

## Effects of Audio-Visual Materials on Students Performance and Retention in Business Studies in Upper Basic Schools in Kaduna State, Nigeria

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### **Abstract**

*The study investigated the Effects of Audio-Visual Materials on Students Performance and Retention in Business Studies as a subject in Upper Basic Schools in Kaduna State Nigeria. The study was delimited to students of Upper Basic II Public Schools in Kaduna State, Nigeria. The study was guided by three objectives and research questions, and three hypotheses which were in line with the objectives and research questions. The study employed quasi-experimental research design on a total population size of ten thousand, eight hundred and fifty upper basic students. The study purposively selected a sample size of 170, students for both experimental and control upper basic students. It used a self-structured instrument titled Business studies performance test (BUSPET) to collect data from the respondents. Data collected were subjected to SPSS t-test analysis. The findings revealed that post-test performance of students taught using conventional method were not significantly different from pre-test performance hence conventional method was not effective in teaching Business Studies ( $p = .213$ ). Post-test performance of Business Studies students taught using computer was significantly higher than their pre-test performances hence computer was effective in teaching ( $p = 0.000$ ), post-test performance favoured Business Studies students taught using computer than those taught using conventional method ( $p = 0.000$ ), the retention performances favoured Business Studies students taught using computer more than those taught using conventional method ( $p = .000$ ). Based on the findings, the study concluded that Audio Visual (computer) instruction improved the teaching and learning of Business Studies in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority. It was therefore recommended that Upper Basic Schools should encourage teachers to minimise using conventional method to teach Business studies since it does not significantly improve students' learning in Chikun and Kaduna South Quality Assurance Authority and Audio and Visual instructions should be frequently used by Upper Basic Schools teachers to teach Business studies in Chikun and Kaduna South Quality Assurance Authority.*

**Keywords:** Audio-visual materials, Business Studies, Performance and Retention

### **Introduction**

Business Studies is an expository and discovery subject, which enables students in the Upper Basic Schools to discover their skills and potentials. This helps them to operate effectively in their environment. Business Studies is also an integral part of vocational

education which lays emphasis on the use of the head and the hands to acquire specific skills required in business life.

Bello and Nuhu (2014) pointed out that Business Studies is an essential part of the preparation of youth for life and living. It is a programme which provides students with information and competence which are needed by all managing personal business affairs and using the service of the Business Studies. The Business Studies curriculum is broad and rich in skill acquisition and students are expected to cover all the various subjects to enable them possess the prevocational skills and become useful citizens and contribute economically to the growth of the society.

Audio-Visual materials are indispensable ingredients in promoting effective transaction and communication between teachers and students in Business Studies classroom. Nwachukwu (2011) explained further that audio-visual aids are essential for effective instruction in the technical and vocation education. This is because vocational subjects like Business Studies involve a lot of skills and practice, which the teacher / instructor is bound to demonstrate. Effective teaching of Business Studies will not only stimulate students' interest in the subject but also enhance their achievement in the examination. Also, audio-visual materials are essential and significant tools for teaching and learning of Business Studies in Upper Basic Schools to promote teachers efficiency and improve students' performance and retention. They make learning more interesting, practical, realistic and appealing. They also enable both teachers and students to participate actively and effectively in lessons. They give room for acquisition of skills, knowledge, development of self- confidence and self- actualization.

According to Abubarka (2014) Performance can be described as scholastic standing of a students at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses. Students performance in Business Studies in Upper Basic Schools cannot be improved unless teachers adopt materials in teaching Business Studies. (Umar, 2018).

### **Statement of the Problem**

Business Studies is one of the pre-vocational subjects in Upper Basic School Curriculum that is designed to inculcate learners' right attitudes for the acquisition of skills, knowledge, development of self-confidence and self-actualization. The researcher being a teacher in one of the schools observed that upper basic students find it difficult to learn Business Studies partly due to unavailability of Audio-visual materials in most upper basic schools, lack of electricity in some schools to operate the Audio-visual materials by the teachers and students in the business classroom, inadequate audio-visual materials by some teachers when teaching Business Studies. As a result of that, there is lack of interest on the part of the students and makes learning ineffective.

