



Availability And Utilization Of Instructional Resources On Academic Performance Of Business Education Students In Tertiary Institutions In Delta State

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ABSTRACT

This study examined availability and utilization of instructional resources on academic performance of Business Education students in tertiary institutions in Delta State. It was guided by three research questions and three null hypotheses. The researcher adopted the descriptive survey as the design for the study. The population of the study comprised nine hundred and thirty-seven (937) Business Education respondents from the 2022/2023 academic session of the four (4) public tertiary institutions offering Business Education programme in the state. Three hundred and seventy-five (375) undergraduate Business Education students were the sample size for the study. The researcher adopted the simple random sampling technique in the selection of sampled participants. The instrument for data collection was the questionnaire. Data generated were analyzed using the mean and standard deviation for the raised research questions. On the other hand, the Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the formulated hypotheses. Findings of the study revealed amongst others that there is a significant positive correlation between the availability and utilization of instructional resources and Business Education student's performance in tertiary institutions in Delta State. The study concluded that instructional resources is a vital ingredient that should be made available to student and employed in the pedagogical process as it is capable of enhancing students performance. The study recommended amongst others that government should furnish institutions with modern instructional resources and make its usage compulsory in the teaching learning process.

KEYWORDS:

Availability, Utilization, Instructional Resources, Business Education, Students.



Introduction

Instructional resources are an integral component for schools at all levels of education anywhere in the world, including Nigeria. The capacity to function effectively in any tertiary institution depends to a large extent on the availability and judicious utilization of instructional resources in the teaching learning process. Nwankwo, Nwogbo, Okorji and Egboka (2015) opined that instructional resources are very important for the achievement of tertiary educational goals and objectives through the graduates from the institutions. There is need for prudent utilization of resources to ensure that the educational objectives are met within specified framework. According to Sale (2016), resources are all the things available for an individual, a group of individuals, an organization, institution, association and any combination thereof, to be used for the purpose of teaching and learning with a view to achieving pre-determined aims and objectives, and in this case, enhanced academic performance of the Business Education students in tertiary institutions in Delta State.

The teaching of business education courses in tertiary institution needs to be properly handled. The instructional resources or resources used by lecturers to instruct and drive home their learning objectives at the tertiary level of our education system is undeniably an important issue in practical classroom interaction and successful transfer of knowledge from the lecturers to the learners. Instructional or educational resources assist lecturers to make their lessons explicit and precise to learners. They are also used to transmit information, ideas and notes to learners (Awodun, 2019). Instructional resources in this context encompasses include both visuals and audio visuals such as pictures, flashcards, posters, charts, tape recorder, radio, video, television, computers among others. These resources serve as supplement to the normal processes of instruction.

Abdul-Raheem (2016) posited that there are three major languages are used in teaching and communicating ideas of business education courses. These languages include theory or verbal, geometric or graphical, and algebraic or mathematical language. The relevance and technicality of business education course makes it necessary that relevant human and instructional resources should be used to teach it to the learners at tertiary level in line with the languages outlined. This fact is supported by Makinde (2014) who asserts that visual aids make lesson come alive and help students to learn better. It is against this backdrop that this study attempts to examine the extent to which the availability and utilization of instructional resources could advance students' academic performance in business education courses.

Academic performance in Business Education in this context is the extent to which Business Education students has attained their short or long-term educational goals and is measured either by continuous assessment score or cumulative grade point average; and the ability to which they are able to apply skills acquired in the world of works. Academic performance of students is a key feature in education. It is considered to be the centre around which the whole education system revolves. Makinde (2014) opined that the academic performance of students determines the success or failure of any academic institution. It is also pertinent to note that academic performance of students have a direct impact on the development of a country and it serve as a bedrock for knowledge acquisition and the development of skills. Brew, Nketiah and Koranteng (2021) emphasized that the top most priority of all educators is academic performance of students and that it is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examinations results.

Poor academic performance in business education courses could be attributed to many factors among which lecturers' strategy itself was considered as an important factor. This implies that the mastery of business education concepts might not be fully achieved without availability and efficient use of instructional resources. The teaching of business education without instructional resources may certainly result in poor academic performance. Gumbi and Bashar (2021) stressed that a professionally qualified Business Education lecturer, no matter how well trained, would be unable to put his ideas into practice if the institutional setting lacks the equipment and resources necessary for him or her to translate his competence into reality in the pedagogical process.

