



AUDIO-VISUAL RESOURCES FOR EFFECTIVE INSTRUCTIONAL DELIVERY OF BUSINESS STUDIES IN UPPER BASIC EDUCATION FOR ENHANCING SKILLS ACQUISITION

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Abstract

The need to improve instructional delivery in teaching Business Studies for skills acquisition necessitated this study. The study determined the audio-visual resources for effective instructional delivery of business studies in upper basic education for enhancing skills acquisition. Two research questions guided the study while two null hypotheses were tested at .05 level of significance. The study adopted survey research design with a population of 52 Business studies teachers in public secondary schools in Enugu East LGA without sampling because the population was manageable. Structured questionnaire containing 30 items were used for data collection. The instrument was validated using three experts in the field of Business Education and Measurement and Evaluation from Chukwuemeka Odumegwu Ojukwu University, Igbaram. The reliability of the instrument was calculated with Cronbach Alpha which yielded correlation coefficient of 0.82. Mean, standard deviation and t-test were used for data analysis. Findings revealed that audio-visual resources for effective instructional delivery of business studies in upper basic education for enhancing skills acquisition were available to a low extent and also utilized to a low extent. It was also found out that there were no significant difference in the mean rating of male and female business education teachers on extent audio visual resources were available and utilized in instructional delivery of business studies for skills acquisition. Based on the findings of the study, it was concluded that most of the audio-visual resources were not available for effective instructional delivery of business studies in upper basic education for enhancing skills acquisition in schools and not well utilized because they were not available and adequate. It was recommended that; Government and school management should try as much as possible to provide audiovisual resources in schools for instructional delivery, and skills acquisition. Curriculum planners and policy makers should realize the importance and effectiveness of audio-visual resources and integrate them in teacher education programs so that teachers will be trained on proper use of audio visual resources for instructional delivery and skills acquisition.

Keywords: Audio-visual, Resources, Business Studies, Instructional Delivery, Skills Acquisition.

Introduction

Access to Audio-visual resources has made it possible for information and communication technology to have impact on instructional delivery in our educational system. The evolution of audio-visual resources has made it very possible for learners to become more involved in learning activity. With audio-visual, the communication of information can be done in a more effective manner and it can be an effective instructional medium for delivering information. They are the product of advanced



technology, some of which require special equipment to operate. Non-printed resources can be grouped into three (that is, audio, visual and audio-visual). Audio-visual materials and devices are means of providing rich, concrete experiences to learners instead of direct experiences. It however emerged as a discipline in the 1920s when film technology was developing rapidly. A visual instruction movement arose, which encouraged the use of visual materials to make abstract ideas more concrete to students. As sound technology improved, the movement became known as audio-visual instruction. In the 1950s and 1960s, developments in communication theory and system concepts led to studies of the educational processes, its elements, and their interrelationships.

Aina and Adekanye (2013) explained that audio-visual resources are non-print instructional materials that command the attention of dual sense organs to promote effectiveness in teaching and learning process. Audio-visual resources include television, computer and films and the like. These resources are capable to ensure effective teaching which improves skills acquisition and retention among learners. The use of audio-visual resources in instructional delivery moves teaching method from rote method known as teacher centred method to a more innovative and enriched method known as student centred method (Ojobor, Babarinde, & Fagbemi, 2020.).

