

**Teaching Resources and Students' Engagement in Business Studies in Public
Secondary Schools, Akwa Ibom North-West Senatorial District**

Ekaette Daniel Usungobong & Prof. Francis I. Okon

Department of Business Education
Faculty of Vocational Education, Information and Library Science
University of Uyo, Uyo

&

Dr. Aniedi Daniel USORO

Department of Industrial Technology Education
Faculty of Vocational Education, Information and Library Science
University of Uyo, Uyo

Abstract

This study was undertaken to determine the influence of Teaching Resources and Students' Engagement in Business Studies in Public Secondary Schools, Akwa Ibom North-West Senatorial District. Two specific objectives, two research questions and two null hypotheses were formulated to guide the study. Descriptive survey research design was used for the study. The Population for the study was 3334 JSS 2 Business Studies Students in Public Secondary Schools. The sample size of 433 was used determined using Nwana's percentage-based sampling procedure. Multi-stage sampling procedure was use for selection of the respondents. Two instruments developed by the researcher was used to collect data. The data obtained were analyzed using Mean statistics to answer the research questions while independent t-test was used to test the null hypotheses at 0.05 significant level. The findings of the study indicate that teacher's utilization of teaching resources; visual and audio-visual highly and significantly influence students' engagement in Business Studies in Public Secondary Schools, Akwa Ibom North-West Senatorial District. It was concluded that it is imperative for Business Studies teachers to utilize the various teaching resources at their disposal to motivate and support students learning behaviour resulting to their willingness to engage. Therefore, it is recommended among others that the state Government officials in conjunction with State Secondary Education Board officials should ensure that workshops, seminars and conference are frequently organized for education stakeholders on the relevance of utilization of teaching resources for effective teaching and learning.

Keywords: Teaching Resources, Students' Engagement, learning, Business Studies.

Introduction

Sustenance of students' active participation throughout lesson period is one of the pressure faced by teachers for contemporary relevance to attain students' learning. Learning is

everyday activities engage by man beginning at his\her first cry to the last breath. Learning is dynamic in nature that evolves around the human's life span as such learning and its processes has no end. Learning is the gain of knowledge, experience and skills through teaching, training or self-engagement in any given learning environment. Haselgrove (2016) explained learning as a relatively permanent change in behaviour because of experience. Okoro (2017) viewed learning to mean changes that are expressed in the development of intellectual and motor efficiency, the forming of attitude, the formulation of interest and the development of appreciations. This implies, engagement lead such learning to bring about change, progress and development. However, for learning to take place, students need to understand, acquire and develop the abilities taught in the school subjects like Business Studies.

Business Studies is one of the subjects taught in Junior Secondary Schools and require specialized teachers who are professionals in the field to teach this subject in order to achieve the objectives and aims of the subject. Business Studies subject is a field of study that deals with the fundamentals of running business operations which includes management, keeping financial entries, human relations and commercial activities. Usen (2023) extracted components of Business Studies to include office practice, bookkeeping, commerce, keyboarding, and shorthand. The major aim of Business Studies is to prepare students to acquire first-hand business information, skills and competencies that will enable them become functional in the foreseeable future. Students may not acquire these skills if they are not academically engaged in the teaching and learning of the subject.

Students' engagement is a concept in learning environment that denote the readiness, need, desire and determination of students to actively participate in their daily learning activities. Hence, student's engagement, refers to the extent of students' willingness to participate, show attention/curiosity and be successful in their learning activities. Odunaik and Amoda (2018) defined student's engagement as the level of participation and intrinsic interest that a student shows in school. Arjomandi *et al.* (2021) noted that students' engagement is made up of three elements; emotional, behavioural, and cognitive engagement.

The importance of students' engagement is immeasurable in the teaching and learning process. Students' engagement may likely make the lesson taught relevant and meaningful to students where they become emotionally interested in the subject matter and become more motivated. Class attentiveness, willingness, devotion, passion and interest may be developed in what they are taught while students loss of interest, absenteeism and dropout is likely to decrease. For students' engagement to be established and sustained teachers may actively seek to create conditions and use tools that foster engagement both within and outside the classroom for effective learning experiences. Hence, the utilization of appropriate teaching resources may become necessary in this regard.

