

Original Article

Influence of Instructional Materials on Academic Achievement of Business Education Students in Post Primary School in Nnewi North LGA of Anambra State

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Abstract - The study assessed the influence of instructional materials on the academic achievement of Business Education students in post-primary schools in Nnewi North Local Government Area of Anambra State in the context of global challenges of insecurity. The study is motivated due to the changes taking place in the secondary school curriculum review that requires constant utilisation of modern instructional material, which should be in line with societal changes as well as the aspirations of the nation. So, this study contributes to the existing literature on global challenges of insecurity. To guide the study, four research questions were formulated. A descriptive survey research design was used for the study. From the analysis, it was discovered that instructional materials make it easier for Business Education students both in private and public schools to remember information, provide knowledge at a lower cost, appeal to students' intellect/emotion, motivate students, relieve learners from using large amount of texts, promote greater acquisition and longer retention of factual knowledge, among others; the study also discovered one of the greatest problems that affect the use of instructional materials in the teaching and learning of Business Education in both private and public junior secondary schools as irregular supply of electricity for the proper functioning of the electronic learning materials, among others. The study concludes that good instructional materials, when used effectively, enhance better knowledge amongst students and recommends that both state and federal governments should create instructional resource centres in all secondary schools and communities where access would be provided to course materials, computers for computer-assisted instruction and other supplementary instructional materials for the students.

Keywords - Academic Achievement, Business Education, Influence, Instructional Material, Post-Primary Schools.

1. Introduction

Students learn faster when they use real material in the process of teaching and learning. The real material that is used in the process of teaching and learning is known as instructional material. Instructional material is any object that is brought into the instructional situation to make teaching and learning of Business Education in junior secondary schools more effective. They include charts, panel board, models, posters, pictures, graphics, video films, video tape, slides, Audio cassettes, over-head projector, film strip projector, slide projector, computers, radio sets, television sets, textbooks, real objects.

Magazines, journals and other instructional materials when properly utilised facilitate the teaching and learning of Business Education (Oppong, 2021) and help students to explore their full potential (Bella, 2021). They are also teaching materials that the teachers use in their lessons so that students can easily understand what is being taught in the classroom. Instructional resources, according to Okpanachi (2004), are all about ways and means of making the teaching and learning process more meaningful, effective, productive and understandable. The end result is the attainment of overall educational goals. Instructional materials stimulate learners' interest; they help both Business Education teachers and students to overcome physical limitations during the presentation of subject matter.



Business Education of recent has recently developed into a more complex kind of learning which requires the knowledge of other subjects. It is more complex with the increase in technology and computerized society; a professional must equip themselves with all forms of skills to be able to fit in an ever-increasing competitive business. As practice makes perfect, the proper acquisition of the Business Education skills can only be achieved through the adequate use of instructional materials while an individual is still in school. Emphasis is today placed on the proper and appropriate use of instructional materials and how they are used to impart knowledge. Ndu (2009) pointed out that any attempt to improve the quality of education in any country must involve a well-articulated teacher education programme that will prepare teachers of our future leaders for the leadership they are expected to provide.

The influence of instructional materials in the teaching and learning process, especially in Business Education, cannot be over-emphasized. According to Nwoji (2002), instructional materials contribute to the teaching and learning process by holding students' attention, helping them retain information, providing them with concrete and realistic experiences, stimulating imagination and self-activity, clarifying abstract ideas, and reinforcing verbal messages. These materials also show inaccessible processes, materials, events, things and changes in time, speed and space (Matazu, 2022). They promote greater acquisition and longer retention of factual knowledge, provide opportunities for independent and individual learning, reinforce and enrich the mastery of content, prevent and correct misconceptions of abstract concepts, spatial relations and special details, and provide a high degree of interest.

The importance of instructional materials has encouraged their usage in secondary schools across Nigeria. Currently, secondary schools in Anambra State use a variety of such materials in the teaching and learning process with the aim of providing and improving access to good quality education for large number of students. The array of information provided through these instructional materials would help tremendously in the production of intellectually well-equipped and competent graduates in future. Studies have shown that teachers of different subjects use them as their teaching aids. However, information on its use in Business Education in junior secondary schools in Anambra State is not easily available. As a result, it is difficult to determine the impact of instructional materials on the academic performance of students in the subject. This also means that the unavailability of such crucial information makes it difficult to identify areas that require improvement in Business Education.

