

PERCEIVED INFLUENCE OF TEACHERS SELF-EFFICACY ON UTILIZATION OF MODERN INSTRUCTIONAL MATERIALS FOR TEACHING BUSINESS SUBJECTS IN BAUCHI STATE SECONDARY SCHOOL

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Abstract

The study determined Perceived Influence of Teachers Self-Efficacy on Utilization of Modern Instructional Materials for Teaching Business Subjects in Bauchi State Secondary School. The study had two (2) specific objectives, two (2) research questions. Relevant literature both conceptual and empirical was reviewed in line with the focus of the study. The study adopted descriptive survey design. The population of the study comprised of 1,258 Business subject Teachers in Bauchi state Nigeria. The study administered 366 questionnaires to business subject teachers of government secondary schools in Bauchi State, Nigeria. Data collected was analyzed using mean and standard deviations while multiple regressions were used to test the study null hypotheses. The reliability of the instrument was found to be at 0.874 reliability coefficients using and was determined using Cronbach's alpha. The findings of the study revealed that, business subject teachers at government secondary schools in Bauchi State, Nigeria had perceived an influence of the variables mastery experience, vicarious experience, verbal persuasion and physiological state on Utilization of Modern Instructional Materials for Teaching Business Subjects. The study recommended that, there is need for all stakeholders including Federal, State and Local government and private sectors to contribute financially and materially in the provision of instructional facilities and resource for the teaching business studies in schools in Bauchi State.

Keywords: *Self-efficacy, Modern instructional Materials, Mastery experience and Vicarious experience*

Introduction

Education is the process that involves the development of powers of reasoning and judgment resulting in the ability of the learner to acquire intellectual maturity for living (Anyanwu & Iwuamadi, 2015). Therefore, laying a sound foundation for children guarantees a promising future for any society. This is because, education is the most important weapon to bring changes in the society by removing orthodoxy and superstitions, and make people wise and rational as asserted by (Islam & Khan, 2017). Despite all these societal needs for education, the researcher observed that, teachers' perception and the utilization of modern instructional materials in teaching and learning of business subjects in secondary schools is nothing to reckon with when looking at its effectiveness in teaching and learning process. Thus, the need for appropriate and meaningful educational experiences to be offered to learners during secondary school years, to ensure high quality teaching and learning (Effiong & Igiri, 2015). That is to say, teachers needed to have mastery of the subjects in which he/she is specialized on, or for which he/she is trained (Akinmusire & Ilesanmi, 2019).

In line with Akinmusire and Ilesanmi (2019) assertion, the researcher observed that, this calls for teachers' self-efficacy. Self-efficacy is one of the best predictors of academic success as it highly influences an individual's action, effort and the way of accomplishing tasks resulting in enhanced abilities and makes one more confident about the desired results (Bandura, 2018). Basically, teachers are vital instrument for success or failure of an educational system because, the more competent teachers are, the more effective is the educational system.

Bandura (2018) therefore, defines self-efficacy as the organization of social, technical, and behavioural skills to achieve ascertain targets in teaching and learning process. To Bandura, students are lagging far behind in all walks of studies due to typical teaching learning strategies applied because most of the teachers here do not capitalize their dormant qualities and are still unaware of their hidden potential. Therefore, there is a great need to make them aware of their self-efficacy beliefs, so that they can practically implement them in their classrooms (Stajkovic *et al.*, 2018). The utilization of relevant and appropriate modern instructional materials like, visual and audio-visual materials such as globes, charts, slides, maps, tapes and so on are of paramount necessities in the teaching-learning process (Ogbaji, 2017).

Business subjects are vocational subjects offered at secondary school to prepare students to master the essential principles of understanding the economizing problem, specific economic issues, which will help students to understand precisely the practical manner and promote a lasting student interest in issue of self-reliance (Khadka, 2017). Hence, business subjects, is very essential for business organization. The important ideas of teaching and learning business subjects in classroom are to help the basic stage of students master the principles vital for understanding the financial problems and precise economic issues (Khadija, 2020). In view of these importance of Business subjects to our national development, Bauchi State government is making a tremendously efforts towards boosting teaching and learning of Business subjects by employing Business subject teachers, supply of business textbooks, renovation of schools, appropriate training and re-training of Business subject teachers and scholarship to best graduating students in Business related subjects (Bauchi State Ministry of Education, 2022).