Teaching resources are those indispensable materials that teachers utilized to carry out instructional delivery and helps to facilitate the achievement of educational goals. Teacher's utilization of teaching resources could help students to get involved in their learning, participate, gain and retain more knowledge on a particular topic. According to Nja and Idiege (2019), teaching resources are indispensable for effective teaching. Lessons cannot be effectively taught at secondary school level without adequate teaching resources, especially if the students must be involved in the subject. These teaching resources can be printed and non-printed materials. Printed teaching resources include textbooks, journal, chart, graphic materials, workbooks while non printed teaching materials are audiovisual and audio, three dimensional materials (for example, models, mock-ups and dioramas), sophisticated machines and equipment that enhance the effective delivery of the subject content. Teaching resources that may be considered in the teaching and learning of Business Studies within the context of this study include visual resources and audio-visual resources.

To a layman, teaching resources can be said to be "Do Without" resources that could enhance ease various of teaching activities carried out in the classroom situations to achieve teaching or learning process. It may help teachers invoke student's understanding through representation, illustration, explanation and examples via visualization and auditory sense of what is taught. The can also, be defined as any resources use by teachers to add values to his/her message in other to deliver quality lesson thus, meeting the expectations of learning. In other words, it could be viewed as teaching and learning stimulant that enhance students' readiness, interest, zeal, motive and willingness to actively engage in class activities such as listening to the teacher, copying lesson note, drawing diagram, participating in workbook activity and hand-on- hand activities.

Teaching resources could constitute instructional materials and tools (equipment\ machines) used in teaching student's different subjects in the learning environment. Akpan and Ekpo (2018) noted that these resources encompass materials, facilities and equipment. Adediran *et al.* (2015) viewed that instructional materials are all the things teachers utilize to interact, enhance, motivate and facilitate teaching. These resources may also, be considered to be all helpful resources that is at the disposal of teachers either carried into the classroom or serve as classroom decoration to facilitate instructional delivery. Books, non-books materials, printed and graphic materials, audio-visuals, software and hardware needed for their use, models, objects and specimen. Ekpenyong (2022) supported that teaching resources refer to a wide range of systematical designed or improvised resources. Ocampo (2017), also, noted that teachers can provide materials for the subjects being taught such as graphic materials or chart. While Okoye *et al.* (2019) described teaching resource materials as visual and audio-visual materials, concrete or non-concrete, used by teachers as resources to improve the standard of teaching and learning activities in Business Studies.

Teaching resources for teaching business subjects among others range from common textbook, workbooks, graphic materials, realia, objects or their representation use by teachers to communicate effectively with the students. These resources make learning more permanent and develop continuity of thoughts among students therefore, teachers must strategically introduce teaching resources during lesson as its effectiveness is determine at the application stage. Also, can be distinct as tools that assist teachers to successfully convey message of the content intended to deliver effectively. These tools maybe those devices either electronically based or non-electronically based used to facilitate the presentations of information such as multimedia tools. Etim and Okon (2018) grouped all multimedia tools as ICT tools and noted that there are found very useful in lesson delivery at all levels of education. Utowara *et al.* (2016) highlighted some examples of ICT tools to include computer, internet, intranet, Global System for Communication (GSM), video conferencing devices and other smart\interactive white board.

However, teaching resources for the context of this work may be viewed as teacher's support system to boost significant change in student's behaviour as proper use of teaching resources may result in students being intentional about their attitude towards their academic engagement. Stimulating learning through teaching resources should be a part of teacher's strategy to facilitate student's engagement in their learning journey thus, keeping them actively centred. Akasi and Nwabufu (2016) maintained that instructional resources improve motive and engage learners.

