The Impact of Teaching Learning Resources on Teaching Business Management

Hayford Adjei
Department of Management Studies, Kumasi Polytechnic, Ghana

Rita Sarkodie Baffoe
Department of Secretaryship & Mgt Studies, Accra Polytechnic Accra Ghana

Christine Ampofo Ansah
Department of Secretaryship &Mgt Studies Accra Polytechnic, Accra – Ghana

Michael Sarkodie Baffoe
Department of Marketing, Accra Polytechnic Accra - Ghana

Abstract

This study examined the impact of teaching-learning resources on teaching business management in some selected schools in the Kumasi Metropolis. The researchers used a descriptive research design of survey type and gathered data through questionnaire. The sample of this study comprises: business management teachers and students in three senior high schools in the Suame District. Thus, eight (8) teachers and one hundred and twelve (112) students were selected. Three research questions guided the study. The data collected were analyzed through the computation of percentages with the use of Statistical Package for Social Sciences (SPSS). Findings indicated the influence of teaching-learning resources in teaching Business Management which include facilitating and understanding of the lesson, making teaching easy, creates an interesting environment with high class participation. Based on this finding, school heads/authorities should make it mandatory that all teachers include teaching-learning resources in their lesson delivery.

Keywords: Business Management, Teaching Learning Resources, Students, Teachers, School Authorities

1.0   Background to the Study

This research was necessitated by what the researchers observed during their three years stay in the Senior High School. Teachers at most times did not use teaching-learning resources in their lesson delivery. It was observed that students enjoyed and understood more the few lessons which teachers used teaching-learning resources than the majority of the lessons where they failed to use them.

It was also observed that Business Management teachers did not make the lesson interesting and practical due to the absence of teaching-learning resources in their lesson delivery. Obviously, teaching-learning resources aided to retain more concepts permanently. Also, students can learn better when they are motivated properly through different teaching-learning resources.

It also provides complete example for conceptual thinking and creates the environment of interest for the student. Due to the absence of teaching-learning resources in teaching and learning business management in the Senior High Schools, students lose interest in the subject. Also, the subject becomes boring to students and in turn affects students' performance. Students feel de-motivated and they easily forget what they have been taught. In light of this, the research aims at finding the impact of teaching-learning resources in teaching business management. It will also find out why teachers failed to use teaching-learning resources in their lesson delivery and will suggest the appropriate teaching-learning resources for business management teachers in the Senior High Schools.

1.1   Statement of the Problem

Teaching-learning resources assist in and supports student learning. It helps students to understand and enjoy the lesson which the teacher teaches them. It helps students understand the object of the lesson the teacher is conveying. Additionally, teaching-learning resources help the teacher to test whether the students have improved their understanding of the subject. However, the preparation of teaching-learning resources is time consuming, expensive and tedious. Few teachers have had exposure to the use of teaching-learning resources.

Teachers are not trained to use teaching-learning resources in their training period hence they find it difficult to use them in the classroom. Teachers continue with the traditional method of teaching which makes students passive participants of the lesson and thus hinders students' creativity. The learner-centered teaching method showed positive and significant relationship with teaching-learning resources. As this teaching method need some special resources, lack of these resources will hinder the use of such teaching methods. This study will help readers better understand the impact of teaching-learning resources on teaching business management

at the senior high school.

1.2   Purpose of the Study
The main aim of the study is to investigate the impact of teaching-learning resources on teaching and learning business management in the Senior High School. The study also seeks to investigate teacher's knowledge in the preparation and use of teaching-learning resources and to make recommendations on their use.

1.3   Research Questions
The research will find answers to the following questions:
- To what extent do teachers use teaching-learning resources in their teaching process?
- What type of teaching-learning resources do business management teachers in Senior High Schools use?
- What problems do business management teachers encounter in the use of teaching- learning resources?
- Do students understand concepts better when they are taught with teaching-learning resources?