The aim of this study is to explore the influence of instructional materials on the academic performance of business education students. The objectives of the study are to evaluate their provision, availability, utilisation, and contributions to learning. As a result, this study answers the following research questions:

1. What are the types of instructional materials used in the delivery of Business Education in post-primary schools in Nnewi Local Government Area?
2. In what ways does the use of instructional materials influence students' academic achievement in Business Education in post-primary schools in Nnewi Local Government Area?
3. What are the problems affecting the use of instructional materials in the teaching and learning of Business Education in post-primary schools in Nnewi Local Government Area?
4. What are the strategies for improving the use of instructional materials in the teaching and learning of Business Education in post-primary schools in Nnewi Local Government Area?

2. Literature Review

2.1. Conceptualising Instructional Materials

Instructional material, according to Effiong and Igiri (2015), refers to print and non-print items that are used to impart information and knowledge to students in an educational process. They explain that items, such as textbooks, kits, newspapers, magazines, video recordings, and pictures, are examples of instructional materials. Ibidapo (2023) describes it as a communication medium that carries information from the instructor to the learner in order to facilitate teaching and learning. He states that they are items that help teachers drive their home points. These materials have to be able to attract and hold learners' attention, appeal to their senses of sight and sound, and also focus on the major topic or idea that is being learned. He further states that instructional materials should be large enough to stay visible and seen by all the students in the class.

According to Akilu and Lukman (2022), instructional materials are items that are designed to enrich the teaching and learning process and further contribute to effective learning. They state that they are textbooks, models, consumables, charts, equipment, pictures, and any devices that enable learning. Eyibe (2009) describes them as items that enable practical administration of knowledge and foster skills acquisition. Umar et al. (2019) maintain that it is the channel used by teachers to deliver instructions to learners.

The description of instructional materials reveals that they are items used in the classroom for educational purposes. They can be tangible or non-tangible items (Abimbade & Balogun, 2007; Iroh & Amaji, 2024; Azi & Dajan, 2022) as well as human and non-human means (Ojating & Ojating, 2022; Ajemba et al., 2021) of effectively achieving instructional and learning objectives. Instructional materials can also refer to the environment, where the taught idea takes place (Akilu & Lukman, 2022). They, however, need to be adequate and relatable to the topic and idea being taught as well as the age and socio-cultural values of the learners (Mkpa, 2005; Sale, 2016; Mugisha et al., 2023; Chukwunazo et al., 2022). This study, therefore, conceptualises instructional materials as any item, object, or action that helps teachers to deliver their lessons effectively by concretising what is being taught.

2.2. Previous Studies on the Use of Instructional Materials in Teaching and Learning

Several scholars have examined the use of instructional materials in teaching and learning different subjects. Among these scholars are Effiong and Igiri (2015), who investigate the use of instructional materials in teaching and learning Biology. They use a questionnaire to collect data from senior students in five secondary schools in Cross River State, Nigeria. Their study findings reveal that the participating students believe that the use of instructional materials in teaching Biology makes learning interesting, real, and faster. They also discover that instructional materials promote retention and make learning more permanent.

Mugisha et al. (2023) examine the use of instructional materials in teaching and learning mathematics in secondary schools in Gasabo District, Rwanda, to discover how teachers utilise them in their classes. They used a questionnaire and classroom observation to collect data from ten mathematics teachers in ten secondary schools in the district and qualitatively analysed their data. Their findings reveal that a majority of the participating teachers use instructional materials, which help them introduce new topics and further make the lessons more memorable and meaningful to the students. Nevertheless, they observe that the instructional materials are limited, meaning that the teachers do not always use items that could motivate and capture the interest of learners.

The use of instructional materials for teaching and learning Basic Technology in junior secondary schools in Nigeria is explored by Ibidapo (2023). His study examines the roles of instructional materials and the strategies used by teachers to implement their usage in basic technology classes. He reveals that instructional materials enable innovations and creativity in teaching and learning, and further makes learning permanent. The study further observes that the strategies adopted by teachers for implementing instructional materials depend on socio-cultural contexts. By this, he explains that teachers consider the learners' level of knowledge, culture, belief system and social environment. Nevertheless, he identifies the significant improvements in learners' academic performance as a result of the use of instructional materials.