The benefits of teaching resources to the teachers in any level of education are enormous not to be overemphasis in the teaching of any subject. Here are some of the major importance of teaching resources:

- i. Enhanced understanding: These resources make abstract concepts more concretize and understandable for the students to grasp difficult topics more effectively.
- ii. Increase engagement of students: Students may be fully engaged in their learning when teachers use variety of interesting and fascinating resources to teach ideas described in the curriculum. Such resources or materials can help students turn learning experiences into reality making learning more fun, engaging, interactive, capturing their interest and attention resulting to lifelong learning.
- iii. Promotion of retention: Teaching resources and devices could help students remember information better by providing a visual reference that reinforces what they have learnt in the classroom.
- iv. Promote contextual learning: It provide and support real-world examples, experience and practical applications of theoretical concepts helping learners to gain understanding of how the knowledge they have acquire can be transfer into their everyday life.

Therefore, the underlying benefits of teaching resources could help Business Studies teachers and students to take up their respective roles in the course of teaching and learning the different components of the subject.

Students take responsibility to construct their knowledge, they learn when what is learnt make meaning and deep learning take place when students are engaged in active learning. Regardless of whether students work in groups or alone they learn how to take responsibility for their own learning. Teaching and learning most often entail using different series of activities to captivate the willingness (readiness) of the students. Significantly, learning is acquired by doing and facilitated when students are responsible participants. James (2019) submitted that to learn is to do, and doing by students implies more than providing opportunity for them to interact with the environment. Students do not learn much by sitting in class, listening to the teacher, memorizing, assignment and spitting out answers. They must talk about what they are learning, write about it, relate it to their past experience and apply it to their daily lives. In another terms, student's engagement also, refer to student's willingness to participate in and success in their learning process. Odunaike and Amoda (2018) defines students' engagement as the level of participation and intrinsic interest that a student shows in school. Engagement in schoolwork involves both behaviors (such as persistence, effort, attention) and attitudes (such as motivation, positive learning values, enthusiasm, interest and pride in success).

However, students' engagement could be said to involve two components, the first is what students' do and; secondly, what teachers do, to engage students, teachers may establish consistent routines that help students stay on task during the lesson example, breaking up the class into small groups or move their seats into a circle for group discussion or on-hand activities where the teacher may ask students on a rotating basis to lead certain activities. Such engagement encouraged the development of independent learners who are motivated to become responsible, control of their own learning processes and dimensions of learning.

Dimensions of Students' engagement in the classroom learning and teaching process may be determined through the interaction of different elements of engagement. These elements include three dimensions which are cognitive, affective, and behavioral working together to influence students' engagement on any given task. Arjomandi *et al.* (2021) declared that students' engagement consists of the three concepts of affective, cognition, and behavior. Cognitive Dimension: The extent to which students intellectually invest in learning activities spending time, energy and determination. This lead to the students being curious thus, desiring to understand the concepts taught leading to deep learning.

Behavioral: The extent to which students are making active responses to the teaching resources to facilitate activities or tasks offer by teachers during lessons. Behavioral aspect of student's engagement emphasizes the attitude of students who are engaged. These may include; attending

to class, asking or answering questions, paying good attention during lessons and participating in classroom activities with the help of related teaching resources applicable to the subject matter.

Affective (emotional) Dimension: Entails emotional reactions of students who care about what the teacher is teaching however, been willing to participate in the process, develop interest and feel excited about class activities. Martin *et al.* (2015) posited that emotional belonging to school dimension serves a more essential role in terms of motivating students to strive for excellence.

Visual refers to those things that make use of the sense of sight only. Visual resources are a means of educational media which basically employ the sense of the eyes to enhance successful delivery of what teachers intends to teach students in the classroom learning processes. The application of visual resources might encourage student's learning abilities as their interest are aroused. These resources are designated materials or tools that maybe locally made (art supplies or home craft), improvised by teachers or commercially produced. Many scholars have penned down different meaning of the concept depending on their understanding. Nguyen *et al.* (2019) presumed visual resources as any instruments that can be utilized to make the learning process more real, more accurate and more dynamic. Shabiralyani *et al.* (2015) noted that when it comes to learning, visual resources are those sensory objects or images which initiate or stimulate and assist learning. These sensory objects and images could be termed as devices (electronic or non-electronic) and educational materials which the students rely on to enrich and supplement their understanding of the subject-matter or concept taught by the teachers