1.4   Research Methodology
The research design used is survey. The population of the study included Business Management teachers and Business Management students in three selected senior high schools in the Suame District of the Kumasi Metropolis. The schools are Adventist Senior High, Asanteman Senior High and Pentecost Senior High. Simple random sampling method of selection was chosen because it gives all units of the target population an equal chance of being selected. To gather research data, a questionnaire was developed. There were two categories of questionnaires, one for students and one for teachers. In all, one hundred and twenty five questionnaires were prepared and administered. One hundred and twenty returned and were suitable for data analysis, giving a response rate of 96 percent. The data were then analyzed using Statistical Package for Social Sciences (SPSS).

2.0   Literature Review
2.1   Definition of Teaching Learning Resource
Teaching-learning resource is a generic term used to describe the resources teachers use to deliver instructions. Broadly, teaching-learning resources refer to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives as set out in the lesson plans. According to Klans (2010) teaching-learning resources are tools that classroom teachers use to help their students learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program. They are the tools used to convey information in the classroom. Tamakloe, Amedahe and Atta (2005) also defined teaching-learning resources as a material which the teacher uses to facilitate the learning, understanding and acquisition of knowledge, concepts, principles or skills by his students. In short, teaching- learning resources in education are the use of equipment and materials that are relevant to motivate, inform, instruct and present the subject matter to the learner as well as making learning easier than it would have been without using it.

Most people think that, teaching-learning resources refer to only materials which the teacher prepares and uses in the classroom to facilitate learning. Mialaret (1966) also said that teaching- learning resources help the teacher but does not replace him in teaching and learning processes.

This also contributes to the fact that teaching-learning resources will complement the efforts of the teacher to bring understanding to the students. In short, teaching-learning resources are aids which help to provide sharp experiences in seeing, hearing, touching, manipulating and demonstration.

2.2   Types of Teaching-Learning Resources
The process of teaching-learning depends upon the different types of equipment available in the classroom. There are many aids available these days. Today's age is the age of science and technology, the teaching-learning program has also been affected by it. The process of teaching-learning depends upon the different types of equipment available in the classroom. Teachers can use various teaching aids besides textbooks to arouse students, interview them and demonstrate to them on how things work. In this study, we may classify teaching resources into four. They include: visual, audio, audio visual and human beings (resource personnel). Visual resources are the aids which use the sense of vision. A visual aid is any object or picture that relates to the subject being taught. It is something that is brought to support whatever project or report is being discussed. It gives the listener something concrete to look at to enable a better understanding of what is being taught. Nacino-Brown, Oke and Brown (1982) disclosed that, visual resources could be objects and specimen hence providing direct first-hand experiences which are necessary for concepts formation. Students can see, touch, smell and even taste them giving a richer and more meaning to them.

From this definition, it can be said that visual aids add interest to a discussion. Examples of visual aids are whiteboards or chalkboards, charts, maps, flash cards, calendars, actual objects, models, pictures, bulletins

board, overhead projector, slides, among others. Audio resources are the aids that involve the sense of hearing. They are resources to help the student hear and speak. Audio aids are the aids that influence the learner's auditory sense (sense related to listening and hearing). Such resources include the record player or the gramophone, the radio (programmes), tape recorder, among others. Tape recorders are useful for slow learners because, they can listen on their own without holding the rest of the class. Audio aids help in developing a listening skill.

Audio visual aids are the aids which involve the sense of vision (eye) as well as hearing (ears). They are materials using sight or sound to present information or subject matter in the classroom.

According to Tamakloe et al. (2005) audio visual aid or resources are aids that cater for both audio and visual perceptions. When the teacher uses an exclusively audio aid and supplements it with the use of visual aids or resources, the teacher is appealing to both audio and visual perceptions. This is how audio visual resources were initially combined and hence the hyphenated form of "audio-visual". Examples include slight projectors, TV, film-strips or a transparency with the running of commentaries or the use of explanations and descriptions simultaneously by the teacher.

Resource Persons: Sometimes it becomes necessary to invite someone who is well versed or knowledgeable in an area of learning or experience to come over to the school to talk about a subject matter and discuss with students his experience.