Iroh and Amaji (2024) investigate the importance of instructional materials in English language teaching and learning and discover the lapses in the teachers' use of these materials. Their study was conducted in seven primary schools in Aba Local Government Area, Abia State, where both pupils and teachers participated in the research by answering structured questionnaires. A quantitative analysis of the collected data reveals that a majority of the teachers do not use instructional materials in their classes because they (the materials) are insufficient, the teachers do not improvise or produce materials in cases of non-availability, and schools do not provide materials for teachers. Iroh and Amaji perceive these lapses as the major cause of poor performance of learners in the subject. A similar study conducted by Alabere (2017) in secondary schools in an undisclosed region reveals that students in schools that do not use instructional materials to teach English perform poorly in external examinations, while those in schools that do perform very well. Her observation is an affirmation that Iroh and Amaji (2024) are correct to conclude that the non-use of instructional materials accounts for the poor performance of learners in English.

Ojating and Ojating (2022) explore the strategy for incorporating tangible instructional materials, such as flashcards, story books, videos, games, and visual aids, in teaching and learning activities. The literature review

article reveal that teachers can only incorporate these items if they (the teachers) include them as teaching aids in their lesson plans. They also disclose that learners should be given the opportunity to use them during class lessons and further reveal that improvised tangible instructional materials are very effective because they are context-specific.

The use of instructional materials in higher learning is studied by Umar et al. (2019). They examined the use of these materials for teaching computer science in colleges of education in Borno State, where one hundred students participated in their experimental study. Their experiment reveal that students taught with instructional materials performed better than those in the control group, who were taught without the material.

The use of a questionnaire to collect data on the use of instructional materials is also conducted by several other researchers, including Sale (2016) and Akilu and Lukman (2022). Sale (2016) studies the use of instructional materials in primary schools in Katsina State, Nigeria, and collects information from pupils and teachers alike. His research findings reveal that both teachers and pupils know and acknowledge the importance of these materials in learning processes. Akilu and Lukman (2022) examine the availability and use of instructional materials by Biology teachers in their classes. Their survey conducted in secondary schools in Talata Mafara, Zamfara State, reveals that the studied schools do not have instructional materials for Biology, and the teachers were not improvising any for their classes. They assume that the teachers lack proper training that would have helped them improvise and use instructional materials.

The studies reviewed in this section show that there has been research on the use of instructional materials in teaching and learning different subjects, which include sciences and languages. Scholars have also examined the use of these materials in teaching students in secondary schools in Nigeria. Nevertheless, much attention has not been given to the impact of these materials on teaching and learning business education in Anambra State. The current study, therefore, focuses on identifying the influence of these materials on the academic achievement of business education students in Anambra State.

3. Methodology

The data for this study were collected from eighty-two (82) Business Education teachers in fifteen (15) private and public junior secondary schools in Nnewi North Local Government Area, Anambra State, Nigeria. The schools were selected purposively because they offer Business Education. However, all the Business Education teachers in the selected schools formed the sample of the study.

The instrument for data collection was the questionnaire, which was administered to the Business Education teachers in the respective schools. All the questionnaires were returned, thereby ensuring a 100% participation of the concerned teachers in the selected schools. The data collected through the questionnaire were quantitatively analysed, using the simple percentage and the descriptive statistics format.

4. Results and Discussion

4.1. Data Presentation and Analysis

The data collected were presented and analysed using statistical tools. The data are organized according to the research questions asked.

4.1.1. Bio-Data of the Respondent:

Answers to the Bio-data of the respondents are presented in Tables 2 to 6.

Table 2: Sex Profile

| S. No | Sex | Frequency | Percentage |
|-------|--------------|-----------|------------|
| a. | Male | 52 | 63.4 |
| b. | Female | 30 | 36.6 |
| | Total | 82 | 100 |

Table 2 above shows the sex profile of the Business Education teachers in both private and public junior secondary schools in Nnewi North Local Government Area of Anambra State. The data showed that 52 of the respondents were male, while 30 of them were female. They represent 63.4 and 36.6 per cent of respondents,

respectively. From the analysis, therefore, it can be deduced that the majority of the Business Education teachers in both private and public junior secondary schools are males.