Visual resources can also, be said to be tools used in the learning situation to facilitate, encourage, arouse student's interest and aid the better understanding of the concept easier. Sale (2016) supported that visual resources are tools that help to make an issue or lesson clearer, or easier to understand. Visual resources maybe assumed to be the best tools for the transfer of knowledge and skills gained from a particular subject learnt in the learning situation to another situation. In order to convey information from the learning materials better or make a lesson unforgettable and imagery for students to retain, visual resources are very important to achieve this goals. Okoro (2017) affirmed that formation of images helps students to learn and retain what they have learnt. Student's participation could be captivating through the presentation of appropriate visual resources for a particular subject contents by the teachers during lessons.

Visual resources include pictures, relia (real objects\representation), chart, model, two/three dimensional objects and photograph. Visual resources are categorized into two types; namely projected and non-projected visual resources. Projected visual resources are sub-categorized into; machines such as a filmstrip projector, silent motion picture, slide projector, overhead projector, computer graphics, silent motion picture and filmstrips or Television (TV).

While the non-projected visual resources constitute print or non-print resources such as journals, textbooks, newspapers, magazines, chalkboard, interactive board, bulletin board, photographs, posters, pictures, maps, graphs, charts, globes, realia, models and specimens. Friesen (2017) noted that projectors of various types that incorporate visual components like text books and movies can be used in a variety of classroom setting.

Audio- visual resources are those resources in the teaching and learning situation that could stimulate both the sense of hearing and sight thus, providing multi-sensory experiences to the students. Audio-visual resources may be a combination of auditory (sound) and visual (image) contributing to a dynamic and lively way of introducing various representations of events, people and atmospheres in the classroom teaching and learning activities. Sunder in Olagbaju and Popoola (2020) stated that learning is more effective when sensory experiences are stimulated. They could serve as a carpentry tools in the hands of the teachers to ease his/her duties of converting and breaking down subject curriculum to attain the general educational goals and objectives. The use of most of the audio-visual resources is however dependent on its equipment since they are not directly accessible without the use of specific playback technology examples TV, films, Video tapes, projected materials. Adamu *et al.* (2018) viewed audio-visual resources to refer to the use of visual and auditory resources, such as videos, presentations, multimedia tools, and interactive technologies, to enhance the educational experience. Audio-visual resources could be designed to be used interwoven within the lesson plan to facilitate effective teaching and learning process.

These resources offer dynamic and interactive means of delivery contents, making it more engaging, memorable, and accessible to students. Audio-visual resources comprise simple or locally made resources made and used by teachers, technological\ sophisticated devices and tools which require electricity and complex machinery, electronic equipment such as projectors, television sets, radio, recorder, laptops, modems, films strip and educational television shows. The application of the above resources could help teachers concretize learning, again, Secondary School teachers especially in public schools must be encouraged to appreciate the use of improved technological audio-visual resources as it makes abstract ideas more concrete to the students.

Statement of the Problem

Business Studies at the Junior Secondary School level in Nigeria offers the students the opportunity to learn and understand their business world, have the knowledge of vocational activities, enlightens them on their career choice and contributes immensely to self-reliance and self-employment in future. These objectives may not be attained due to various challenges that could hinder students' engagement in the teaching and learning of the subject which includes inappropriate use of teaching methods and resources, lack of motivation in

instructional processes, lack of interest in the subject, unfamiliar learning contents, boredom, emotional trauma from unstable homes, poverty, neglect and peer pressure among others

The researcher has observed that various forms of students' engagement such as cognitive engagement, behavioural engagement and emotional engagement which are expected of Business Studies teachers to develop in students in the teaching and learning of the subject seems lacking in students. This situation might lead to students' truancy, loss of interest in school subjects, examination malpractice, failure in both internal and external examinations, inability to acquire skills, inability to defend certificates obtained, and not being able to be self-reliant. Students' loss of interest, boredom and disengagement in classroom lessons and activities could be tackled with prompt utilization of teaching resources which may include visual resources and audio-visual resources to enhance desirable students' engagement in the teaching and learning of school subjects. Hence, the above concerns have made the researcher to developed a kin interest to conduct a research on teaching resources and students' engagement in Business Studies in Public Secondary Schools, Akwa Ibom North-West Senatorial District.

