

Extent of Utilization of Instructional Materials in Teaching and Learning of Marketing in Secondary Schools in Nsukka Education Zone

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ABSTRACT

This study investigated the extent of utilization of instructional materials in teaching and learning of marketing in secondary schools in Nsukka Education Zone. Three research questions and one null hypothesis was adopted in the study. Descriptive survey design was adopted for the study. The population of the study consists of 1750 SS2 students who offer marketing as one of their subjects in secondary schools.

The sample size consisted of 320 SS2 students (155 male & 165 female). Simple random sampling technique was used to select the sample size through balloting. Questionnaire containing 17 items were the instrument for data collection. The instrument was validated by three experts, two from the Department of Educational Foundations and one from the Department of Science Education, all from University of Nigeria, Nsukka. Cronbach Alpha technique was adopted to determine the internal consistency of the instrument which gave the overall reliability of 0.91. Mean and standard deviation was used for answered research questions while t-test statistics used to test the null hypothesis at 0.05 level of significance.

The findings revealed that enhancing marketing as a subject of study in secondary schools entails that teachers should make use of quality instructional materials. It was recommended among others that government should provide schools with sufficient instructional materials for teaching and learning of marketing and the available instructional materials should be utilize maximal in order to enhance marketing teaching.

(Keywords: instructional materials, marketing, utilization, teaching and learning)

INTRODUCTION

Education is the process through which human beings become morally and culturally accepted as good members of their immediate environment. It serves as a vehicle for socio-economic and technological advancement for any nation in the world. It is therefore a process of transmission, preservation, and improvement of the culture of the people (Nwangwu, 2007).

The Federal Republic of Nigeria (2013) sees education as an instrument per-excellence in achieving national development. Education has been described as something more than-schooling, because people are schooled to accept a society, but they are educated to create or re-create one (Offorma, 2015). Ocho (2005), says it is not all types of education that can give one the ample opportunity to stand on his own but education that has quality measures and resourceful to sustain one to be useful member of the society. Balogon (2010) opined that education is the light, without which, the whole world would be in darkness. It is the basis of scientific and technological breakthroughs and the basis of modernity, which have made all nations of the world accord immense priority to it.

National Policy on Education stated that the specific goal of education is poverty reduction. The same Policy stated that to fully realized these goals of Education in Nigeria and gain from its contribution to the national economic growth and sustainability, government should take necessary measures to ensure that education activities should be learner centered for maximum self-development and self-fulfillment. Nwadiani (2011), opined that education embraces not only the deliberate processes of

schooling but it includes indirect and accidental influences.

Secondary education, as the name implies is the education that comes immediately after primary education. The National Policy on Education (2013) defines secondary education as an institution of learning that prepares students for higher education. Maduewisi (2015), stated that children need sound secondary education as much as a house needs a solid foundation in order to stand. Ochoma (2011) affirmed that it is a building block to other forms of education.

The same National Policy on Education (NPE) in Section 5, Sub-section 22, stated that the objectives of secondary education include: preparing the individuals for useful living within the society, inspiring students with a desire for self-improvement and achievement of excellence, raising generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labor and appreciate values. Therefore, secondary education implies the basic and fundamental education that a child received in preparation for higher education and entrepreneurship education sustenance in which marketing in an integral component.

Marketing, according to Heidicohen (2011) is a process of getting a product or service from a company to its ends support. In the National Policy of Education (2009), marketing is described as a specialized area in business which is predicated upon exchange relationships that are mutually beneficial. Rotler (2011) defined marketing as a science and art of exploring, creating and delivering value to satisfy the needs of a target market at a profiting identities, unfulfilled needs and desires. The modern definition of marketing sees it as a practice of creating value for the mutual benefits of meeting and meeting target audience/community information as covering, consumption and sharing behaviors with relevant and timely communications throughout the customer life cycle. Ayozie (2013) stated that marketing is the process of planning and executing the conception, price, promotion and distribution of ideas, goods, services, organizations and events to create and maintain relationship that will satisfy individuals and organizational objectives.