Table 3: Age Range

| S.No | Age Range | Frequency | Percentage |
|------|--------------------|-----------|------------|
| a. | 18-27 years | 4 | 4.9 |
| b. | 28-37 years | 48 | 58.5 |
| c. | 38-47 years | 22 | 26.8 |
| d. | 48 years and above | 8 | 9.8 |
| | Total | 82 | 100 |

Table 3 above shows the various age ranges of the Business Education teachers in both private and public junior secondary schools in Nnewi North Local Government Area of Anambra State. The data revealed that 4 of the respondents (4.9 per cent) were aged between 18 and 27 years, while 48 of them (58.5 per cent) were between 28 and 37 years. Also, the respondents who were between the ages of 38 and 47 years were 22, while the respondents within the age range of 48 years and above were 8. They represent respectively 26.8 and 9.8 per cent of the entire population. The analysis therefore, revealed that the majority of the Business Education teachers in both private and public junior secondary schools are between the ages of 28 years and 37 years.

Table 4: Marital Status

| | | | |
|----|-----------|----|------|
| a. | Single | 12 | 14.6 |
| b. | Engaged | 3 | 3.7 |
| c. | Married | 67 | 81.7 |
| d. | Separated | 0 | 0.0 |
| e. | Widowed | 0 | 0.0 |
| | Total | 82 | 100 |

Table 4 above shows the marital status of the Business Education teachers in both private and public junior secondary schools in Nnewi North Local Government Area of Anambra State. The data showed that 12 or 14.6 per cent of the respondents are single, while 3 or 3.7 per cent of them are engaged. Also, 67 (81.7 per cent) of the respondents are married. However, none of the respondents was either separated or widowed. The analysis therefore, revealed that the majority of the Business Education teachers in both private and public junior secondary schools are married.

Table 5: Highest Educational Qualification

| S.no | Highest Educational Qualification | Frequency | Percentage |
|------|-----------------------------------|-----------|------------|
| a. | OND | 3 | 3.7 |
| b. | NCE | 72 | 87.8 |
| c. | HND | 2 | 2.4 |
| d. | University Degree | 5 | 6.1 |
| e. | Others | 0 | 0.0 |
| | Total | 82 | 100 |

Table 5 above reveals the highest educational qualification of the Business Education teachers in both private and public junior secondary schools in Nnewi North Local Government Area of Anambra State. The data showed that 3 or 3.7 per cent of the respondents possessed Ordinary National Diploma (OND) while 72 or 87.8 per cent of them possessed Nigeria Certificate in Education (NCE). Two of them have Higher National Diploma (HND), while five of them have a University Degree. They represent 2.4 and 6.1 per cent of the entire population, respectively. However, none of them claimed to have possessed any other type of qualification. Therefore, the analysis deduced that the majority of the Business Education teachers in both private and public junior secondary schools possessed a Nigerian Certificate in Education (NCE).

Table 6: Length of Service

| S.No | Length of Service | Frequency | Percentage |
|------|--------------------|-----------|------------|
| a. | 1-5 years | 13 | 15.9 |
| b. | 6-10 years | 2 | 2.4 |
| c. | 11-15 years | 44 | 53.7 |
| d. | 16-20 years | 12 | 14.6 |
| e. | 21-25 years | 6 | 7.3 |
| f. | 26-30 years | 5 | 6.1 |
| g. | 31 years and above | 0 | 0.0 |
| | Total | 82 | 100 |

Table 6 above reveals the length of service put in by the Business Education teachers in both private and public junior secondary schools in Nnewi North Local Government Area of Anambra State. The data showed that 13 of the respondents agreed to have served for 1 to 5 years, representing 15.9 per cent, 2 of them have served between 6 and 10 years, representing 2.4 per cent, while 44 of them have served between 11 and 15 years, representing 53.7 per cent. Also, 12 (or 14.6 per cent) and 6 (or 7.3 per cent) of them have served between 16 and 20 years, and 21 and 25 years, respectively. 5 respondents agreed to have served between 26-30 years, representing 6.1 per cent of the respondents. However, none of them agreed to have served for 31 years or more. The analysis therefore showed that the majority of the Business Education teachers in both private and public junior secondary schools have served between 11 and 15 years.

4.1.2. Research Question One

What are the types of instructional materials used in the delivery of Business Education in post-primary schools in Nnewi North Local Government Area? The answers to this Research Question One are found in Table 7 below.