This study sets out to test specific Audio-visual materials to determine their efficacy in enhancing both performance and retention of Students knowledge in Business Studies in Kaduna State. It is hoped that this is the gap that this study intends to fill among Upper Basic students in Chikun and Kaduna South Quality Assurance Authority, Kaduna State.

### **Objectives of the Study**

The specific objectives were to:-

1. determine the effect of using computer on the performance of Business Studies students in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority.
2. compare the post-test performance of students taught using Computer and those taught using conventional method in Chikun and Kaduna South Quality Assurance Authority.
3. determine the pre-test and post-test performance of Business Studies students taught using conventional method in Chikun and Kaduna South Quality Assurance Authority

### **Research Questions**

In order to achieve the objectives of the study the following research questions were raised to guide this investigation.

1. What is the effect of using computer on the Performance of Business Studies students in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority?
2. What is the post-test Performance of Students taught using Computer and those taught using conventional method in Chikun and Kaduna South Quality Assurance Authority?
3. What is the pre-test and post-test performance of Business Studies students taught using conventional method in Chikun and Kaduna South Quality Assurance Authority?

### **Null Hypotheses**

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

Ho<sub>1</sub> There is no significant difference in the pre-test and post-test performance of Business Studies students in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority taught using computer.

Ho<sub>2</sub> There is no significant difference in the post-test performance of students taught using Television and those taught using conventional method in Chikun and Kaduna South Quality Assurance Authority.

Ho<sub>3</sub> There is no significant difference in the pre-test and post-test performance of Business Studies students taught using conventional method in Chikun and Kaduna South Quality.

### **Theoretical Framework and Review of Literatures**

Learning Theory can be seen differently by different individuals but in general terms, it can be seen as a situational description of how information is absorbed, processed and retained in the process of learning. Robson (2012) saw theory as an explanation of what is going on in the situation, a phenomenon or whatever it is that we are investigating. This study reviewed Mayer cognitive Theory of Multimedia, Constructivist Theory of Learning and Theory of Learning.

### **Mayer Cognitive Theory of Multimedia Learning.**

The Cognitive Theory of Multimedia originated by Richard Mayer (1997) is based on three main assumptions that (a) there are two separate channels for processing information, (b) there is limited channel capacity (c) that learning is an active process This theory of learning encourages the use of multimedia principles where people learn deeply from words and pictures and since the study is on the effects of audio-visual materials in the teaching and learning of Business Studies. This study will use Mayer's Cognitive Theory of Multimedia Learning. However, these devices or similar media technology should be woven seamlessly into their classroom experiences. By doing this, their interest and attention can be captured and certainly achieve the expected objectives of a particular lesson.

### **Constructivism Theory of Learning**

Constructivism is an epistemology or theory used to explain how people know what they know, the basic idea is that problem solving, constructivist believe that as people solve problems and discover the consequences of their action through reflecting on past and immediate experience, they construct their own understanding. Learning is thus an active process that requires a change in the learner. Constructivism is a cognitive learning theory because of its focus on the mental process that constructs new idea or concepts based upon the existing knowledge. Constructivists believe that prior knowledge impact the learning process as such information not connected with a learner's prior experience will quickly be forgotten in short, the learners must actively construct new information into his or her existing mental framework for meaningful learning to occur. A constructivist learning is based on the active participation of learners in problem solving and critical thinking. Abidoeye (2015), carried out study on effects of multimedia-based instructional package on secondary school students Academic Achievement in geography in Oyo state, Nigeria. The objective of the study was to determine a difference in pre-test and post-test performance of students taught Geography with multimedia based instructional package in Oyo state, Nigeria. The study employed quasi-experimental research design. The study was guided by three null hypotheses with the population of (280) Senior Secondary students (SS2) and sample size of 85 SS2 Geography Students drawn from four public secondary schools in Ogbomoso south Local Government area, Oyo State.

The instrument used for data collection was geography students achievement test (GSAT) and multimedia instruction package (MP) the data was analyzed using lean, standard deviation and t-test statistical tools. The finding of the studies revealed that Students taught with multimedia instructional package with the post achievement mean score ( $\bar{x}=81.79$ ) perform better than those taught with the conventional methods with the post mean achievement score ( $\bar{x}=50.68$ ). The findings also revealed that gender has no significant effect on Academic Achievement of students. Finally, it was recommended that geography teachers should be exposed to seminar, workshop and training as well as be encouraged to use multimedia resources while students should be given access to computer usage with necessary facilities.