The introduction of marketing as a trade/entrepreneurship subject in senior secondary school is directed at equipping school

learners with the appropriate skills that will not only make themselves reliance but functional in the creation of wealth and employment generation. Moreover, there are various strategies that should be adopted in achieving effective teaching and learning of marketing.

These strategies according to Ayozie (2013) includes: there should be a very close interaction between the students in educational environment and industrial practitioner so that mutual respect would be developed; the school management should expose the students and teachers regularly to seminars, workshop, and symposiums; establishing educational program between the teachers in schools and marketing practitioners in leading companies across the school environment and government should assist in tackling the problems of scarcity and high cost of locally produced textbooks for teaching and learning of marketing education.

Teaching according to Silva (2006) is an educational activity intended to gain knowledge, linked to the school faculty or university. Pereira (2006) opined that teaching can be considered as the intentional process of making it easier for one or more other persons to learn and grow intellectually and morally, proving them with planned situations for the students to have the experiences needed to produce the desired modification in a more or less stable manner.

According Silva (2001), teaching should be two-way course in order to share with society later on. Santos (2001) opined that teaching is a planned response to the natural requirements of the learning process, strengthening the idea that the terms are distinct and inseparable when discussing teaching process is referred to. Pereira (2012) highlighted that, no matter how much a teacher wants to teach, he cannot oblige the students to learn without quality instructional materials. On the other hand, Pereira (2012), sees learning something that is relatively permanent in nature.

Teaching is an activity performed by the teacher and focused on the student's learning while learning is transmitted into a person to enable him to become a better person in the society. However, teaching of marketing has been characterized with so many irregularities in which the outcome effect is students' poor performance. Therefore, teaching and learning cannot come

into conclusion without the use of instructional materials.

Instructional materials are one of the tools that guide the experience of the learners as far as teaching and learning process is concerned. Ajayi (2000) contributed that marketing is one of the vocational subjects in secondary schools that should involve the use of effective instructional materials.

Keith (2000) asserted that schools with well-equipped libraries perform higher than schools where libraries are less developed. Keith further opines that libraries provide instructional materials to enrich the curriculum and gives unlimited opportunities for students teaching. Okpala (2010) reported that governments indicated that efforts would be made in providing some educational services such as counseling and educational resources center amongst others and also maintained that teaching should be practical, exploratory and experimental in nature.

The National Teacher's Institute (2008) noted that teaching and learning process cannot be completed if the roles of instructional materials are ignored. Hence, the institute described instructional materials as media and also refers media as anything that carries information between a source and the receiver. Examples of those media communication include film, television, radio, sound recording, photographs, printed materials, and projected visuals, among others. However, one thing is to have instructional materials, another point is the extent of utilization for teaching which is the main focus of this study.

The National Teacher's Institute stated in (2012) that instructional materials should be able to convey special instructional messages just as the original materials will do. Tella (2007) opine that in making use of instructional materials, such materials must be previewed that is, having full knowledge of the materials, prepares the environment where it will be used, prepare the audience by means of making sure that the materials used will attract attention, arouse, motivate and provide the rationale and finally present which course could be used in the beginning, middle or end of the lesson.

Murphy (2012) finally expressed that assessing education means the teachers have to use ICT resources to appeal to the interest of learners. Looking at situation in secondary school one

wonders if instructional materials are utilized in the teaching and learning process. Hence, this study ascertains the extent of utilization of instructional materials in teaching and learning of marketing in public secondary schools in Nsukka Education Zone.