In the same vein, Alabere (2017) stated that, ordinary words or verbalization has been found to be inadequate for effective teaching of Business subjects. In line with Alabere assertion, Ajoke (2017) confirm that, modern instructional materials serve as a channel through which messages, information, ideas and knowledge are disseminated more easily. In concord with this statement, Effiong et al (2015) also stated that, most teachers perceive the utilization of modern instructional materials as a good technique that enhances effectiveness of teaching and learning more especially in Business related subjected in secondary schools. According to Abdu-raheem (2014), a well-planned use of modern instructional materials during lessons banishes apathy by increasing learner participation, bringing about in-depth understanding of the content of the lesson. Several studies such as Vasiliki, Panagiota and Maria (2016); Kattayat, and Asha (2016); Adu and Galloway (2017); Linneman (2018) argued that, the massive failure recorded among secondary school students in Business subjects is mostly as a result of persistence inappropriate utilization of modern instructional materials.

Previous studies (see, for example, Hossain & Ahmad, 2013; Linneman, 2018) observed that teaching and learning without modern instructional materials in Business subjects is less effective in improving the academic achievement of secondary school students. This is due to the fact that in lack of modern instructional materials, because the learners are less engaged in the learning process. The utilization of modern instructional materials is paramount because, learners become motivated and stay focused on learning activities when exploited on the use of variety of instructional resources (Alabere, 2017). Although there are numerous studies on teachers' perception and utilization of instructional materials, but none of the literature address the current issue under investigation. It is therefore, based on this gap that the present study critically assessed the perception of business subject teachers' self-efficacy (i.e., mastery experience, vicarious experience, verbal persuasion and psychological state) on the utilization of modern instructional materials such as computers and mobile computers for classroom instruction in Bauchi state secondary schools, Nigeria. The persistence problem of teachers' lack of utilization of modern instructional materials in teaching and learning of business subjects in Secondary Schools in Bauchi State had been of great concern to all stakeholders in education. The problem was more pronounced as most teachers nowadays lacked improvising or creative skills (Nehemiah, Augustine & Joel, 2018).

Statement of the Problem

The persistence problem of teachers' lack of utilization of modern instructional materials in teaching and learning of business subjects in Secondary Schools in Bauchi State had been of great concern to all stakeholders in education. The problem was more pronounced as most teachers nowadays lacked improvising or creative skills (Nehemiah, Augustine & Joel, 2018). Christopher, Gbaa and Awambe (2014) stated that, modern instructional materials have been a problem in public secondary schools, that makes practical and demonstration in the class by teachers and students' difficult thereby constituting problems of inadequate acquisition of skills and knowledge, and development of self-confidence and self-actualization among the students. Other educators equally agreed that, the creative use of modern instructional materials will increase the probability that student would learn more, retain better and bring about the skills they are expected to perform (see Olawale, 2013; Adewoyin, 2016). In line with this problem, Akinmusire and Ilesanmi (2019) noted that, teachers' inability to create and utilize improvised instructional materials hindered, to some extent, the efficiency of teaching and learning materials which leads to persistent poor performance of students in business subjects over the years.

Previous studies (see, for example, Hossain & Ahmad, 2013; Linneman, 2018) observed that teaching and learning without modern instructional materials in Business subjects is less effective in improving the academic achievement of secondary school students. Teachers' self-efficacy is one of the best predictors of academic success as it highly influences an individual's action, effort and the way of accomplishing tasks resulting in enhanced abilities and makes one more confident about the desired results (Bandura, 2018). To the author, self-efficacy is the belief of being able to do something. The utilization of modern instructional materials is paramount because, learners become motivated and stay focused on learning activities when exploited on the use of variety of instructional resources (Alabere, 2017). Oyedeji (2015) on his own part believed that, teachers who reject the idea of using modern instructional materials due to lack of self-efficacy, unable to explore the educational potential of the emerging technologies and not having the confidence to teach using modern instructional materials despite its usefulness. Supporting the authors, Nehemiah *et al* (2018) maintained that, many teachers lacked adequate training on effective creativity and the utilization of modern instructional materials during pre-service training in Nigeria. It was on the bases of this gap that the present study intends to bridge and determine Influence of teachers' perceived self-efficacy on utilization of modern instructional materials for teaching business subjects in secondary schools in Bauchi state, Nigeria.