The power of audio-visual lies in the fact that it is multisensory, stimulating the many senses of the audience. It is also interactive, enabling the end users of the application to control the content and flow of information. This has introduced important changes in the educational system and instructional delivery on the part of teachers' communication knowledge to the students. Similarly, Ogunbote and Adesoye in Idris, Shamsuddin, Arome and Aminu (2018) expressed that audio-visual resources adds new dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animations. Stating further, it has been established that learners retain more when a variety of senses are engaged in impacting knowledge; and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual senses. The evolution of audio-visual resources has made it very possible for learners to become more involved in learning activity. With audio-visual technologies, learners can create audio-visual applications as part of learning project requirements. This would make the learners active participant in the learning process, instead of just being passive learners of the educational content. Audio-visual involves processing, storage, generation, manipulation and retention of audio visual system, and the resources could include text files, pictures, video, audio, databases, archives, library catalogs, course notes, relevant links to various websites and easy access to search engines available on the Internet (Idris, Shamsuddin, Arome and Aminu, 2018). Audio-visual resources are emphasized as the only methods which can help students in improving their speaking skills among other techniques. He said audio-visual materials support the sound and sight in teaching by enabling more than one sensory channel to promote students learning. Samreen, Sufiana and Malik (2012) classified audio-visual resources under two headings as project and non-project aids. Projected aids involves an enlarge image of the material or text projected on a screen which is at a distance from the projector. While using projected aids (film strips, slide projector, overhead projection, opaque projection) the room is either totally dark or may be partially dark. The bright colors and images on the screen catch the attention; sound and motion will make presentation more dynamic as compared to non-projected aids. Projected aids are equally effective for every age group as well as small or large group. Equipment used for projection requires electric power. A clean white wall can be effectively used for front projection. Audio-visual resources are technology-based strategy that has gotten many positive results in development of skills among students (Madhuri, 2013).

Skills acquisition refers to the ability to be trained on a particular task or function. It is a form of training of individuals to acquire skills needed for self- sustenance. It requires the gathering of various abilities that enhance task execution through the coordination of both theoretical and practical form of knowledge (Idoko, 2014). Chikwe and Oguegbule (2016), also stated that skill acquisition focuses on



learning and development of mental physical and social abilities and competencies which would enable a person to live in and contribute to the development of his or her society. These imply that skills acquisition makes a person to develop cognitive, psychomotor and effective skills that would make them to become a functional member of their society and contribute towards its development. Skill acquisition is vital to educational system and our country Nigeria in other to grow economically for nation building in this era of economic recession. Equipping students with relevant skills is an important mandate of business studies programme at secondary education in Nigeria (FRN, 2013).

According to Olowodun (2016), business studies is the sum total of knowledge, skills and attitude that are required to successfully prepare the students for different vocations and the use of instructional materials are so important in business studies to develop the skills and knowledge of the students. Business studies are skill-oriented, decision making subject that equip learners with skills and knowledge which will help them to be self –employed and at the same time contribute effectively to the socio-economic development of the family and the society. Furthermore, Gbaranene and Amaewhule (2019) explained that business studies is primarily to produce competent, skillful and dynamic business teachers, office administrations and business men and women that will effectively compete in the world of work. Business studies is a programme designed to enable students acquire practical vocational skills, attitudes, knowledge and competencies in the society. It equip its recipients with personal skill, consumer skills and knowledge for clerical and managerial abilities needed to adapt to changing economic and business realities and these skills made them to the wealth and job creators rather than wealth and job seekers (Okolocha, 2016). In the same vein, Igboke (2012) explained that the general objective of the Junior Secondary school business studies in Nigeria are: to enable the student, acquire the basic knowledge of business studies; develop the basic skills of office occupation; provide orientation and basic skills with which to start a life of work for those who may not undergo further training, provide basic skills for personal use in future and relate the knowledge and skills to national development. Business studies is taught in upper basic educational level as a vocational subject. Upper basic education is unique because apart from complementing the educational already received by a child at the primary level, it completes the required nine-year basic educational cycle. It is a stage where the vocational thrust of basic education is consolidated and where core, vocational, non-prevocational and academic subjects are offered and taught. It is expected to: provide an increasing number of primary school pupils with the opportunity for education of higher quality; diversify its curriculum to cater for deficiencies in talents, opportunities and roles; equip students to live effectively in our modern age of science and technology; develop and project Nigerian culture; raise a generation of people who can think for themselves, respect the views and feelings of others as well as have respect for dignity of labour, foster the unity of Nigeria; and inspire its students with a desire for achievement and self-improvement (FRN, 2013).