Statement of Problems

Teaching and learning of marketing in secondary schools in Nsukka Education Zone poses a great challenge. It is highly pathetic that teachers in various secondary schools in Nsukka Education Zone are not meeting up to standard in terms of skills and knowledge acquisition into the life of students. It is in this platform that the researchers have investigated and discovered by the chief examiners report that the performance of the students that wrote marketing in "WAEC" was very poor. This serves to prove that the students were not putting more effort in learning marketing as a subject of study. Teachers in various secondary schools in Nsukka Education Zone seems to fail to visit the internet to update themselves with current information and most of the textbooks the teachers adopted in imparting knowledge to the learners were outdated and moribund. However, teaching of marketing has been characterized with so many irregularities in which the outcome effect is students' poor performance.

Moreover, the teachers who teach marketing seem to have failed to update themselves by attending conferences, seminars, and workshops which could have been a great leverage to the students. In addition to this, the school management may have failed to establish educational forums and programs that will attract marketing practitioners to come and impact practical skills and knowledge to the learners of marketing education; which has the ultimate aim of inculcating the values of self-reliance into the students that study marketing. It is against this background that the researchers deemed it fit to ascertain the extent of utilization of instructional materials in teaching and learning of marketing in public secondary schools in Nsukka Education Zone.

Purpose of Study

Generally, this study stands to ascertain the extent of utilization of instructional materials in

teaching and learning of marketing in Nsukka Education Zone. Specifically, the study sought to:

1. Determine the extent to which printed instructional material utilize for teaching and learning of marketing in Nsukka Education Zone.
2. Determine the extent in which audio/visual materials utilize in the teaching and learning of marketing in Nsukka Education Zone.
3. Determine the strategies for enhancing the utilization of instructional materials in the teaching and learning of marketing in Nsukka Education Zone.

Research Questions

Three research questions guided the study:

1. To what extent does printed instructional materials utilize for teaching and learning of marketing in Nsukka Education Zone?
2. To what does audio/visual aids help in enhancing teaching and learning of marketing?
3. What are the strategies for enhancing the utilization of instructional materials in the teaching and learning of marketing in Nsukka Education Zone?

Hypothesis

One null hypothesis guided the study:

H01: there is no significant difference between the mean rating of male and female students on the extent printed instructional materials are utilize for teaching and learning of marketing.

METHODOLOGY

This study adopted a descriptive survey design. The population of the study consisted of 1789 SS2 students who offer marketing as a subject. Simple random sampling technique was adopted in the study. The sample size consisted of 320 SS students (155 male and 165 female) in Nsukka Educational Zone, while simple random sampling technique was used to select the sample size through balloting.

The instrument for data collection was a questionnaire titled: Questionnaire on Extent of Instructional Materials Utilization in Marketing (QEIMUM). The instrument has two sections thus: section "A" is the Biodata of the respondents while section "B" contained 17 items structured in three clusters according to the purpose of the study. The items were structured along the modified four-point rating scale of Strongly Agree (SA) 4 = point, Agree 3 = point, Disagree 2 = point and Strongly Disagree (SD) 1 = point, respectively.

The instrument was subjected to face-validation by three experts, two experts from the Department of Educational Foundations and one from the Department of Science Education, all from University of Nigeria, Nsukka. They were requested to examine the instrument and access the suitability of the language and relevance of the items in addressing the research questions bearing in mind the purpose of the study.

The internal consistency of the instrument was completed using Cronbach Alpha and the overall reliability coefficient of 0.91 was obtained. The researchers and one trained research assistant administered the instrument directly and retrieved same from the respondents. The data collected was analyzed using mean (X) and Standard Deviation (SD), mean was used to answer research questions while t-test statistics was used to test the hypothesis at 0.05 level of significance.

RESULTS

Research Question One: To what extent does instructional materials utilize for effective teaching and learning of marketing in Nsukka Education Zone?

The data presented in Table 1 revealed that item 1, 2, 3, 4, and 5 had a mean score 3.42, 3.50, 3.15, 3.29, and 3.06, with standard deviation of 0.592, 0.552, 0.762, 0.512, and 0.795 are shown respectively. The mean scores are above the mean benchmark of 2.50 and were all accepted. The results of the data collected from the respondent indicate that teaching materials are veritable tools and utilize to a great extent for the teaching and learning of marketing in Nsukka Education Zone.