Okolocha and Ordu (2018) on their part submitted that there were inadequate resources for teaching in tertiary institution in Nigeria. He further stated that the available ones are not usually in good conditions. There is the need therefore, for improvisation of instructional resources if the objectives of Business Education are to be achieved.

Availability and proper utilization of instructional resources are quite necessary for a successful implementation of the Business Education curriculum. This is so because the students are at a level of affective development by their nature, they need a large number and variety of instructional resources to interact with. In recognition of this fact, the Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education (NPE) has spelt out certain educational services which further emphasize the importance of instructional resources for effective teaching and learning at the tertiary level. The services include the provision of a school library, educational resource centre, and specialist teachers of particular subjects, such as Accounting, keyboarding, office Technology, amongst others. Based on this provision adequate, effective and qualified lecturers with skills and know-how of teaching should be employed and provided all possible ways of improving their ability through organizing workshops, seminars and teacher training for them to update their knowledge with a view to employing assortment of instructional resources that will be of benefit to the teaching and learning process.

Manabete and Makinde (2016) stated that teaching and learning involve a dynamic interaction of human and material resources. Students at the tertiary level like to explore, experiment, create and interact intensively with the environment. A successful Business Education lesson would therefore, require the use of instructional resources to provide students with enabling environment to learn the course meaningfully and practicalize its skills in the world of works.

Business Education instructional resources as information repositories from the business sourced to transfer the desired information to the students during classroom instruction. Arum (2015) views instructional resources as those apparatus of teaching which may include textbooks, workbooks, charts, audiovisual aids, and other relevant equipment that will attract students' attention, and which should only be introduced at the appropriate time by the teacher. Simply put, instructional resources are resources which a teacher puts into use to promote the effectiveness of instruction and which also help him/her to communicate more effectively to the learners.

Meaningful learning requires the use of a multi-sensory approach where appropriate instructional resources are selected and utilized. In such a situation, the students would make use of more than one sense modality in learning. Salah, Muhammad and Dauda (2021), stressing the problems of effective utilization of instructional resources, stated that in our present educational system, untrained teachers are employed to teach in institution of learning. Due to insufficient training, many lecturers do not recognize the potential of many teaching aids available at little cost or how to use them to enhance students' performance. Therefore, it becomes necessary to find out the

impact of availability and utilization of instructional resources on academic performance of Business Education students in tertiary institutions in Delta State.

Statement of the Problem

Business education is an aspect of general education offered in Nigerian tertiary educational institutions such as colleges of education and universities. The objective of the programme include equipping students with knowledge, skills and positive attitude for success in the world of work as paid employees or entrepreneurs. This is why the programme emphasizes self-reliance for the graduates through self-employment and employment creation, giving credence to the need to teach the course, by employing captivating instructional resources that will make the enhancement of students' performance and the actualization of the objectives of Business Education seamless during the teaching learning process.

The act of teaching is fundamentally concerned with passing ideas, skills and attitude from the lecturers to the learner. In Nigeria, for example experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcomes. Every year, when the results of institutions examination are released, there has always been complaining of failure, especially in Business Education course.

The reason for this could be ascribed to the fact that there are topics in business education that poses serious problem of comprehension to students when taught conventionally. These topics cannot be taught effectively without the use of relevant instructional resources to make the learning practical and fixating to the student. On the foregoing, Manabete and Makinde (2016) emphasized the effect of instructional resources utilization on teaching and learning; noting that, we learn and remember 10% of what we hear 40% of what we discuss with others and as high as 80% of what we experience directly or practice. Therefore, the problem of this study is: To what extent will the availability and utilization of instructional resources enhance academic performance of Business Education students in tertiary institutions in Delta State?

Research Questions

The following research questions are raised to guide the study:

- i. To what extent does an available instructional resource enhance Business Education students' academic performance in tertiary institutions in Delta State?
- ii. To what extent does utilization of instructional resources enhance Business Education students' academic performance in tertiary institutions in Delta State?
- iii. To what extent are Business Education lecturers' competences in the utilization of teaching resources enhances Business Education students' academic performance?