This person is usually purported to have a richer experience or knowledge in the area of study than the teacher, hence, the name resource personnel. A resource person may be invited to break the monotony in which the student continually see or hear the same person – their teacher. This break in monotony brings in its wake arousal of curiosity and excitement: condition which brings about attention which in turn promotes effective learning.

Teaching-learning materials stimulate and motivate students to find out more by paying attention during lesson and then provide them with clues to the meaning of detailed information. Moreover, in the words of Cunning (1967), the teacher makes use of teaching-learning resources in order to arouse and sustain the interest of the students throughout the teaching-learning situation. They also attract attention, arouse interest and clarify meanings. The use of teaching- learning resources also help in better retention of the content. Also these resources connect classroom teaching into a joyful learning experience. Moreover, teaching-learning resources saves time. In addition, they help to promote meaningful communication, hence effective learning and stimulates as well as motivates students to learn. In conclusion, teaching-learning resources are materials which the teacher uses to deliver instructions in order to facilitate understanding and acquisition of knowledge. Teaching-learning resources could be classified as visual, audio, audio visual and resource personnel. However, in today's world, the use of visual resources is common among teachers. Students prefer the use of audio visual resources to the other types.

3.0   Results and Findings
3.1   Analysis of data on teachers
From the analysis, all the eight respondents (100%) said they have teaching learning resources available in their school. Moreover, the researchers wanted to find out how often the respondents used teaching-learning resources in the teaching process. Here, five respondents (62.5%) said they used teaching-learning resources in the teaching and learning process very often and three respondents (37.5%) said they did not use the resources often. The questionnaire also sought from respondents the type of teaching-learning resources they used mostly when teaching. From the analysis, six respondents (75%) said they used visual resources in the teaching and learning process and two respondents (25%) said they used audio-visual resources. Also, the researchers wanted to find out some problems teachers encountered in the preparation of teaching-learning resources. From the analysis, six respondents (75%) said they encountered problems in the preparation of teaching-learning resources and two respondents (25%) said they did not encounter any problem in the preparation of teaching-learning resources.

In addition, the researchers wanted to find out the specific problems respondents encountered in the preparation of teaching-learning resources. Here, seven respondents (87.5%) said the specific problems they encountered was the time consuming nature in preparing these aids and one respondent(12.5%) said the specific problem encountered was lack of funds.

This is in contrast with what Nacino-Brown et al. (1982) said about teaching-learning resources that the use of these resources, in reality, saved time. Also researchers wanted to find out from the respondents their own opinion about the importance of teaching-learning resources in the teaching process. Most respondents said they used teaching-learning resources to enhance high class participation and also to facilitate understanding and motivate the students as well.

This confirms what eminent authors have said about the importance of teaching-learning resources. Dale (1965) agrees that, teaching-learning resources give rise to meaningful concepts, enriched by meaningful association, hence making abstract concept real or clearer for students to grasp and understand.

3.2 Analysis of data on students

The type of teaching-learning resources available was the concern of the researchers. From the data collected, 107 respondents (95.5%) said the teaching-learning resources employed in the classroom was visual resources and five respondents (4.5%) said the resources employed in the teaching and learning process was audio visual. Again, the researchers were interested in the time students found more appropriate for the introduction of teaching-learning resources during the lesson. Sixty respondents (53.6%) said the most appropriate time was through the lesson, forty respondents (35.7%) also said the most appropriate time was before the lesson and twelve respondents(10.7%) said it would be most appropriate to use the teaching-learning resource after the lesson. Since most of the respondents said the appropriate time to use the teaching-learning resources was through the lesson, it acknowledged what Cunning (1967) said about the use of teaching learning resources.

The researchers wanted to find out the type of teaching-learning resource that was most appropriate for students. Fifty eight (58) respondents (51.8%) preferred audio visual resource as their type of teaching-learning resource which reaffirms the view of Freedom and Berg (1961) that, 'the use of any resources other than chalkboard was regarded as something special not as novelty.

The advantage of teaching-learning resources was established as respondents were asked of it. Most respondents said teaching-learning resources facilitated understanding of the lesson. This analysis confirms what Nacino-Brown et al. (1982), Schiller (1862) and Cunning (1967) have said about the advantages of teaching learning resources. They provide direct experience, facilitate understanding, and help students to remember the lesson, encourage class participation, and create an interesting environment.