Objectives of the Study

The main purpose of this study is to determine the perceived influence of teacher's self-efficacy on utilization of modern instructional materials for teaching business subject in Bauchi state secondary schools. Specifically, the study intends to: determine the perceived influence of teachers':

1. Mastery experience on utilization of modern instructional materials in teaching business subjects.
2. Vicarious experience on utilization of modern instructional materials in teaching business subjects.

Research Questions

The following research questions were formulated in line with the objectives of the study:

1. What is the perceived influence of teacher's mastery experience on utilization of modern instructional materials in teaching business subjects?
2. What is the perceived influence of teacher's vicarious experience on utilization of modern instructional materials in teaching business subjects?

Literature Review

Concept of Teachers' Self-Efficacy

Self-efficacy is one of the best predictors of academic success which is the belief of being able to do something. According to Fam and Yaacob (2016), the role of a class teacher has a huge impact on the learning process of students. Basically, teachers are vital for success or failure of an educational system; they implement the policies of an education system on the ground. Thus, the more competent the teachers are, the more effective is the

educational system. Bandura (2018) defines self-efficacy as the organization of social, technical, and behavioral skills to achieve certain targets in teaching and learning process. To Bandura, self-efficacy highly influences an individual's action, effort and the way of accomplishing tasks resulting in enhanced abilities and makes one more confident about the desired results.

In the past, a teacher's responsibility was only to teach (Gul, 2014); but today, special skills need to be taught to the students like decision making, critical analysis, and a balanced mindset, which will help students in both professional and personal life. But for these reasons, Gul suggested that, a teacher must have one quality among many other qualities which is teacher self-efficacy (TSE); confidence to accomplish a given tasks. The teachers must realize the significance of teacher self-efficacy beliefs and apply them practically in their classrooms. Similarly, Bandura (2018) stated that, students are not being educated properly to meet the national and international educational changes. They are lagging far behind in all walks of studies due to typical teaching learning strategies applied in the government run schools and the condition remains very much the same in privatized schools too. Most of the teachers here do not capitalize their dormant qualities and are still unaware of their hidden potential. Therefore, there is a great need to make them aware of their self-efficacy beliefs, so that they can practically implement them in their classrooms (Stajkovic *et al.*, 2018)

Bandura (2018) continued that, if teachers are depressed or anxious about their actions, this will produce negative results. Even well-educated and qualified teachers are not successful if they have depressing thoughts or lack of confidence. Self-confidence has a strong relationship with self-efficacy; in a way both are directly proportional to each other.

Concept of Modern Instructional Materials

Modern instructional materials are any devices used to convey information or in teaching to enhance learners understanding of concepts according to the set teaching objectives (Wamalwa, 2016). The author emphasized that, the whole learning process involves an interrelationship among the three components of learning which are: the cognitive, psycho-motor and the affective domains. To Wamalya, the instructional materials could be: Prints-such as textbooks and workbooks, worksheets or readers, Non-prints-like audio/video materials, computer-related materials, cassette or films, prints and non-print sources such as improvised and internet materials. Adopted materials such as TV programs, magazines, and newspapers are also instructional materials which can be use in teaching and learning process (Cakir, 2015). Wamalwa and Wamalwa (2014) classified modern instructional materials into traditional and modern media. Traditional media include chalkboards, slides, charts, hand-outs, textbooks and workbooks, realia, and videotape or film while the modern media are computers, the Internet, interactive video conferencing, PowerPoint, DVDs, and CDROMs. Either way, effective utilization of these materials is the determinant of students learning outcomes.

It was found that, when modern instructional materials are carefully selected and use, learners retained facts than when teachers merely talk and write notes for learners to copy. Good presentation of multimedia approach aids students' ability to read, conceptualize facts and concepts, improve sentence formation and empower comprehension of what has been taught (Ellington & Race, as cited by Cakir, 2015). Alabere (2017) reiterated that though teachers use both traditional and modern instructional materials as well as improvised materials, the extent to which they will enhance students' academic achievement is determined by factors such as the quality of the materials, appropriateness of the instructional materials, adequacy and effective handling and utilization of the instructional materials. In essence, every chosen modern instructional material should be evaluated to ascertain that they can truly achieve learning objectives.