Hypotheses of the Study

The following null hypotheses have been formulated to be tested at 0.05 level of significance.

- i. There is no significant difference in the availability of instructional resources and Business Education students' academic performance in tertiary institutions in Delta State.
- ii. There is no significant difference in the utilization of instructional resources and Business Education students' academic performance in tertiary institutions in Delta State.

- iii. There is no significant difference in lecturers' competences in the utilization of instructional resources and Business Education students' academic performance in tertiary institutions in Delta State.

Methodology

This study adopted the descriptive survey research design. The population of the study comprised all Business Education students from the four tertiary institutions in Delta State offering Business Education. The total population is Nine Hundred and Thirty-Seven (937). It was from this population an appropriate sample was selected. The sample of this study consisted of 375 undergraduate Business Education students which consisted of 40% of the entire population that was selected from each tertiary institution offering Business Education programme in Delta State. The instrument employed here is the questionnaire titled: Availability and Utilization of Instructional Resources and Students Academic Performance in Business Education Questionnaire (AUIRSAPBEQ). Generated data were analyzed using the mean and standard deviation statistics to provide the answer to the raised questions while the Pearson Product Moment Correlation Coefficient statistics was used to measure hypotheses at 0.05 level of significance.

Result

Research Question One

To what extent does an available instructional resource enhance Business Education students' academic performance in tertiary institutions in Delta State? This question sought to examine whether the availability of instructional resources is capable of enhancing Business Education students' academic performance. Result is illustrated in Table 1.

Table 1: Mean and Standard Deviation Analysis of Available Instructional Resources and Business Education Students Academic Performance

	Statement	N	Mean	St.D	Remark
1	Instructional resources are available in my institution and in Business Education department	375	3.01	1.00	Accepted
2	I have Charts, textbooks, pictures, regalia, newspapers, posters at my disposal to learn with in my Department	375	2.84	0.97	Accepted
3	My department have enough Internet/computers for learning and browsing of academic materials	375	2.64	0.93	Accepted
4	My department have video clips, Television, projectors for teaching and learning	375	2.76	0.95	Accepted
5	My department do not have instructional materials for learning	375	2.56	0.92	Accepted
			2.76	0.95	

Table 1 revealed that the statement that measures available instructional resources and Business Education students' academic performance was accepted as shown in the grand mean of 2.76 and standard deviation of 0.95. From the responses of respondents, it is safe to deduce that availability of instructional resources is capable of enhancing Business Education students' academic performance in Delta State tertiary institutions under review.

Research Question Two

To what extent does utilization of instructional resources enhance Business Education students' academic performance in tertiary institutions in Delta State? This question sought to determine whether the utilization of instructional resources is capable of enhancing Business Education students' academic performance. Result is illustrated in Table 2.

Table 2: Mean and Standard Deviation Analysis of Utilization of Instructional Resources and Business Education Students Academic Performance

s/n	Statement	N	Mean	St.D	Remark
6	Instructional resources are employed in the teaching learning process in my Department	375	2.80	0.96	Accepted
7	Instructional resources when used help to enhance my comprehension in Business Education courses	375	2.63	0.93	Accepted
8	The usage of charts, textbooks, pictures, regalia, audio-visual aids enhances my comprehension of Business Education concepts	375	2.82	0.96	Accepted
9	The use of instructional resources makes learning difficult as it does not suit my learning style	375	2.59	0.92	Accepted
10	The usage of Internet and computers for teaching and learning of Business Education concepts is a waste of time	375	2.58	0.92	Accepted
			2.68	0.94	

Table 2 revealed that the statement that measures utilization of instructional resources and Business Education students' academic performance was accepted as shown in the grand mean of 2.68 and standard deviation of 0.94. From the responses of respondents, it is safe to deduce that the utilization of instructional resources is capable of enhancing Business Education students' academic performance in Delta State tertiary institutions under review.