Abdullahi (2015) examined the effects of web-based instruction on Junior Secondary School Students Retention in basic technology in Nigeria. The study was carried out guided by three research questions with three corresponding hypotheses formulated and tested at 0.05 level of significance. Basic technology achievement test (BTAT) consists of 50 items multiple choice objectives questions were used for data collection. The research design used was quasi-experimental design (pre-test-post-test, non-equivalent, non-randomized control group design) with the population of 119 Junior Secondary School (JSSII) Students from four co-educational private secondary schools in Minna Metropolis, Nigeria. BTAT was administered on students in experimental and control groups and data obtained were analyzed using Analysis and covariance (ANCOVA) to test the hypotheses. The study found that students exposed to web-based instruction retained basic technology concepts than their counterparts exposed to conventional teaching method.

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Both studies used quasi-experimental design. The study focused on secondary while the present study is on Upper Basic School. The difference also lies in the location where the studies were conducted. The previous study was conducted in Ogbomoso south local government area of Oyo state, while the present study was conducted in Chikun and kaduna South Quality Assurance Authority of Kaduna State. The previous study was on effects of multimedia-based instructional package on secondary school students Academic Achievement in geography, while the present study was on effects of audio-visual materials on students'

performance and Retention in Business Studies in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority, Kaduna State Nigeria.

Adeleye (2017) assessed the pedagogical challenges faced by Business Studies teachers in Junior secondary schools in Oyo state. Descriptive survey research design was adopted for the study. Respondents' views were recorded using structured interviews. Area of the study was Oyo state. Population was 60 Business Studies teachers while proportionate sampling technique was used for the study. Three research formulated and three hypotheses were formulated guided the study. An "accepted" or "not accepted" scale questionnaire with 60 items was constructed, validated and used for data collection. Reliability co-efficient of 0.75 was obtained for the three k-21 formula. Frequency was used for data answering research questions and while t-test was used to test the hypotheses at 0.05 level of significance. The research revealed that Business Studies teachers in Oyo state were facing various challenges relating to teacher and subject matter, relating to the students and relating to policy. Recommendations were made that adequate number of infrastructures should be provided to enable teachers perform well, among others. The previous study was on pedagogical challenges faced by Business Studies teachers in junior secondary schools, while the present study is on the effects of audio-visual materials on students' performance and retention in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority Kaduna state, Nigeria. The study is related to the present study since the subject is Business Studies and the students are Upper Basic School students. However, what differ this study from the previous study is that it was conducted in Oyo State, while the present study is conducted in Kaduna State Nigeria. The previous study design is descriptive survey research design while the present research design was quasi-experimental. Their similarities is Business studies as the subject and upper basic schools.

Aminu (2015) examined the conceptual change instructional strategies on students' performance in Arabic essay writing in Federal Colleges of Education Nigeria. The study was guided by four (4) specific objectives and four (4) research questions and (4) hypotheses. The study sample N-80 respondents from four FCEs in the north-west states of Nigeria. The subject were divided into two groups, the experimental N-40 and the control N-40. The instrument developed and validated for the data collected were (MTAEWP) and writing concept achievement test (WCAT). The data collected were subject to analysis using the t-test statistical tool. The study revealed that CCIS has positive effect on study performance in Arabic essay writing in Federal Colleges of Education in Nigeria. It was therefore recommended that CCIS should be encouraged along with CLT in Nigeria colleges of education. This will help change the common students' misconceptions in writing and improve their learning. It was also recommended that NATALL, NATAIS, NBAIS and universities should organize national conference to fully propagate the use of the new strategy in teaching Arabic generally in Nigeria Federal Colleges of Education. Both studies had retention as their variable and the same research design was used. The previous study covered all colleges of education in Nigeria while the present study was delimited to Kaduna State.

## Methodology

This study used the quasi-experimental pre-test, post-test design, in quasi-experimental non-equivalent control group, subjects of the study are selected and randomizations are not visible rather intact class are used. However, in the design, sample of the study are pre-tested in order to determine the equivalence of the groups. The procedure was a re-presentation of two (2) groups. All the groups were used to observe if there is any difference on their Academic Performance and Retention.