Purpose of the Study

The main purpose of this study is to determine the influence of teaching resources on Students Engagement in Business Studies in public secondary schools in Akwa Ibom North-West Senatorial District, Nigeria. Specifically, the study sought to determine:

- i. the influence of visual resources on students' engagement in Business Studies in public secondary schools.
- ii. the influence of audio-visual resources on students' engagement in Business Studies in public secondary schools.

Research Questions

The following research questions were raised to guide the study.

- i. What is the influence of visual resources on Students' engagement in Business Studies in public secondary schools?
- ii. What is the influence of audio-visual resources on students' engagement in Business Studies in public secondary schools?

Research Hypotheses

The following research null hypotheses were formulated and tested at 0.05 level of significance.

- H₀₁ There is no significant influence of visual resources on students' engagement in Business Studies in public secondary schools.
- H₀₂ There is no significant influence of audio-visual resources on students' engagement of students in Business Studies in public secondary schools.

Methodology

The study adopted descriptive survey research design. The design involves the use of questionnaire for collection of data for the purpose of describing and interpreting existing conditions. This design is suitable for the study as the researcher gathered data both from the primary sources to determine the influence of teaching resources on Students' Engagement in Business Studies in public secondary schools in Akwa Ibom North-West Senatorial District, Nigeria. The population of the study comprised 3334 JSS 2 students spread across 99 public secondary schools in the study area. The sample size of the study was determined using Nwana's percentage-based sampling procedure, were 433 sample size constituted 13% of the population. In order to enhance the selection process, a multi-stage sampling procedure was used. To collect data, 2 structured questionnaires were developed by the researcher based on 4-point rating scale and face validated. The data generated from the items elicited by the respondents was to address the research objectives. Data collection was carried out by administering questionnaire to the respondents of the study. Out of 433 copies of questionnaire 403 copies was correctly filled. Hence, the retrieval rate of 403 to 433 was given to be 93%. Mean statistics was used to answer the research questions while independent t-test was used to test the null hypotheses at .05 level of significance.

Results

The result based on the data collected were discussed below:

Research Questions 1: What is the influence of visual resources on Students' engagement in Business Studies in public secondary schools?

Table 1: Mean and standard deviation on the influence of visual resources on students' engagement in Business Studies in public secondary schools.

Variables Visual Resources	n	Mean	SD
Highly Utilized	265	72.74	14.47
Students Engagement in Business			
Lowly Utilized	138	36.92	18.55

Source: Field Work 2025

The entries in Table 1 reveals that students whose teachers highly utilized visual resources had the higher mean score of 72.74 for students' engagement while those with low

utilized resources stood at a lower mean score of 36.92 for students' engagement. The result means that the utilization of visual resources highly influence engagement of students in Business Studies in public secondary schools.

Research Question 2: What is the influence of audio-visual resources on students' engagement in Business Studies in public secondary schools?

Table 2: Mean and standard deviation on the influence of audio-visual resources on students' engagement in Business Studies in public secondary schools.

Variables Audio-visual Resources	n	Mean	SD
Highly Utilized	224	71.59	15.43
Students Engagement in Business			
Lowly Utilized	179	46.56	24.11

Source: Field Work 2025

The entries in Table 2 reveals that students whose teachers highly utilized audio-visual resources had the higher mean score of 71.59 for students' engagement while those with low utilized stood at the lower mean score of 46.56 for students' engagement. The result means that the utilization of audio-visual resources highly influence engagement of students in Business Studies in public secondary schools.

Null Hypothesis 1: There is no significant influence of visual resources on students' engagement in Business Studies in Public Secondary Schools.