The researchers wanted to find out if students understood the lesson better when their teachers used teaching-learning resources. It was obvious that the use of teaching-learning resources made students to understand the lesson better because out of a total respondents of one hundred and twelve (112), one hundred and eight (108) respondents (96.4%) said they understood the lesson better when teaching-learning resources were used in the teaching-learning process and only four respondents (3.6%) said they did not understand the lesson better when teaching- learning resources were used. This assertion reinforces what Nacino-Brown et al. (1982) put forward that, teaching-learning resources help overcome the limitation of the classroom by making the inaccessible accessible to the students.

Furthermore, the researchers wanted to enquire from the students if they would like the teaching-learning resources to be used in every lesson. From the analysis, one hundred and two (102) respondents (91.1%) said the resources should be used for every topic and 10 respondents (8.9%) said they should not be used for every topic. This is also evident to the advantages of teaching learning resources by Dale (1965), Nacino-Brown et al. (1982) and Mialaret (2008).

4.0 Findings, Conclusions and Recommendations

4.1 Findings

Findings indicated that most schools in the Suame District of the Kumasi Metropolis had teaching-learning resources to aid them in the teaching-learning process, and interestingly, most teachers did not use them. It also came out from the study that the types of teaching- learning resources available were mainly visual resources but students' preferred audio visual resources. It was realized that most of the respondents (teachers and students) acknowledged the fact that teaching-learning resources provided direct experience, facilitated understanding, encouraged class participation, created an interesting environment and helped students to remember the lesson better. The study revealed the influence of teaching-learning resources in teaching Business Management which included facilitating and understanding of the lesson, making teaching easy, creating an interesting environment with high class participation.

4.2 Conclusions

The study was conducted to investigate the impact of teaching-learning resources in teaching business management in senior high schools and the availability of these resources. The study also sought to investigate teachers' knowledge in the preparation and use of teaching-learning resources. However, from the analysis, teachers' use of teaching-learning resources often was not convincing. This could be attributed to the fact that teachers complained about the problems of using teaching-learning resources, that, it was time consuming and there was lack of funds. Furthermore, students also confirmed that, Business Management should be taught with teaching- learning resources as they were of great benefit to them. Since this study was only directed to small sample of schools in just one district, it is suggested that further study should cover more samples from various Senior High Schools in various districts. It is hoped that the findings of this study would be useful for the Business Management teachers to improve their teaching methodologies. The results would also benefit the Management Department to develop better and relevant teaching resources with suitable technology.

4.3   Recommendations

In the light of the findings of the study the following recommendations were made:

1. The School heads/authorities should make it mandatory that all teachers should include teaching-learning resources in their lesson delivery.
2. All stakeholders (PTA, NGOs, and District and Municipal assemblies) must support GES in providing Teaching-Learning Resources so that they become available in the school.
3. The educational authorities should ensure that teaching-learning resources are updated to suit current teaching trends and ensure varieties as well.

4.4   Limitations

Finally, there were some limitations to the study. The research was restricted to three (3) selected senior high schools in the Suame District. This may have a negative effect on the generalization to be made for all senior high schools in the district where Business Management is taught. Again, the negative attitude of some respondents also affected the research findings. Some teachers and students were not cooperative enough and they felt reluctant to answer the questions. This may have affected the true and normal methodology of such respondents.

Furthermore the use of questionnaires alone could not permit the researchers to gather all the needed information from the population. There was the need to employ other data collection methods like interviews and observation, but time and financial constraints did not permit the researchers to carry out this. All these limitations are likely to have an adverse effect on the validity of the result of the study.

4.5   Suggestions

There are other areas that are worth covering or researching into but which were not covered in this research. We, therefore, suggest that future research should touch on the following areas; attitude of teachers towards the use of teaching-learning resources in the senior high schools, comparison of the effectiveness of the various types of teaching-learning resources in teaching Business Management in the senior high schools.

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