The population for this study consisted of ten thousand, eight hundred and fifty (10,850) Upper Basic Business Studies students of Chikun and Kaduna South Quality Assurance Authority. The study used intact class of Upper Basic II students in the schools the research was conducted. The sample size was one hundred and seventy (170) Upper Basic II Business Studies students, from Government Junior Secondary School Television and Government Junior Secondary School Romi, experimental and control group respectively. Purposive sampling techniques was used to select the sample.

This study used one (1) instrument for data collection that is Business Studies Performance Test (BUSPET). It was developed by the researcher to test the performance of Upper Basic Business Studies students that were taught using. The instrument contained 40 multiple choice items (A-D option). The instrument was validated by experts from the Department of Educational Foundation and Curriculum and Business Education in Faculty of Education, Ahmadu Bello University, Zaria in order to ascertain the construct and criterion related validity of instruments. All observations, corrections and suggestions were effected and a final copy was produced for use.

A Pilot test was conducted within an intact class to determine the reliability of the instrument. The instrument was administered to 30 Upper Basic II Business studies students of Government Junior Secondary School, Kajuru, Kaduna State. This is because the school was not among the sampled schools selected for the study however, within the area of study the scores of this test were used to determine the reliability co-efficient of the instrument.

The reliability coefficient was ascertained using Cronbach's Alpha and a reliability coefficient of 0.78 was obtained. Based on the reliability co-efficient, the instrument was adjudged to be reliable. According to Edwin (2019) an instrument with reliability coefficient of 0.7 and above is considered strong enough to be used in measuring attributes of the study. When the co-efficient 0.1, 0.2 and 0.3 the correlation is said to be mild; 0.4, 0.5 and 0.6 is moderate. No relationship exists when the results show zero: when the result falls at 1, the relationship is said to be perfect.

The researchers collected an introductory letter from the Department of Educational Foundations and Curriculum (Appendix A) that was presented to the institutions to seek for permission from the school authorities in order to have contact with both teachers and students. The researcher administered the test instrument on the two groups, the experiment and Control and the administration of the instruments lasted for 10 weeks. The treatment procedure used for this research was as follows:

**Frist week:** Letter of introduction was collected from the Department of Education Foundations and Curriculum, Faculty of Education, Ahmadu Bello University Zaria and presented to the schools.

**Second week:** Pre-test was administered for the two groups that is one experimental and one control group.

**Third week:** Students in experimental group were taught insurance and types of insurance using the Computer, while students in the control group were taught insurance and types of insurance without using Computer.

**Fourth week:** Students in the experimental group were taught personal qualities of an entrepreneur using computer, while students in the control group were taught personal qualities of an entrepreneur without using computer.

**Fifth week:** Students in the experimental group were taught consumer right using computer, while Students in the control group were taught consumer right without using computer.

**Sixth week:** Students in the experimental group were taught shopping tips using computer, while Students in control group were taught shopping tips without using computer.

**Seventh week:** Student's in the experimental group were taught book- keeping ethics using computer, while students in control group were taught book- keeping ethics without using computer.

**Eighth week:** Students in the experimental group were taught ledger entries using computer, while Students in control group were taught ledger entries without using computer.

**Nineth week:** Students in the experimental group were taught petty cash book using computer, while students in the control group were taught petty cash book without computer.

**Tenth week:** Post-test was administered to the two groups that is one experimental group and one control groups.

Mean and standard deviation were used to answer the research questions. Inferential statistics of paired sample t-test were used to test the null hypotheses of the experimental and the control group at  $p \leq 0.05$  level of significance.

## Results

The analysis of research questions using mean and standard deviations were presented in Tables 1 to 3.

**Research Question 1:** What is the mean performance score of Business studies students in Upper Basic Schools taught with computer and those taught without computer in Chikun and Kaduna South Quality Assurance Authority?

To answer this research question, a test result was used and the summary of the scores is presented in Table 1.