Instructional delivery refers to the interaction among the student, the teacher, the content, and the knowledge, skills and dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world. Instructional delivery is seen as every effort that the teacher makes in order to have a fruitful time with the students by exposing the contents, employing methods, strategies, the students' interaction with the environment, resources available and even the evaluation process sums up to mean instructional delivery (Lukman, 2021). Instructional delivery at this level requires that the students be exposed to some forms of stimulation such as the use of instructional resources like audiovisual resources, radio, charts, maps, film etc by a teacher. The use of audiovisual provides the teacher with interesting and compelling platforms for conveying information since they motivate learner to learn more. Business studies teacher is a person who has undergone approved professional training in business education at appropriate levels capable of imparting knowledge, attitudes and skills to the learner. In recent times, there has been an increasing concern for effectiveness and efficiency in the learning process. If any success must be achieved in attaining



the educational objectives, the teacher must know the audiovisual resources that are available for teaching business studies and be able to utilize them. Business studies teachers are made up of male and female gender. Gender refers to those roles, behaviours and activities approved by the society for the two sexes (male and female). According to Peace-woman (2013) gender is the political, social, and cultural significance attached to biological difference between male and female with certain traits or attributes. These different attributes for males and females may bring about a distinction in classroom achievement following the use of audiovisual materials in teaching business studies.

The theory that supports this study is constructivism theory propounded by Jerome Bruner in 1966. The theory holds the view that the process of learning is activity and involves transformation, deriving meaning from experience, forming hypotheses, and decision making. Constructivism gave rise to the idea that learners are not passive recipients of information, they construct new knowledge and meaning through authentic experiences. It emphasized the importance of image and symbols in every instruction. Audiovisual resources enhances effectiveness in teaching and learning process which promote skill acquisition and retention among learners thereby improving the overall academic performance of students. In order to develop and progress in business studies, there is need to emphasize the actual practical performance in business studies using different instructional materials like audiovisual resources. Therefore the study focused on the availability and utilization of audiovisual resources for effective instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition.

Statement of Problem

Business studies is a course of study that equip its recipients with personal skills, consumer skills, and knowledge for clerical and administrative abilities needed to adapt to changing economic and business realities. The use of audiovisual in instructional delivery of business studies arouses the interest, sustains learning ,simplifies abstract concepts and makes instructional delivery easier for teachers to impart knowledge to the learners. However, despite the roles of audio-visual resources in teaching and learning, most schools are yet to enjoy its potentials probably due to insufficient fund to provide the resources, inadequacy and incompetency in its usage (Ojobor, Babarinde & Fagbemi, 2020). The poor performance of students in business studies subjects has been recorded for years now by the examination bodies of Junior School Certificate Examination (JSCE). It is against this background that this study aims at investigating the availability and utilization of audio-visual resources for effective instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition

Research Questions

The following research questions that guided the study are as follows:

1. To what extent are audio-visual resources available for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition?
2. To what extent are audio-visual resources utilized for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition?

Hypotheses

The hypotheses of the study will be stated in null form and will be tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of male and female business studies teachers on the extent of availability of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition.
2. There is no significant difference in the mean ratings of male and female business studies teachers on the extent of utilization of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition.



Method

The descriptive survey research design was used in this study. The population of the study was all 52 (14 male and 38 female) business studies teachers in all public upper basic education level in Enugu East Local Government Area, Enugu State. No sample was used because the population is manageable. A four point rating scale questionnaire titled: Audio-visual in business studies for enhancing skills acquisition (ABSESA) containing 30 items in two sections with Very high extent (VHE), High extent(HE), Very Low Extent (VLE) and Low Extent (LE) were used for data collection. The instrument was validated by experts in business education and measurement and evaluation from Chukwuemeka Odumegwu Ojukwu Univeristy, Igbariam. Test-re-test method was used to ascertain the reliability of the instrument. A reliability coefficient value of 0.82 was obtained using Cronbach Alpha. Data were collected by researchers with the help of five research assistants. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents’ ratings. The decision was based on the cluster mean score in relation to the boundary mean score of 2.50. A cluster with mean score equal to or above 2.50 was agree while the one with mean score less than 2.50 was disagree. t-test was used to test the hypotheses at 0.05 level of significance. The null hypothesis was not rejected where the calculated value is less than the significant level of 0.05 and rejected if the calculated value is equal to or greater than the significant level of 0.05.

Results

Research Question1: To what extent are audio-visual resources available for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition?

