out amidst other programmes and to prepare their learners to enter into a professional skill and be efficient and productive. The students will have access to these materials; make use of them by both the teachers and students. Individual student will learn at his/her own pace. In addition, Idenedo

(2012) opined that, the wealth of a nation or society could determine the quality of education in that land. Instructional aids and technology will help students to learn at ease thus, bringing about good academic achievement.

The inadequacy of equipment has reached a worrisome dimension thereby inhibiting the academic performance of business education students. Ayeduso (1997) carried out a study to investigate the factors responsible for the poor performance of business education students, the result indicated that their performance was due to inadequate equipment, library, and books, among others. Olusegun (2009) ascertained that educational facilities are the operational inputs of every instructional programme. He said that the school is like a manufacturing organization where adequate equipment must be in top operation to provide result. Educational facilities, therefore, serve as those materials that can make learning easier or make it possible for student to achieve academic excellence.

According to Omidiji (2007), instructional aids (facilities) include audio-visual aids, machines, educational materials in this same sense, instructional aids and technology encompass all radio tape, computer sets, photocopy machine, magic board, computer laboratories, shorthand studio, typing pool, projector, power backup, classrooms, among others, which help the learners to learn properly and teachers to teach effectively (Bulama, 2007). This means that business education programme requires tools and equipment that will help in the facilitation of the acquisition of occupational skills in the department. Anayokoh (2014) observed that, useful skills can be developed and reinforced by the appropriate selection and use of instructional aids and technology in teaching and learning. The present situation unveils the scarcity and inadequate facilities

in business education programme in Nigeria. At times, some of the facilities are not available in the right amount and quality. Even, the available ones are not functioning to ensure effective utilization. This paper, therefore, seeks to examine the influence of instructional aids and technology on students' academic performance in business education.

Statement of the Problem

It is pertinent to note that most Business Education Departments in Nigeria tertiary institutions do not have adequate teaching aids and technology. One would wonder how the students will perform well without adequate and necessary teaching aids needed in teaching and learning.

Business education is a practical programme, which these teaching aids and technology made it easier for systematic training, acquiring knowledge and skills in business education. Inadequacy of these materials may be the cause of mass failure and withdraw of students in Business Education. It has been observed that, some students lose interest while some will run away because they do not seem to understand the concepts and cannot carry out the practical skills simply because of lack of teaching aids. Angaye (1997) in Osaigbovo and Olumese (2011) stated that universities are expected to supply skilled manpower to meet individual and national developmental needs. However, these expectations had not been forth coming in the face of increased number of universities, polytechnics and colleges of education offering business education. Based on the foregoing, the researcher was prompted to investigate on the influence of teaching aids and technology on academic performance of students' in public tertiary institutions offering business education in Ondo and Edo States of Nigeria.

Purpose of the study

The main purpose of this study is to examine the influence of instructional aids and technology in business education. Specifically, the study will examine:

1. the availability of instructional aids and technology in achieving the goals of teaching and learning in business education.
2. the adequacy of available personnel, workshop and other relevant equipment in business education.
3. the viable strategies for effective utilization of instructional aids and technology.
4. the extent to which the students utilize the available facilities for learning.

Research Questions

The following research questions were raised to guide the study:

1. What are the instructional aids and technology available in business education?
2. Are there adequate personnel in Business Education Departments?
3. What are the viable strategies for effective utilization of instructional aids and technology?
4. To what extent do students utilize the available facilities for learning?

Methodology

The research design used for this study was descriptive survey research design. The population of the study comprised of business education students in the 2018/2019 academic session 400 levels and NCE 3 students of public tertiary institutions offering business education in Ondo and Edo States of Nigeria.

INSTITUTION	POPULATION
Adeyemi College of Education, Ondo	387
College of Education, Ekiadolor	78
University of Benin, Benin	182
Total	647

Source: Field work 2019

The need for sampling did not arise since the entire population constituted the sample.

A 20 item structured questionnaire was used to elicit data from the respondents on the influence of instructional aids and technology on the students' academic performance in Business Education Departments of Adeyemi College of

Education, Ondo, College of Education Ekiadolor and University of Benin, Benin City.

The instrument was validated by an expert in measurement and evaluation from the University of Benin. Questionnaire was the instrument for data collection. Mean and standard deviation were the analytical tools used to answer the research questions.

Results

Research Question 1: What are the instructional aids and technology available in business education?

Table 1: Mean scores of the respondent on the availability of instructional aids and technology in Business Education.

S/N	Item	Mean score	Remarks
1.	There are enough instructional aids and technology in the business education lab.	2.42	Strongly disagreed
2.	There is shorthand studio in your school	2.3	Disagreed
3.	There are enough computers to teach students in a class.	2.45	Strongly disagreed
4.	There is power backup in case of power failure during practicals.	2.38	Disagreed
5.	There are enough business Studies textbook to consult in your school library?	2.0	Disagreed

Source: Field work 2019

Table 1 shows the results on the availability of instructional aids and technology in Business Education. The mean ranged from 2.0 to 2.45 this shows

that the respondents agreed that instructional aids and technology are not available in Business Education.