Ema and Ajayi (2014) opined that modern instructional materials creates change and progress only when the teacher is knowledgeable and knows how to make use of it thus portraying the professional attributes of the teacher and the general knowledge or his creativity in selecting, developing and using modern instructional materials effectively. Ema and Ajayi continued that, effective communication is the outcome of careful selection

of appropriate medium or combination of media available by an effective teacher. To the author, modern instructional materials is an instrument for accelerating the pace of all human educational transformation, to shake-off inertia in the learner, achieve mobilization and direct students' productive forces in improving their living condition.

Mastery Experience

Mastery experience is the most influential source of self-efficacy, or interpreted result of one's previous performance (Kraft & Grace, 2016). According to Kraft *et al*, Teachers engage in tasks and activities, interpret the results of their actions, use these interpretations to develop beliefs about their capability to engage in subsequent tasks or activities, and act in concert with the beliefs created. The authors added that, if teacher have been successful at a particular skill in the past, they will probably believe that they will be successful at the skill in the future. Enactive mastery experiences are authentic successes in dealing with a particular situation (Bandura, 2018). To Bandura, these mastery experiences are the most powerful source of creating a strong sense of efficacy because they provide teachers authentic evidence that they have the capability to succeed at the task.

In general, successes built a strong sense of self-efficacy and failures lower it, especially when failures occur before a robust sense of efficacy is developed (Bandura, 2018). This robust sense of self-efficacy is not created by easy success; it requires experience in overcoming obstacles and difficult situations through maintained effort and persistence (Maddux as cited in Hossain & Ahmad, 2013). Maddux further asserted that, building on the above discussion mastery experience is the most powerful source of self-efficacy information; it is the perception that a performance has been successful raises efficacy beliefs. In line with this, there are various approaches and definitions of the concept of mastery experience. In this regard, (Orji & Abolarin, 2012) defined mastery experience as the ability to perform the task and roles required to the expected standards. More so, Weinert as cited in Linneman (2018) see mastery experience as the positive combinations of knowledge, ability and willingness in the ability of the individual to cope successfully and responsibly with changing situation.

Vicarious Experience

The second source of creating self-efficacy is through observational experiences provided by social models Bandura (2018). Bandura said that, Teachers obtain information about their own capabilities by observing others, especially peers who offer suitable possibilities for comparison. An increase of self-efficacy through observational experiences can easily be enfeebled by following failures (Fam & Yaacob, 2016). Although Bandura (2018) have added that, this vicarious source of information has a weaker effect than does performance-based information, people with little mastery experience or those who are uncertain about their capacities, are more sensitive to it. But, when a teacher sees another teacher accomplish a task, the vicarious experience of observing a model can also have a strong influence on self-efficacy (Fam *et al*, 2016).

The more teachers relate to the model being observed, the more likely the model's performance will have an impact on them (Gul, 2014). Gul added that, unlike the self-efficacy beliefs derived from past experience, self-efficacy information gleaned through observation is less stable. To Gul, once strong self-efficacy is developed from one's own personal successes, an occasional failure may not have negative effects; however, self-efficacy based on observing others succeed will diminish rapidly if observers subsequently have unsuccessful experiences of their own self-modeling, where teachers observe themselves succeed, is also a powerful influence.

Vicarious experience or social modeling is learning from observation of the successes of other teachers (Stajkovic*et al.*, 2018). According to Stajkovic*et al.*, observing and modeling successful teachers may generate expectations that teachers can learn from successes of colleagues although performance accomplishments are considered to be the most robust source of self-efficacy information, vicarious learning is also a powerful source. That is, viewing others successfully accomplish a particular task can increase learners' perceptions of others' efficacy as well as their own efficacy for performing similar tasks (Bandura, 2018). In line to the above explanation, vicarious learning experiences have been shown to enhance teachers' self-efficacy for using

computers in their teaching. In a study conducted by Handler as cited by Bandura (2018) showed that observing cooperating teachers use computers during the student teaching experience was one of the three most important factors that influenced feelings of preparedness for the use of computers for instruction in their own classrooms.