Table 3: Result of independent t-test analysis on the influence of visual resources on students' engagement in Business Studies in public secondary schools

	Visual Resources	N	Mean	Std. Deviation	Df	t-cal	Decision P<05
Students' Engagement in Business Studies	Highly utilized	265	72.74	14.47	401	21.339	.000
	Lowly utilized	138	36.92	18.55			

*significant at P < .05 level

The result in Table 3 shows that the t-value 21.339 with its corresponding p-value of .000 at .05 alpha levels with 401 degree of freedom. The result is significant; therefore, the null hypothesis which claims that there is no significant influence of visual resources on student's engagement in Business Studies in public secondary schools is rejected. Hence, there is a

significant influence of visual resources utilization on students' engagement in Business Studies in public secondary schools.

Null hypothesis 2: There is no significant influence of audio-visual resources on students' engagement in Business Studies in public secondary schools

Table 4: Result of independent t-test analysis on the influence of audio-visual resources on students' engagement in Business Studies in public secondary schools

	Audio- visual Resources	N	Mean	Std. Deviation	df	t-cal	Decision P<05
Students' Engagement in Business Studies	Highly utilized	224	71.59	15.43	401	12.630	.000
	Lowly utilized	179	46.56	24.11			

*significant at $P < .05$ level

The entry in Table 4 reveals that the t-value 12.630 with its corresponding p-value of .000 at .05 alpha levels with 401 degree of freedom. The result is significant; therefore, the null hypothesis which claims that there is no significant influence of audio-visual resources on student's engagement in Business Studies in public secondary school is rejected. Hence, there is a significant influence of audio-visual resources utilization on students' engagement in Business Studies in public secondary schools.

Findings

The findings of the study revealed the following based on research answered and research hypotheses tested

- i. The utilization of visual resources highly influences engagement of students in Business Studies in public secondary schools. Similarly, there is a significant influence of visual resources utilization on students' engagement in Business Studies in public secondary schools, Akwa Ibom State North-West Senatorial District.
- ii. The utilization of audio-visual resources highly influences engagement of students in Business Studies in public secondary school. Also, there is a significant influence of audio-visual resources utilization on students' engagement in Business Studies in public secondary schools, Akwa Ibom State North-West Senatorial District.

Discussion of Findings

The main purpose of this study was to determine influence of teaching resources on students' engagement in Business Studies in Public Secondary Schools in Akwa Ibom North-West Senatorial District. Two specific objectives and two research questions were answered and two null hypotheses were tested at .05 level of significance. Descriptive survey design was adopted for the study. The population for the study comprised 3334 JSS 2 Business Studies students based on the set criteria for selection for selection across the 99 schools in the area of study. The sample size of 433 JSS 2 students was determined using Nwana's percentage-based sampling procedure Multi-stage sampling procedure was adopted for the study. Two instruments were used for data collection. Face validity was deployed for the validation of the instruments. Mean statistics was used to answer the research questions while independent t-test was used to test the null hypotheses at .05 level of significance. The findings indicate that:

- i There is a highly and significant influences of utilization of visual resources on students' engagement of students in Business Studies in public secondary schools in public secondary schools, Akwa Ibom State North-West Senatorial District.
- ii There is a highly and significant influences of utilization of audio-visual resources on students' engagement in Business Studies in public secondary school. Also, there is a significant influence of audio-visual resources utilization on students' engagement in Business Studies in public secondary schools, Akwa Ibom State North-West Senatorial District.

Conclusion

The empirical study of this work revealed that for Business Studies students to effectively engage, it is imperative that Business Studies teachers must utilize the various teaching resources at their disposal to motivate and support students learning behaviour resulting to their willingness to engage in the subject activities. The findings of the study also, revealed that there was a highly and significant influence on the students' engagement in learning the subject contents with regards to visual resources and audio-visual resources.

Recommendations

- i. The Governments of Akwa Ibom State with conjunction with the State Secondary School Education Board should ensure workshops, seminars, and conference are frequently organized for education stakeholders on the relevance of utilization of teaching resources for effective teaching and learning.
- ii. Engagement techniques alongside teaching resources should be used by classroom teachers to create a participative and supportive social environment where opportunities

are given to learners to share different viewpoints and develop self-confidence and interpersonal skills.

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