Research Question Three

To what extent are Business Education Lecturers' competence in the utilization of instructional resources enhance Business Education students' academic performance? This question sought to find out the extent to which lecturers' competence in the utilization of instructional resources will impact Business Education students' academic performance. Result is illustrated in Table 3

Table 3: Mean and Standard Deviation Analysis of Lecturers Competence in Utilization of Teaching Resources and Business Education Students Academic Performance

s/n	Statement	N	Mean	St.D	Remark
11	My lecturers are competent in the usage of instructional resources	375	2.77	0.96	Accepted
12	My lecturers avoids the use of instructional resources and prefers the conventional method of teaching	375	2.64	0.93	Accepted
13	My lecturers prefers using instructional resources as it saves time in the pedagogical process	375	2.92	0.98	Accepted
14	My Department makes provision for experts to operate the more sophisticated resources for teaching-learning process	375	1.93	0.80	Rejected
15	My lecturers are not competent in the usage of instructional resources for teaching	375	2.76	0.95	Accepted
			2.60	0.92	

Table 3 showed that four of the statements that measures lecturers’ competences from the students’ perspective in the utilization of instructional resources was accepted as shown in their mean score above the benchmark of 2.50 while one with a mean of 1.93 was rejected. Hence, the statement that measures whether lecturers’ competence is capable of influencing Business Education students’ academic performance was accepted as shown in the grand mean of 2.60 and standard deviation of 0.92. From the responses of respondents, it is safe to assume that lecturers competency in the use of instructional resources is a factor that influences Business Education students’ academic performance in Delta State tertiary institutions.

Test of Hypotheses

Hypothesis One: There is no significant difference in the availability of instructional resources and Business Education students’ academic performance in tertiary institutions in Delta State. Result is presented in Table 4.

Table 4: Pearson r Analysis on Availability of Instructional Resources and Business education students’ Academic Performance

Variables of the study	N	df	\bar{x}	SD	Cal. r	Crit. r	Alpha	Rmk
Availability of Instructional Resources	375	373	2.76	0.95	0.86	.196	0.05	Rejected (significant)
Business Education Students Performance								

N =375, df =373, P≤0.05 level of significance

Table 4 indicates that the cal r of 0.86 is greater than the crit. r of .196 at an alpha of 0.05 level of significance. It means that the null hypothesis is rejected, showing that there is a significant positive correlation between the availability of instructional resources and Business Education students performance in tertiary institutions in Delta State.

Hypothesis Two: There is no significant difference in the utilization of instructional resources and Business Education students’ academic performance in tertiary institutions in Delta State. Result is illustrated in Table 5

Table 5: Pearson r Analysis on Utilization of Instructional Resources and Business Education Students Academic Performance

Variables of the study	N	df	\bar{x}	SD	Cal. r	Crit. r	Alpha	Rmk
Utilization of Instructional Resources	375	373	2.68	0.94	0.84	.196	0.05	Rejected (significant)
Business Education Students Performance								

Table 5 presents the following results, where N=375, df =373, Mean =2.68, SD =0.94, cal. r =0.84, crit. r =.196 and alpha =0.05 level of significance. The result shows that the cal r. of 0.84 is greater than the crit r of .196 at an alpha of 0.05 level of significance. Based on this, the null hypothesis that sought to measure if there is any difference in the utilization of instructional resources and Business Education students’ academic performance in tertiary institutions in Delta State was rejected, hence, there is a significant difference in the utilization of instructional resources and Business Education students’ academic performance in tertiary institutions in Delta State.

Hypothesis Three: There is no significant difference in lecturers’ competences in the utilization of instructional resources and Business Education students’ academic performance in tertiary institutions in Delta State. Result is presented in Table 6

Table 6: Pearson r Analysis on lecturers’ competences in the Utilization of Instructional Resources and Business Education Students Academic Performance

Variables of the study	N	df	\bar{x}	SD	Cal. r	Crit. r	Alpha	Rmk
Lecturers Competences in the Utilization of Instructional Resources	375	373	2.60	0.92	0.80	.196	0.05	Rejected (significant)
Business Education Students Performance								

Table 6 presents the following results, where N=375, df =373, Mean =2.60, SD =0.92, cal. r =0.80, crit. r =.196 and alpha =0.05 level of significance. The result shows that the cal r. of 0.84 is greater than the crit r of .195 at an alpha of 0.05 level of significance. Based on this, the null

hypothesis that sought to measure if there is any difference in the utilization of instructional resources and Business Education students' academic performance in tertiary institutions in Delta State was rejected; hence, there is a significant difference in lecturers' competences in the utilization of instructional resources and Business Education students' academic performance in tertiary institutions in Delta State.