Methodology

The design of the study was Descriptive survey research design. Descriptive survey was adopted because it is one of the most common types of survey that has wider application in educational research and it enable the researcher to get first-hand information from the respondents, descriptive survey uses a sample of a particular population and infers the result on the entire population, based on the foregoing, a design that describes a situation, event or phenomenon at a point in time or within a particular period of time (Aaron, 2016). The population of the study comprised of 1,463 Business subjects Teachers in Bauchi State Nigeria. The business subject teachers were considered in this study due the fact that, they are the target population so, business subject teachers are the main focus of this study. The sample size for this study was 306 business subject teachers. This was obtained from Krejcie and Morgan (1970) table for sample size. However, the present study increased the sample size to 366 respondents in order to have equal number of respondents from each educational zone of Bauchi State and to avoid non-response problem and sample size error as suggested by Salkind in 1997, that is, 122 business subject teachers were drawn from each of the three educational zone of Bauchi state to form the sample size. The sampling technique to be used in this study is cluster sampling technique.

The instrument for data collection was a structured questionnaire adapted from Peter (2015) and Tety (2016). The questionnaire was used to measure teachers' perceived influence of self-efficacy using modern instructional materials for teaching in Bauchi secondary schools by asking them what they know about some issues (Sambo, 2005). The research model consists of two (2) constructs; mastery experience, vicarious experience, verbal persuasion and psychological state. In this study, the 5-point likert scale was adopted for all the items because it's found to be more appropriate to this study due to the nature of information requires from the respondents. The validity of an instrument can be determined using one or more of these approaches: content validity, face validity, construct validity, and criterion validity (Hair, Money, Samouel, & Page, 2017). The instrument was validated by three (3) experts from the Department of Vocational and Technology Education in Abubakar Tafawa Balewa University Bauchi to ensure the face and content validity of the instruments; there suggestions of the expert were incorporated to produce a final copy of instruments.

The Reliability of the instrument was established through pilot study by administering the questionnaire of 10 business subject teachers from five secondary schools in Jigawa state. These comprise of Federal Government College Kiyawa, Government secondary school Dutse, Model Secondary School Dutse, Government commercial secondary school Dutse and Government college Birmin kudu. Cronbach's alpha was used to determine the reliability coefficient of the instrument. . The instrument was then administered to the respondents with the help of two trained research assistants from their respective institutions. The trained research assistants were teachers from their respective institutions. An interval of seven days was given to the respondents to fill the questionnaires, after the seven days the questionnaires were retrieved for analysis.

For cleaning of data and analysis, Statistical Package of Social Sciences (SPSS) version 23 was used throughout the process. The (SPSS) 23 is chosen because it presents quantitative descriptions in a manageable form while multiple regression was used to test hypotheses of the study. The multiple regressions are statistical tool for ascertaining the influence of multiple independent variables on a single dependent variable (Creswell, 2012). Hence, multiple regressions was appropriate in evaluating the hypotheses of this study. The benchmark of five points Likert scale is 3.0 (Okolocha & Nwadiani, 2015). Following their recommendation, any item of questionnaire with mean value of 3.0 and above was considered agreed while any item with mean value of less than 3.0 was considered disagreed. Additionally, any null hypothesis with a P-Value of less than 0.05 was rejected while any null hypothesis with a P-Value of 0.05 and above 0.05 was accepted.

Results

Table 1: Descriptive Statistics on perceived influence of teacher’s mastery experience on utilization of modern instructional materials in teaching business subjects

QI.	Statement	Mean	Std. dev.	Remark
1.	I have acquired skills that are aligned with the Business Subjects’ curriculum.	3.44	0.91	Agree
2.	Tests are easy and quick to administer in business subject.	3.12	0.78	Agree
3.	Student are assessed frequently.	3.30	1.41	Agree
4.	I made results available immediately after administering.	3.01	0.94	Agree
5.	Students understand business subject easily with the use of Modern Instructional materials.	3.02	0.96	Agree
6.	I can use information to evaluate the effectiveness of instruction and create better instructional programs.	3.32	1.21	Agree
7.	I administer tests based on a sequenced of business studies curriculum	3.44	1.91	Agree
8.	I can identify students who are not making adequate progress and provide to them alternative instruction in business class.	3.13	0.78	Agree
9.	I can confidently use modern instructional materials in the process of lesson delivery in business classes.	3.02	0.83	Agree
10.	Effective utilization of modern instructional materials helps business teacher to monitor the acquisition of a specific skill by business students.	3.99	1.82	Agree
Grand mean		3.28		Agree

Source: Fieldwork, 2022

The analysis of the 10 items used to address research question one revealed the mean scores ranged from 3.01 to 3.99 with standard deviations of 0.94 and 1.82 respectively. The weighted mean scores obtained were under the index score of agreed. This was also obtained by the grand mean of 3.28 which indicated that respondents have perceived influence of teacher’s mastery experience on utilization of modern instructional materials in teaching business subjects.