Research question 2: Are there adequate personnel in Business Education department?

Table 2: Mean scores of the respondents on adequate personnel in Business Education Departments?

S/N	Item	Mean score	Remarks
1.	There are adequate lecturers to teach business education.	1.88	Disagreed
2.	When a lecturer is on course there is another to continue with the students.	2.25	Disagreed
3.	The available lecturers cannot operate the available instructional aids and technology.	2.60	Agreed
4.	The students are too many for a lecturer during practical class.	2.58	Agreed
5.	The Business Education Departments depend on lecturers from other departments.	2.64	Agreed

Source: Field work 2019

Table 2 shows the results on adequate personnel in business education. The mean ranged from 1.88 to 2.64. This

shows that the respondents agreed that there is no adequate personnel in business education.

Research question 3: What are the viable strategies for effective utilization of instructional aids and technology?

Table 3: Means scores of the respondents on viable strategies for effective utilization of instructional aids and technology

S/N	Item	Mean score	Remarks
1.	Business education curriculum needs review for proper acquisition of skills.	2.74	Agreed
2.	Increase funding would enable tertiary institutions to contribute more meaningfully to business education	2.80	Agreed
3.	Industries and companies should partner with business education for practical teaching	2.70	Agreed
4.	Students should be given orientation on how to be self-reliance after school instead of white collar jobs	3.14	Agreed
5.	Practical periods should be incorporated into the students' time table	2.62	Agreed

Source: Field work 2019

Table 3 shows the results on the viable strategies for effective utilization of instructional aids and technology in business education. The mean ranged from 1.88 to

2.26 This shows that the respondents agreed that the items stated are viable strategies for effective utilization of instructional aid and technology in business education.

Research question 4: To what extent do students utilize the available facilities for learning?

Table 4: Mean scores of the respondents on students' utilization of the available facilities.

S/N	Item	Mean score	Remarks
1.	The available facilities are not functioning effectively.	2.68	Agreed
2.	Lecturers are not always around for practical classes	2.94	Agreed
3.	Erratic power supply always obstruct utilization of available facilities	3.04	Agreed
4.	Practical works are given as assignments without supervision	3.24	Agreed
5.	Students do not have access to the available facilities.	3.30	Agreed

Source: Field work 2019

Table 4 shows the results on the student's utilization of the available facilities for learning. The mean ranged from 2.68 to 3.30. This shows that, the

respondents agreed that to a great extent, students do not utilize the available facilities for learning in business education.

Discussion of Findings

Based on the findings of research question 1, this study revealed that, there are not enough instructional aids and technology in the business education laboratories. There is no shorthand studio, there are not enough computers to teach students in a practical class. Also, there is no power backup in case of power failure during practical and there are not enough business education textbooks to consult in the school libraries. This finding corroborates Adaja (2012) who lamented that, the students lack necessary aids and the few available instructional aids and technology are below stipulated standard.

Research question 2 revealed that, there are not adequate lecturers to teach business education courses. Also, when any lecturer is on course, there is no other lecturer to continue with the students. The available lecturers cannot operate the instructional aids and technology that are available. Moreover, the students are too many for a lecturer during practical class and the business education departments depend on lecturers from other departments. This finding agrees with Usman (2012) who stated that, there are not enough lecturers to teach in the Departments of Business Education.

Research question 3 revealed that business educational curriculum needs review for proper acquisition of skills, and increased funding would enable tertiary institutions to contribute more meaningfully to business education. Also, industries and companies should partner with Business Education for practical teaching. The respondents agreed that, students should be given orientation on how to be self-reliance after school instead of white-collar jobs and practical periods should be incorporated into the students' time table. This corroborates Ekpeyong (1988) who stated that, industry-relevant vocational curriculum may satisfactorily be developed when curriculum is structured to reflect the

cooperative role between college and industry in the learning process.

Research question 4 revealed that, the available instructional aids and technology are not functioning effectively, lecturers are not always around for practical classes. Also, erratic power supply always obstructs utilization of the available instructional aids and technology. Others include the practical works that are given to the students as assignments are without supervision and that, students do not have access to the available facilities. This is in agreement with Aghenta (2001) who said some institutions have a few and old instructional aids which cannot give room for effective teaching.

Conclusion

The study concluded that, availability of instructional aids and technology in business education will enable the students to be skillful. This will reduce unemployment in our society and people will become self-employed, creator of jobs instead of job-seekers and also add to the development of the nation. Therefore, federal government and school authority should make sure that there are adequate instructional aids and technology in business education.

Recommendations

1. The government and educational policy maker should endeavor to make available instructional aids and technology to students in business education.
2. Students should be encouraged to utilize the available facilities as using these facilities will enhance their academic performance.
3. More qualified and enough lecturers should be provided in the business education.
4. Lecturers should be encouraged by sponsoring them to attend workshops,

- seminars and conferences for the use of technologies and materials.
5. There should be standby power backup available for practical teachings in business education.

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