**Table 1 Mean and standard deviation on mean performance score of Business studies students in Upper Basic Schools taught with computer and those taught without computer in Chikun and Kaduna South Quality Assurance Authority**

Variable	N	Mean	SD	Mean Diff.
Pre-test Experimental	90	41.32	3.65	
Post-test Experimental	87	68.21	4.31	26.8

Source: (Field survey, 2023)

The analysis of results in Table 1 shows the mean performance score of Business studies students in Upper Basic Schools taught with computer and those taught without computer in Chikun and Kaduna South Quality Assurance Authority. The results revealed 41.32 pre-test and 68.21 post-test mean performances of Business studies students taught using computer with a mean difference of 26.8. This means that computer is effective in teaching students Business studies.

**Research Question 2: What is the post-test performance of students taught using computer and those taught using conventional method?**

To answer this research question, the post-test test result was used and the summary of the scores is presented in Table 2

**Table 2: Mean and standard deviation on the posttest performance of students taught using Television and those taught using conventional method**

Variable	N	Mean	SD	Mean Diff.
Post-test Conventional	77	48.21	4.14	
Post-test Experimental	87	68.21	4.31	20.0

Source: (Field survey, 2023)

The analysis of results in Table 2 shows the post-test performance of students taught using Television and those taught using conventional method. The results revealed 48.21 post-test performance for the group taught using conventional method and 68.21 post-test mean performances for experimental group of Business studies students taught using computer with a mean difference of 20.0. This means that the use of computer is more effective in teaching students business studies, than the conventional method.

**Research Question 3: What is the performance of Business Studies students taught using conventional method in Chikun and Kaduna south quality assurance authority?**

To answer this research question, the post-test test result for conventional method were used and the summary of the scores is presented in Table 3

**Table 3: summary of Mean and standard deviation on the pre-test and post-test performance of Business Studies students taught using conventional method**

Variable	N	Mean	SD	Mean Diff.
Pre-test Conventional	80	47.32	3.24	
Post-test Conventional	77	48.21	4.14	.89

Source: (Field survey, 2023)

The analysis of results in Table 3 shows the difference in the pre-test and post-test performance of Business studies students taught using conventional method in Chikun and Kaduna South Quality Assurance. The results revealed 47.32 pre-test and 48.21 post-test mean performances of Business studies students taught using conventional method with a mean difference of .89. This means that conventional method is not very effective in teaching students Business Studies because there is no much difference between pre-test and post-test performances.

The stated hypotheses were tested with t-test at 0.05 level of significance. The analysis is presented in Table 1-3.

**Null Hypothesis 1:** There is no significant difference in the pre-test and post-test performance use of computer on the performance of Business Studies students in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority taught using computer  
Data collected to address the null hypothesis two was summarised and presented in Table 1

**Table 4: t-test analysis on the mean difference between the pre-test and post-test performance of Business Studies students in Upper Basic Schools in Chikun and Kaduna south quality assurance authority**

Variable	Mean	SD	t-cal.	Sig.	Decision
Pre-test Experimental	41.32	3.65			
Post-test Experimental	68.21	4.31	4.64	.000	Rejected

Source: (Field survey, 2023)

The analysis of results in Table 4 shows the effect of using computer on the performance of Business Studies in Upper Basic Schools in Chikun and Kaduna south quality assurance authority. The null hypothesis is rejected because the p. value of .000 is less than 0.05 level of significance. This means, teaching students Business studies using computer is effective in Upper Basic Schools in Chikun and Kaduna south quality assurance authority.

**Null Hypothesis 2:** There is no significant difference in the post-test performance of students taught using Computer and those taught using conventional method

Data collected to address the null hypothesis two was summarised and presented in Table 2

**Table 5: t-test analysis on the mean difference of the posttest performance of students taught using Computer and those taught using conventional method**

Variable	Mean	SD	t-cal.	Sig.	Decision
Post-test Conventional	48.21	4.14			
			3.510	.000	Rejected
Post-test Experimental	68.21	4.31			

Source: (Field survey, 2023)

The analysis of results in Table 5 shows the difference in the, post-test performance of the experimental and control groups. The null hypothesis is rejected because the p- value of .000 is less than 0.05 level of significance This means students performed better in Business studies when taught using Computer than those taught using the conventional method in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority.

**Null Hypothesis 3:** There is significant difference in the pre-test and post-test performance of Business Studies Students taught using conventional method in Chikun and Kaduna South Quality Assurance Authority

Data collected to address the null hypothesis one was summarised and presented in Table 3.