Table 1: Respondents’ Mean ratings and Standard Deviation Scores on the extent audio-visual resources are available for instructional delivery of business studies for enhancing skills acquisition.

S/N	ITEMS	X _M	SD _M	X _F SD _F	Remarks
1	Computer	2.61	0.90	2.87	0.80 High Extent
2	Photocopying machine	2.30	0.36	2.15	0.46 Low Extent
3	Television	2.22	0.53	2.21	0.63 Low Extent
4	Flim/slide show	1.96	0.45	2.35	0.45 Low Extent
5	Interactive white board	2.45	0.90	2.32	0.50 Low Extent
6	Textbook	2.96	0.92	3.02	0.92 High Extent
7	Audio and Video tapes recorder	2.30	0.82	1.75	0.82 Low Extent
8	Maps	2.86	0.42	2.81	0.62 High Extent
9	Projector	2.12	0.42	1.85	0.82 Low Extent
10	Diagram/Real Objects/Pictures	2.63	0.49	2.51	0.69 High Extent
11	Graphs/Charts	2.89	0.56	2.95	0.56 High Extent
12	Newspapers/Magazines	2.21	0.87	2.12	0.87 Low Extent
13	Calculating machines	2.24	0.79	2.03	0.49 Low Extent
14	Stapling machines	2.11	0.86	2.44	0.56 Low Extent
15	Typewriters	2.32	0.61	2.19	0.61 Low Extent
	Cluster Mean	2.41	0.64	2.37	0.65



The analysis of data in Table 1 shows that the respondents agreed that the items No. 2,3,4,5,7,9,12,13,14,15 were available to a low extent while they agreed that items No.1,6,8,10,11 were available to a high extent. The cluster mean of 2.39 showed that audio-visual resources available for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition is available to a low extent. The standard deviation scores ranging from 0.45 – 0.92 shows that there is homogeneity amongst responses indicating a greater consensus of opinion.

Research Question 2: To what extent are audio-visual resources are utilized for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition?.

Table 2: Respondents' Mean ratings and Standard Deviation Scores on the extent audio-visual resources are utilized for instructional delivery of business studies for enhancing skills acquisition.

S/N	ITEMS	X_M	SD_M	X_F	SD_F	Remarks
16	Computer	2.51	0.90	2.77	0.80	High Extent
17	Photocopying machine	2.10	0.36	2.05	0.46	Low Extent
18	Television	2.12	0.53	2.11	0.63	Low Extent
19	Flim/slide show	1.86	0.45	2.05	0.45	Low Extent
20	Interactive white board	2.35	0.90	2.22	0.50	Low Extent
21	Textbook	2.76	0.92	3.22	0.92	High Extent
22	Audio and Video tapes	2.10	0.82	1.85	0.82	Low Extent
23	Maps	2.96	0.42	2.51	0.62	High Extent
24	Projector	2.42	0.42	1.95	0.82	Low Extent
25	Diagram/Real Objects/Pictures	2.23	0.49	2.61	0.69	High Extent
26	Graphs/Charts	2.69	0.56	2.85	0.56	High Extent
27	Newspapers/Magazines	2.21	0.87	2.42	0.87	Low Extent
28	Calculating machines	2.14	0.79	2.03	0.49	Low Extent
29	Stapling machines	2.01	0.86	2.04	0.56	Low Extent
30	Typewriter	2.32	0.61	2.36	0.61	Low Extent
	Cluster mean	2.32	0.66	2.34	0.65	

The analysis of data in Table 2 shows that the respondents agreed that the items No. 17, 18, 19,20, 22,24,27,28,29,30 were utilized to a low extent while they agreed that items No.16,21,23,25,26 were utilized to a high extent. The cluster mean of 2.33 showed that audio-visual resources for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition are utilized to a low extent. The standard deviation scores ranging from 0.36 – 0.92 shows that there is homogeneity amongst responses indicating a greater consensus of opinion.

Hypothesis 1: There is no significant difference in the mean ratings of male and female business studies teachers on the extent of availability of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition.



Table 3: Summary of t-test analysis of the difference between the mean ratings of male and female business studies teachers on the extent of availability of audio-visual resources in instructional delivery of business studies for enhancing skills acquisition.