Table 7: Types of Instructional Materials Used in the Delivery of Business Education in Post-Primary Schools

| S.No | Types of Instructional Materials | Rating Scale 4 | 3 | 2 | 1 | Total Score | Mean Score | Decision |
|------|----------------------------------|----------------|----|----|----|-------------|------------|----------|
| a. | Printed materials (textbooks) | 82 | 0 | 0 | 0 | 328 | 4.00 | Accepted |
| b. | Newspaper | 0 | 3 | 10 | 69 | 98 | 1.20 | Rejected |
| c. | Radio Programmes | 9 | 13 | 16 | 44 | 151 | 1.84 | Rejected |
| d. | Audio Cassettes | 7 | 10 | 28 | 37 | 151 | 1.84 | Rejected |
| e. | Instructional Television | 5 | 8 | 17 | 52 | 130 | 1.59 | Rejected |
| f. | Video Tapes | 12 | 19 | 24 | 27 | 180 | 2.20 | Rejected |
| g. | Computers | 22 | 20 | 20 | 20 | 208 | 2.54 | Accepted |
| h. | Telephones | 0 | 0 | 6 | 76 | 88 | 1.07 | Rejected |
| i. | Internet | 10 | 10 | 15 | 47 | 147 | 1.79 | Rejected |
| J. | Compact Disc(CD) | 0 | 0 | 0 | 82 | 82 | 1.00 | Rejected |
| K. | Serialized Handouts | 0 | 0 | 4 | 78 | 86 | 1.05 | Rejected |
| l. | Film Projectors | 5 | 8 | 15 | 54 | 128 | 1.56 | Rejected |
| m. | Chalk and Chalkboards | 82 | 0 | 0 | 0 | 328 | 4.00 | Accepted |
| n. | Pictures and graphs | 65 | 10 | 7 | 0 | 304 | 3.71 | Accepted |
| o. | Flip Charts | 44 | 20 | 10 | 8 | 264 | 3.22 | Accepted |

Table 7 above reveals the various types of instructional materials used in the delivery of Business Education in both private and public junior schools in Nnewi North Local Government Area of Anambra state. The data on the table indicated that the respondents who agreed on printed materials (textbooks) had a mean score of 4.0, while those who agreed on newspapers scored 1.2 as the mean. Others are radio programmes (1.84), audio cassettes (1.84), instructional television (1.59), video tapes (2.20), computers (2.54), telephones (1.07), internet (1.79), compact disc (1.00), serialized handouts (1.05), film projectors (1.56), chalk and chalkboards (4.00), pictures and graphs (3.71) and flip charts (3.22). It therefore inferred that the major types of instructional materials used in the delivery of

Business Education in both private and public junior secondary schools are printed materials (textbooks), chalk and chalkboards, pictures and graphs, flip charts and computers.

4.1.3. Research Question Two

In what ways do the uses of instructional materials influence students' academic achievement in Business Education in post-primary schools in Nnewi North Local Government Area? Answers to this Research Question Two are contained on Table 8 below.

Table 8: Influence of Instructional Materials on Students' Academic Achievement in Business Education in Post-Primary Schools

| S.No | Influence of Instructional Materials | Rating Scale 4 | 3 | 2 | 1 | Total Score | Mean | Decision |
|------|--|----------------|----|----|----|-------------|------|----------|
| a. | Instructional Materials motivate students | 55 | 27 | 0 | 0 | 301 | 3.67 | Accepted |
| b. | They appeal to students' intellect/emotion | 67 | 10 | 5 | 0 | 308 | 3.76 | Accepted |
| c. | They stimulate imagination and self-activity among students | 24 | 24 | 20 | 14 | 222 | 2.71 | Accepted |
| d. | They make it easier for learners to remember information | 82 | 0 | 0 | 0 | 328 | 4.00 | Accepted |
| e. | They relieve learners from using large amount of text | 49 | 23 | 8 | 2 | 283 | 3.45 | Accepted |
| f. | They holds the students attention | 35 | 30 | 10 | 7 | 257 | 3.13 | Accepted |
| g. | They give access to a larger number of learners | 12 | 19 | 20 | 31 | 176 | 2.15 | Rejected |
| h. | They promote greater acquisition and longer retention of factual knowledge | 48 | 16 | 10 | 8 | 268 | 3.27 | Accepted |
| i. | They provide knowledge at a lower cost | 76 | 6 | 0 | 0 | 322 | 3.93 | Accepted |
| j. | They provide opportunities for independent and individual learning | 15 | 15 | 24 | 28 | 181 | 2.21 | Rejected |
| k. | They make the environment lore-friendly | 0 | 6 | 18 | 58 | 112 | 1.37 | Rejected |
| l. | They provide rapid feedback. | 10 | 9 | 21 | 32 | 171 | 2.09 | Rejected |