Table 1: Responses on the Extent Printed Instructional Materials Utilize for Teaching and Learning of Marketing in Nsukka Education Zone.

S/N	Items	No	\bar{x}	SD	Decision
1.	The use of academic project enhance teaching and learning of marketing.	78	3.42	0.592	Accepted
2.	The use of test books enhance teaching and learning of marketing.	78	3.50	0.552	Accepted
3.	The use of journals enhance teaching and learning of marketing.	78	3.15	0.762	Accepted
4.	The use of charts enhance teaching and learning of marketing.	78	3.29	0.512	Accepted
5.	The use of magazine enhance teaching and learning of marketing.	78	3.06	0.795	Accepted

Research Question Two: To what extent does audio/visual materials utilize for effective teaching and learning of marketing in Nsukka Education Zone?

Table 2: The Mean Response on Audio/Visual Materials Utilize for Teaching and Learning of Marketing in Nsukka Education Zone.

S/N	Items	No	\bar{x}	SD	Decision
6.	The use of television enhance teaching and learning of marketing.	78	3.24	.741	Accepted
7.	The use of projector enhance teaching and learning of marketing.	78	3.51	.665	Accepted
8.	The use of video player enhance teaching and learning of marketing.	78	3.22	.732	Accepted
9.	The use of ICT enhance teaching and learning of marketing.	77	3.52	.661	Accepted
10.	The use of photograph enhance teaching and learning of marketing.	78	2.73	.945	Accepted
11.	The use of firm enhance teaching and learning of marketing.	78	2.74	.763	Accepted

The data presented in Table 2 revealed that item 6, 7, 8, 9, 10, and 11 had a mean score 3.24, 3.51, 3.22, 3.52, 2.73 and 2.74; standard deviation of 7.41, .665, .732, .661, .945, .763 are shown, respectively. The mean score are above the mean bench mark of 2.50 and were all

accepted. The results of the data collected from the respondent indicate that audio/visual materials are viable tools for teaching and learning of marketing and to be utilized to a great extent.

Research Question Three: What are the strategies for enhancing the utilization of instructional materials in the teaching and Learning of marketing in Nsukka Education Zone?

Table 3: Responses on Strategies for Enhancing the Utilization of Instructional Materials in Teaching and Learning of Marketing in Nsukka Education Zone.

S/N	Items	No	\bar{x}	SD	Decision
12.	Exposing teachers and students to regular seminars, workshops and symposia would aid in enhancing teaching and learning of marketing.	78	3.72	.537	Accepted
13.	They should be a cordial relationship between the students and industrial practitioners within the academic environment.	78	3.42	.796	Accepted
14.	The government should tackle the scarcity and high cost of locally produce textbook for teaching and learning.	78	2.85	.789	Accepted
15.	There should be establishment of educational program by the teachers and industrial practitioners from different teaching companies by the school management.	78	3.52	.659	Accepted
16.	They should be performance appraisal conducted by the school management among the teachers who teaches marketing.	78	3.52	.682	Accepted
17.	The school management should employ teachers who are experienced to teach marketing.	78	3.23	.602	Accepted

The data presented in Table 3 shows that item 12, 13, 14, 15, 16, and 17 had a mean achievement score of 3.72, 3.41, 2.85, 3.51, 3.51, and 3.23 with standard deviation of .537, .796, .789, .659, .682, and .602, respectively.

The mean score are above the bench mark 2.50 and were all accepted. The result of the data collected from the respondent indicates that the whole teaching methods are veritable for teaching and learning of marketing in Nsukka Education Zone.

Hypothesis

There is no significant different between the mean rating of male and female students on the extent printed instructional materials are utilize for teaching and learning marketing in secondary school in Nsukka Education Zone.