SN	Groups	X	SD	N	Df	t- cal	t-tab	Level of Sig	Rmk
1.	Male	2.41	0.64	14	50	1.06	2.021	0.05	Not significant
2.	Female	2.37	0.65	38					

The t-test analysis presented in Table 3 revealed that the t-calculated (t-cal) value of 1.06 is less than the t-table (t-tab) value of 2.021 at $P \leq 0.05$ levels of significance and at 50 degree of freedom (df). This showed that, there is no significant difference in the mean ratings of male and female business studies teachers on the extent of availability of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA, Enugu State for enhancing skills acquisition. Therefore, the null hypothesis of no significant difference is accepted.

Hypothesis 2: There is no significant difference in the mean ratings of male and female business studies teachers on the extent of utilization of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition.

Table 3: Summary of t-test analysis of the difference between the mean ratings of male and female business studies teachers on the extent of utilization of audio-visual resources in instructional delivery of business studies for enhancing skills acquisition

SN	Groups	X	SD	N	Df	t- cal	t-tab	Level of Sig	Rmk
1.	Male	2.32	0.66	14	50	1.14	2.021	0.05	Not significant
2.	Female	2.34	0.65	38					

The t-test analysis presented in Table 4 revealed that the t-calculated (t-cal) value of 1.14 is less than the t-table (t-tab) value of 2.021 at $P \leq 0.05$ levels of significance and at 50 degree of freedom (df). This showed that, there is no significant difference in the mean ratings of male and female business studies teachers on the extent of utilization of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA, Enugu State for enhancing skills acquisition. Therefore, the null hypothesis of no significant difference is accepted.

Discussion

Findings of the study in research question one revealed that audio-visual resources available for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition is available to a low extent. The findings showed that only computers, textbooks, maps, diagrams, graphs and charts were greatly available while the majority of the audio-



visual resources listed are lowly available for use in schools. The findings of this study could be attributed to poor performance of upper basic education level students in business studies in Enugu East LGA, Enugu State due to abstract teaching. In agreement, Gbaranen and Amaewhule (2019) noted in their study that the percentage of resources available did not depict a very high state of availability and not adequate. The study also revealed that there is no significant difference in the mean ratings of male and female business studies teachers on the extent of availability of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA, Enugu State for enhancing skills acquisition.

Findings of the study in research question two revealed that audio-visual resources available for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition is utilized to a low extent. The findings showed that only computers, textbooks, maps, diagrams, graphs and charts are greatly utilized while the majority of the audio-visual resources listed are not available for use in schools. This is in line with the study of Idris, Shamsuddin, Arome, & Aminu (2018) which stated that integration of audio-visual aids in the teaching and learning of classification of living things in the study area suffer from inadequate computer infrastructure in schools, ill equipped and overburdened teaching force and overstretched school budgets incapable of sorting out the financial challenges that the schools face relative to computer integration in the teaching and learning process. There is need to address those factors affecting audio-visual aids used in order to integrate its use in the teaching and learning in schools. Similarly, Samrent et al (2012) in their study revealed that teachers do not make use of audio-visual aids in teaching-learning process thereby losing interest in their teaching and also fail to stimulate and encourage the students towards learning hence they are unable to achieve desired learning outcomes. The study also revealed that there is no significant difference in the mean ratings of male and female business studies teachers on the extent of utilization of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA, Enugu State for enhancing skills acquisition.

Conclusion

Based on the findings of the study, it was concluded that audio-visual resources for instructional delivery of business studies in upper basic education in Enugu East LGA, Enugu State are available to a low extent as well as being utilized to a low extent for enhancing skills acquisition. However, the use of audio-visuals in instructional delivery has a positive and constructive change in the learning achievements of the students and skills acquisition, makes difficult concepts and abstract ideas crystal clear to students and motivates them to learn in order to achieve desired outcome.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Government and school management should try as much as possible to provide audio-visual resources in schools for instructional delivery and skills acquisition.
2. Curriculum planners and policy makers should realize the importance and effectiveness of audio-visual aids and integrate them in teacher education programs so that teachers will be trained on proper use of audio visual resources for instructional delivery and skills acquisition.

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