Table 8 above shows the various ways in which instructional materials influence students' academic achievement in Business Education in both public and junior secondary schools in Nnewi North Local Government Area of in both private Anambra State. The data revealed that the respondents who agreed that instructional materials motivate students had a mean score of 3.67, while those who agreed that instructional materials appeal to students' intellect/emotion scored 3.76 as the mean. Others are that they stimulate imagination and self-activity among students (2.71), they make it easier for learners to remember information (4.00), they relieve learners from using large amount of texts (3.45), they hold the students' attention (3.13), they give access to a larger number of learners (2.15), they promote greater acquisition and longer retention of factual knowledge (3.27), they provide knowledge at a lower cost (3.93), they provide opportunities for independent and individual learning (2.21), they make the environment more friendly (1.37), and they provide rapid feed-back (2.09).

The analysis therefore deduced that the major ways in which instructional materials influence students' academic achievement in Business Education in both private and public junior secondary schools are that instructional materials make it easier for learners to remember information, provide knowledge at a lower cost, appeal to students' intellect/emotion, motivate students, relieve learners from using large amount of texts, promote greater acquisition and longer retention of factual knowledge, hold the students' attention, and stimulate imagination and self-activity among students.

4.1.4. Research Question Three

What are the problems that affect the use of instructional materials in the teaching and learning of Business Education in post-primary schools in Nnewi North Local Government Area? Answers to this Research Question Three are analyzed on Table 9 below.

Table 9: Problems that Affect the Use of Instructional Materials in the Teaching and Learning of Business Education

| S.No | Problem that AffectS the use Of Instructional Materials | Rating Scale 4 | 3 | 2 | 1 | Total Score | Mean Score | Decision |
|------|--|----------------|----|----|----|-------------|------------|----------|
| a. | Some of the electronic learning materials are very costly to procure | 2 | 57 | 23 | 0 | 225 | 2.74 | Accepted |
| b. | There is poor radio reception | 15 | 24 | 33 | 10 | 208 | 2.54 | Accepted |
| c. | There is poor television reception. | 11 | 36 | 30 | 5 | 217 | 2.65 | Accepted |
| d. | There is poor telephone reception due to poor network services. | 55 | 27 | 0 | 0 | 301 | 3.67 | Accepted |
| e. | There is the inadequate provision of postal services. | 0 | 80 | 1 | 1 | 243 | 2.96 | Accepted |
| f. | Most of the teachers are unfamiliar with the use of information and communication technologies. | 27 | 42 | 10 | 3 | 257 | 3.13 | Accepted |
| g. | There is an undue delay in distributing the learning materials. | 82 | 0 | 0 | 0 | 328 | 4.0 | Accepted |
| h. | There is a lack of qualified manpower to operate the electronic learning materials. | 14 | 19 | 23 | 26 | 185 | 2.26 | Rejected |
| i. | There is no regular supply of electricity for the proper functioning of the electronic learning materials. | 68 | 11 | 3 | 0 | 311 | 3.79 | Accepted |
| J. | The maintenance if the learning materials are very costly. | 27 | 26 | 23 | 6 | 238 | 2.90 | Accepted |

Table 9 above indicates the problems that affect the use of instructional materials in the teaching and learning of Business Education in both private in both private and public junior secondary schools in Nnewi North Local Government Area of Anambra State. It showed that the respondents who agreed that some of the electronic learning materials are very costly to procure scored a mean of 2.74, while those who agreed that there is poor radio reception scored 2.54 as the mean. Others are poor television reception (2.65), poor telephone reception due to poor net-work services (3.67), inadequate provision of postal services (2.96), unfamiliar with the use of information communication technologies (3.13), undue delay in the distribution of the learning materials (4.0), lack of qualified manpower to operate the electronic learning materials (2.26), no regular supply of electricity for the proper functioning of the electronic learning materials (3.79), and the maintenance of the learning materials is very costly (2.90).