Discussion of Findings

Findings from hypothesis one revealed that there is a significant positive correlation between the availability of instructional resources and Business Education students performance in tertiary institutions in Delta State. This finding agrees with the study by Adeogun and Osifila (2008) who carried out a study on the relationship between educational resources availability and students' academic performance in Lagos state of Nigeria. Their study found that even though there were not enough educational resources in the selected schools, physical facility, financial and human resources were significantly related to students' academic performance in the area under review. Also the study by Ijaluola, Oni and Muraina (2011) on empirical analysis of school plant and instructional resources planning as determinants of secondary school students' academic performance opined that there is a significant relationship existing between school plant planning (instructional resources) and students' academic performance in the secondary schools and that; schools with well-planned and co-ordinate school plant and instructional resources recorded impressive academic performance than others.

Findings from hypothesis two revealed that there is a significant difference in the utilization of instructional resources and Business Education students' academic performance in tertiary institutions in Delta State. This finding aligned with the study by Sale (2016) who examined the place of instructional resources in quality teaching at primary school level in Katsina Metropolis, Katsina State, Nigeria, noted that instructional resources are used to facilitate comprehension of ideas in the learners as well as ensure long term retention of ideas and topics taught to pupils. The result from the study revealed that teachers and students alike have realized the effectiveness of modern instructional resources in teaching and learning for the attainment of set objectives in the basic primary education policy; and that the reluctance in the use of instructional resources will hamper the achievement of qualitative primary education.

Contrastingly, this study disagrees with the study by Okolocha and Ordu (2018) who examine the availability and utilization of instructional resources for teaching entrepreneurship in Business Education. Findings from their study revealed that available physical facilities and equipment were inadequate and moderately utilized for teaching entrepreneurship in business education in colleges of education in the area under review. Gender did not significantly influence the respondents' mean ratings on the utilization of physical facilities and equipment.

Findings from hypothesis three revealed that there is a significant difference in lecturers' competences in the utilization of instructional resources and Business Education students' academic performance in tertiary institutions in Delta State. This finding correspond with the study by Ile and Ndubuisi (2021) who looked at utilization of modern instructional resources for teaching business subjects in secondary schools in Anambra State, Nigeria. Findings from their study revealed that business subjects teachers are indifferent in the use of instructional resources and that some rarely utilized modern instructional resources for teaching business subjects. Their findings also showed that school location and gender were significant factors on respondents' ratings of level of utilization of modern instructional resources while years of experience was not a significant factor.

In the same vein, the study aligned with the work of Dhakal (2017) examine the availability and utilization of instructional resources in teaching geography in secondary schools in Kathmandu district. The results from their study reveal a high apathy to the employment of instructional resources and that even though some printed and graphic instructional resources for teaching are available, their utilization rate by the teachers is low. They noted especially, that local instructional resources are rarely utilized in schools by the teachers.

Conclusion

The significance of instructional resources to the Business Education students cannot be overemphasized. It aids and fixates students on the subject contents which by extension enhances academic performance. This study examine its availability and utilization with a view to seeing how it enhances Business Education students academic performance in tertiary institutions offering the programme in Delta State; and the study concluded that instructional resources is a vital ingredient that should be made available to student and employed in the pedagogical process as it is capable of enhancing students performance.

Recommendations

From the conclusion, the study recommended that:

- i. Government should furnish institutions with modern instructional resources and make its usage compulsory in the teaching learning process;
- ii. Students guardians should make provision for instructional resources to the study to augment and supplement the students are being taught with in the schools with a view to making them a mastery of some of the instructional resources not readily available in their institutions
- iii. The school authority should make provision in the respective institutions bye-laws that support the usage of instructional resources by lecturers and also make provision for continuous staff training to enhance their knowledge of modern instructional resources

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