Table 2: Descriptive Statistics on influence of teacher’s vicarious experience on utilization of modern instructional materials in teaching business subjects

QI.	Statement	Mean	Std. dev.	Remark
11.	Careful observation of modern instructional materials aids learning of Business subjects among students.	3.95	1.88	Agree
12.	I often make references to experiences and shared observations of colleagues for professional development.	3.62	1.60	Agree
13.	There is experience through observation.	3.33	1.23	Agree
14.	I have been exposed to a lot of teaching styles through careful observation of modern instructional materials.	3.15	1.05	Agree
15.	I have observed different teaching styles on the utilization of modern instructional materials.	3.17	1.07	Agree
16.	Being detailed in explanations is as a result of careful observation.	3.08	1.01	Agree
17.	Teaching and watching aids confident in business subject delivery.	3.22	1.12	Agree
18.	I make appropriate use of modern instructional materials evidence of improvement.	3.55	1.45	Agree
19.	Making reference and comparisons of modern instructional materials is a good business subject delivery.	3.93	1.83	Agree

20.	I often watch after professional teachers while they teach	3.62	1.52	Agree
	Grand mean	3.46		Agree

Source: Fieldwork, 2022

The descriptive statistics used to answer research question two in Table 2 revealed the weighted mean ranged 3.08 to 3.95 which were classified under the benchmark of agreed. The grand mean score of 3.46 obtained indicated that the respondents agreed that there is perceived influence of teacher’s vicarious experience on utilization of modern instructional materials in teaching business subjects. The outcome of the result suggested that respondents have perceived a significant influence of teacher’s vicarious experience on utilization of modern instructional materials in teaching business subjects.

Discussion of the Findings

The result of research question one and test of corresponding null hypothesis one disclosed that, respondents have a perceived influence of teacher’s mastery experience on utilization of modern instructional materials in teaching business subjects. The finding is consistent with the study of Aaron (2016) that lecturers possessed the needed mastery experience for teaching computer. In a related study that looks almost the same with the present study finding was the study of Kwarteng and Sappor (2021) that mastery experience had a positive influence on pre-service accounting teachers’ self-efficacy in teaching cost accounting. In a like manner, the finding is in tune with the finding of Mulungye, Embeywa and Ogogo (2022) on students’ mastery learning strategy in solving a mathematics problem in Kenyan and disclosed that, students had adequate mastery experience in solving a mathematics problem.

The descriptive and inferential statistics in research question two and test of corresponding null hypothesis two revealed that that respondents have perceived the significant influence of teacher’s vicarious experience on utilization of modern instructional materials in teaching business subjects. The finding was in line with the study Tom (2020) who examine the relationship between Vicarious Experience and Delinquent Behaviour Modification among secondary school students and discovered that, there is a significant positive correlation between vicarious experience and behaviour modification among secondary school students. Also, the findings is in relationship with an arguments of El-Abd and Chaaban (2020) who found that vicarious experiences played a significant role in the development of pre-service teachers’ classroom management.

Conclusion

Educational Attainment depends largely on the quality use of instructional facilities which will add its own value when used in the class room. The findings of the study has indicated that facilities for teaching business studies were largely unavailable, there were low extent of teachers utilization of available instructional facilities by the teachers. The lack of necessary instructional facilities and resource reduce the students to mere passive participant in the learning process

Recommendations

The following recommendation are made based on the above findings

1. There is need for all stakeholders including Federal, State and Local government and private sectors to contribute financially and materially in the provision of instructional facilities and resource for the teaching business studies in schools in Bauchi State.
2. There is urgent need for the organization to organized seminars and workshops for business studies teachers, head of teachers and principals on the importance and need to development interest in the use of instructional facilities in secondary schools in Bauchi state.

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