It therefore inferred that the greatest problems that affect the use of instructional materials in the teaching and learning of Business Education in both private and public junior secondary schools include undue delay in the distribution of the learning materials, no regular supply of electricity for the proper functioning of the electronic learning materials, poor telephone reception due to poor net-work services, unfamiliar with the use of information communication technologies, inadequate provision of postal services, and that the maintenance of the learning materials is very costly.

4.1.5. Research Question Four

What are the strategies for improving the use of instructional materials in the teaching and learning of Business Education in post-primary schools in Nnewi North Local Government Area? Answers to this Research Question Four are found in Table 10.

Table 10: Strategies for improving the use of Instructional Materials in the Teaching and Learning of Business Education

| S.No | Strategies for improving the use of instructional materials | Rating Scale 4 | 3 | 2 | 1 | Total Score | Mean score | Decision |
|------|---|----------------|----|----|----|-------------|------------|----------|
| a. | Instructional materials should be selected based | 41 | 16 | 15 | 10 | 252 | 3.07 | Accepted |

| | | | | | | | | |
|----|---|----|----|----|----|-----|------|----------|
| | on their potential for implementing the stated objectives | | | | | | | |
| b. | Teachers should use available resources to improve the instructional materials | 18 | 15 | 18 | 31 | 184 | 2.24 | Rejected |
| c. | Teachers should select instructional materials that are appropriate to the learner's individual differences | 26 | 21 | 18 | 17 | 220 | 2.68 | Accepted |
| d. | Teachers should employ the services of artisans who are more experienced in the use of electronic materials | 21 | 10 | 23 | 31 | 191 | 2.33 | Rejected |
| e. | Teachers should ensure that the selected materials are the ones that they can easily operate | 41 | 10 | 6 | 25 | 201 | 2.45 | Accepted |
| f. | Teachers should consider the weight and size of the instructional materials before selecting them | 21 | 16 | 8 | 37 | 185 | 2.26 | Rejected |
| g. | The government should ensure a regular supply of electricity | 41 | 16 | 11 | 14 | 248 | 3.02 | Accepted |

Table 10 above presents the strategies for enhancing the use of Instructional materials in the teaching and learning of Business Education in junior secondary schools within the Nnewi North Local Government Area of Anambra State. The data showed that the respondents who agreed that the selection of instructional materials is based on its potential for implementing the stated objectives had a mean score of 3.07, while those who agreed on the use of available resources to improvise the instructional materials scored 2.24 as the mean. Others are that teachers should select instructional materials that are appropriate to the learners' individual differences (2.68), teachers should employ the services of artisans who are more experienced in the use of the electronic materials (2.33), teachers should ensure that the selected materials are the ones that they can easily operate (2.45), teachers should consider the weight and size of the instructional materials before selecting them (2.26), and that government should ensure regular supply of electricity (3.02).

From the above analysis, it can be deduced that the greatest strategies for improving the use of instructional materials in the teaching and learning of Business Education in junior secondary schools include that instructional materials should be selected based on its potentials for implementing the stated objectives, government should ensure regular supply of electricity, teachers should ensure that the selected materials are the ones that they can easily operate, and that teachers should select instructional materials that are appropriate to the learners' individual differences.

4.2. Findings and Discussion

From the analysis of this study, it was discovered that the major types of instructional materials used in the delivery of Business Education in both private and public junior secondary schools are printed materials (textbooks), chalk and chalkboards, pictures and graphs, flip charts and computers. This observation is in tandem with that of Akilu and Lukman (2022) and Effiong and Igiri (2015). It is also discovered that the major ways in which instructional materials influence students' academic achievement in Business Education. These materials make it easier for learners to remember information. They also provide knowledge at a lower cost, appeal to students' intelligence and emotions, motivate them, relieve them from having to read a large amount of text, and promote greater acquisition and longer retention of factual knowledge. The instructional materials are also observed to hold the students' attention and stimulate their imagination and self-activity. These observations, therefore, affirm the discovery of scholars, such as Ojating and Ojating (2022) and Umar et al. (2019).