Table 4: Independent t-test Analysis of Male and Female Students on the Extent Printed Instructional Materials are Utilize for Teaching and Learning Marketing in Secondary School in Nsukka Education Zone.

Group	N	\bar{X}	SD	Df.	t-val.	Sign-t	Rml
Male	155	2.57	.60	318	.170	.865	NS
Female	165	2.61	.73				

From the Table 4, the t-value at 318 degree of freedom and 0.05 level of significance is -0.170. Since the value of t = -0.170 and is significant at 0.865, the value is not significant at 0.05. This is because 0.865 is greater than 0.05 ($p=0.865; p>0.05$). Therefore, the hypothesis is not rejected; hence there is no significant difference between the mean ratings of male and female students on the extent printed instructional materials are utilize for teaching and learning marketing in secondary school in Nsukka Education Zone.

DISCUSSION OF THE FINDINGS

The study investigated the extent of utilization of instructional materials in teaching and learning of marketing in secondary schools in Nsukka Education Zone. Specifically, research question

one investigated the extent printed materials are utilized for teaching and learning of marketing in secondary schools. From the result, the respondent agreed that the use of academic project, the use of quality test books, the use of journals, the use of charts and the use of magazine aid in enhancing teaching and learning of marketing. This implies that the school management should implement the use of these instructional resource materials in order to ensure that teaching and learning is highly achieved in all and sundry.

In view of this, the study is in line with Ajayi (2000) that marketing/economics is one of the vocational subjects in secondary schools that should involve the use of quality instructional resource material which has the ultimate aim to enhance teaching and learning in all ramification.

Research Question two investigated the extent in which audio/visual materials utilize in the teaching and learning of marketing in Nsukka Education Zone. From the result obtained, the respondent agreed that the use of television, the use of video player, the use of ICT, the use of photograph and the use of firm enhances teaching and learning of marketing. This implies that audio/visual aids should be well implemented in secondary schools for effective teaching and learning of marketing. In addition to this, the study is in consonance with Murphy (2012) that assessing education means the teachers have to make use of visual aids such as ICT resources to appeal the interest of the younger learners.

Research Question three investigated the strategies that would enhance the utilization of instructional materials in the teaching and learning of marketing in Nsukka Education Zone.

From the result obtained, the respondent agreed exposing the students to workshops and seminars, maintaining cordial relationship with the industrial practitioners, also the government should tackle the scarcity and high cost of locally produce textbook, there should be establishment of educational programs among young learners, teachers and industrial practitioners from different leading companies and finally the school management should employ teachers who are experienced to teach marketing with the view of ensuring that teaching and learning is achieved in all and sundry. The study is in line with Ayozie (2013) that if these strategies are being put into

practice, teaching and learning of marketing would be achieved in all and sundry.

RECOMMENDATIONS

Based on the results of the study, the following recommendations were made:

1. The government should equip schools with sufficient instructional materials for teaching and learning of marketing to both urban and rural areas.
2. School management should organize seminars, Workshops and conferences that will enable marketing teachers acquire integral skills and knowledge for effective teaching and learning of marketing.
3. Professional bodies should come together with the government to produce more marketing text books, journals and magazine for effective teaching and learning of marketing.
4. The school management should ensure that oral and written interviews are conducted to teachers who read marketing in order to separate the chaff from the grain.
5. Department Heads in secondary schools should encourage and sponsor the use of activity methods of teaching marketing. This will stimulate the students' interest and motivate them towards the course, such method like; field trips and role playing.

CONCLUSION

Education is the process through which human being become morally and cultured to be a good member of their immediate environment or society. Teaching and learning process cannot be completed if the roles of instructional materials are ignored. One thing is to have instructional materials another point is the extent of it utilization for teaching. The study concluded that Looking at the irregularities surrounding teaching of marketing which the outcome effect is students' poor performance in the secondary schools, this study concluded that the use of instruction materials in the teaching and learning of marketing in secondary schools in Nsukka Education Zone can never be over emphasize.

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