**Table 3: t-t analysis on the mean difference on the pre-test and post-test performance of Business Studies Students taught using conventional method**

Variable	Mean	SD	t-cal.	Sig.	Decision
Pre-test Conventional	47.32	3.24			
			1.143	.213	Retained
Post-test Conventional	48.21	4.14			

Source: (Field survey, 2023)

The analysis of results in Table 3 shows the difference on the pre-test and post-test performance of Business Studies students taught using conventional method in Chikun and Kaduna South Quality Assurance Authority. The null hypothesis is retained because the p. value of .213 is greater than 0.05 level of significance. This therefore means that no significant difference between pre-test and post-test performances hence conventional method is not effective in teaching Business studies Upper basic schools in Chikun and Kaduna South Quality Assurance authority.

### Summary of Findings

The following were the summary of findings:

1. The post-test performance of Business Studies Students taught using computer is significantly better than their pre-test performance. Hence computer is effective in teaching Business Studies in Upper Basic Schools in Chikun and Kaduna south quality assurance authority ( $p= 0.000$ ).
2. Post-test of students taught Business Studies using television is significantly higher than those taught using conventional method in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority ( $p= 0.000$ ).
3. The post-test performance of Students taught using conventional method is not significantly different from pre-test performance hence, the method is not effective in teaching Business Studies in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority ( $p= .213$ ).

### Discussion of Findings

Based on the findings of the study the following were discussed.

The post-test performance of Students taught using conventional method was not significantly different from pre-test performance hence conventional method is not effective in teaching Business Studies in Upper Basic Schools in Chikun and Kaduna south quality assurance authority ( $p=.213$ ). This finding is in line with the report of Al-Mutari (2011) who observed that using lecture method or non-use of Audio-visual materials in teaching Business Studies gives rise to poor learning of the required skills in Business Studies. Audio-Visual materials are indispensable ingredients in promoting effective transaction and communication between teacher and Students in Business Studies classroom. Effective teaching of Business Studies requires more than just verbal explanation, but in addition requires the use of relevant instructional materials and practical to ensure the acquisition of practical skills.

The post-test performance of Business Studies students taught using computer was significantly better than their pre-test performances. Hence computer was effective in teaching in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority ( $p= 0.000$ ). This finding agrees with the report of Nadrah, Muhammad and Muris (2017) who noted that cooperative learning model of computer enhances student's motivation toward physics learning in Indonesia. They further stressed that physics learning outcome of the students taught using cooperative learning strategy (computer) use to be higher than students taught using conventional learning strategy. Kagan, (2019) also averred that computer encourages activeness among learners which results to participatory performances among learners. During the exercise the researchers were able to establish that the technique allows for group discussions and feedback helps guide the students. He asserted that the strategy has been tested and found to be successful in high school science classrooms, helping with problem-solving and conceptual understanding.

Post-test performance students taught using computer significantly higher than those taught using conventional method in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority ( $p= 0.000$ ). This finding concurs with the assertion of Istikhayatun, (2015) who reported that *the* use of computer strategy improves students reading comprehension and

that students taught with computer performed more than those taught with conventional teaching of reading comprehension. Olajengbesi (2016), also observed that computer makes students more reflective and critical in their thinking and was found to be effective in promoting students achievement. Students learn to work with all types of people. During small-group interactions, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the questions raised. Small groups also allow students to add their perspectives to an issue based on their cultural differences.

### Conclusion

Based on the findings, the study concluded that Audio Visual (computer) instruction improved the teaching and learning of Business Studies in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority. The results also showed that Audio Visual (computer) instruction has the ability to retain knowledge better. This implies that students will effectively learn Business Studies when they are taught lessons with Audio Visual (computer) instruction in Upper Basic Schools in Chikun and Kaduna South Quality Assurance Authority.

### Recommendations

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

1. Upper Basic Schools should encourage teachers to minimise using conventional method to teach Business studies since it does not improve students learning to a large extent in Chikun and Kaduna South Quality Assurance Authority.
2. Audio and Visual instructions should be used by Upper Basic Schools teachers to teach Business studies in Chikun and Kaduna South Quality Assurance Authority.

Audio and Visual instructional materials such as computers should be made available and encourage teachers to use them since they improve students learning in Chikun and Kaduna South Quality Assurance Authority.

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