Furthermore, it is observed that the greatest problems affecting the use of instructional materials in the teaching and learning of Business Education in junior secondary schools include undue delay in the distribution of the learning materials, irregular supply of electricity for the proper functioning of the electronic learning materials, and poor telephone reception due to poor network services. Other challenges include teachers and students' unfamiliarity with the use of information communication technologies, inadequate provision of postal services,

and the very costly maintenance of the learning materials is very costly. Finally, the study observes that the use of instructional materials in the teaching and learning of Business Education in junior secondary schools can be improved if there is a proper selection of adequate materials that can implement stated objectives, provision of uninterrupted power supply by the government, teachers' training to ensure proper use of the materials, and consideration of learners' diversity in the selection of instructional materials.

5. Conclusion and Recommendations

5.1. Conclusion

Instructional materials are items that are used by teachers to concretise their teaching process in order to ensure effective learning. They include items such as textbooks, magazines, charts, newspapers, machines, equipment, and other devices that can be used during lessons to explain and help students see, hear, feel, and understand what teachers are explaining. These materials are effective because they help learners memorise, remember and recall what is taught.

The use of instructional material has been observed by this study to be an effective means of teaching Business Education to students in junior secondary schools because it enhances the impartation of knowledge. However, their effectiveness occurs when used suitably to teach the right topic and issues. Put differently, instructional materials must focus, capture, and align with the idea and subject of discussion in order to achieve their aims. Using the wrong instructional materials, therefore, fails to impart knowledge.

5.2. Educational Implications of the Study

The findings of the study have a number of implications for the teachers and planners of the Business Education curriculum. The study identified that the majority of Business Education teachers have a low level of education, as they possess a Nigeria Certificate in Education (NCE). It implies that the government should encourage the teachers to embark on in-service training so as to upgrade their certificates, and to improve their educational standards while they still remain on their jobs. This can be done through sandwich programmes and other part-time programmes that are organized by institutions of higher learning.

The study also revealed that the instructional materials used in teaching and learning Business Education in junior secondary schools are limited. Such instructional materials include printed materials (textbooks), chalk and chalkboards, pictures and graphs, flip charts and computers. Even the extent of provision of these instructional materials is just not adequate. Therefore, the designers, planners, organizers and teachers of Business Education curriculum should research more to find out better instructional materials to be employed in order to produce the required change in the behaviour of the students. Considering the importance of Business Education to Nigerian society in terms of skills acquisition, Business Education teachers should be acquainted with the varied and most effective instructional materials for teaching and learning Business Education in junior secondary schools, especially now that information and communication technology is emerging.

The study also showed that the major influence of instructional materials in the teaching and learning of Business Education is in the motivation of students, helping them to remember information, appealing to the students' intellect/emotion, provision of rapid feedback, provision of access to a larger number of students, and provision of knowledge at a lower cost. Therefore, the providers of Business Education curriculum should be careful in the selection of the instructional materials. This is because good instructional materials, when used effectively and efficiently, enhance knowledge, which helps students secure sustainable livelihoods, thereby enhancing global development and discouraging contemporary insecurity.

5.3. Recommendations

Based on the findings of the study, the researcher proffered the following recommendations:

- Both state and federal governments should create instructional resource centres in all secondary schools and communities where access would be provided to course materials, computers for computer-assisted instruction and other supplementary instructional materials for the students.
- Anambra State Government, through the State Post-Primary Schools Service Commission, should provide adequate security and technicians for the maintenance culture of the instructional materials provided. As

such, there should be the adoption of multimedia approaches in all junior secondary schools that offer Business Education.

- Anambra State Government, through the State Post-Primary Schools Service Commission, should train the Business Education teachers regularly through seminars, conferences, workshops, short and long-term training, to be able to meet the demands of instructional materials like the new information and communication technologies.
- Both state and federal governments should improve on the extent of provision of instructional materials in both private and public secondary schools. The various secondary schools should have an electronic network such as radio, television, computers and the internet to provide opportunities for the students, as they can make education accessible to a greater number of students who have low levels of access to education initially.
- The government should embark on a massive technological literacy drive for teachers in preparation for the introduction of computers in every secondary school in Anambra State, in particular, and Nigeria in general. Therefore, the use of internet technology, with special attention to the communication dimension of computer technology, should be developed to encourage the sharing of materials and information within the country and the easy retrieval of information.

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