



Influence of Technological Tools on Instructional Delivery of Business Studies for Enhancing Academic Performance of Secondary School Students in Abia State

By

ONUNKWO, IJEOMA OGECHI¹, DR. VICTOR-IGWE JULIET NKECHI², DR. ANGELA CHEKWUBE EKOI-NWEKE²

¹Department of Agricultural and Vocational Education College of Education Michael Okpara University of Agriculture, Umudike

²Department of Agricultural and Vocational Education (Business Education Programme) College of Education Michael Okpara University of Agriculture, Umudike Abia State, Nigeria



Abstract

This study investigated Influence of Technological Tools on Instructional Delivery of Business Studies for Enhancing Academic Performance of Secondary School Students in Abia State. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design. A total of 246 Business Studies teachers which comprised 94 and 58 Business Studies teachers from public and private selected secondary schools in Abia state constituted the population for the study using proportionate stratified random sampling techniques. The instrument for data collection was 18-items researchers developed questionnaire titled: "Influence of Technological Tools on Instructional Delivery of Business Studies Questionnaire (ITTIDBSQ)". The instrument had two clusters with 4-point response scales of 20 question items. The face validation of the instrument was carried out by three experts. The stability aspects of the reliability of the instrument were determined using Pearson product moment correlation coefficient statistic which yielded 0.82 and 0.79, respectively Mean was used to answer the two research questions raised for the study and standard deviations was used to determine the closeness or homogeneity of the responses while t- test statistic was used to test the two null hypotheses that guided the study at 0.05 level of significant. The results showed among others that both the Public and Private school Business studies teachers affirmed that education tablet influence Business Studies instructional delivery in enhancing academic performance of secondary schools' students to a high extent. Based on the results, the study recommended among others that Business Studies teachers should be aware of the influence of technological tools especially the education tablet and interactive whiteboard as it enhances the instructional delivery of the subject and as well enable the students acquire technological skills.

Keywords: Technological tools, Instructional delivery, Business studies, Academic performance, Education tablet, Interactive whiteboard

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Introduction

The technological development in recent times as brought a positive influence on the day-to-day activities of human lives. The revolution in technology offers tremendous opportunities for various sectors of the economy to carry out commercial, communication and educational activities electronically in such areas as banking, business, commerce, library, conferencing, teaching, learning and even politics. This has made the business of education in the advanced world highly hinged on digital technology to the extent that teachers who

are not digitally literate may not have a place in the electronically driven classroom for instructional delivery in different subject areas including Business Studies (Shiekuma, Apagu&Segun, 2020).

Business Studies is one of the pre-vocational subjects of Upper Basic Educational level otherwise known as junior secondary school (Federal Republic of Nigeria, FRN, 2014). The introduction of Business Studies into Nigerian secondary education system dated back to 1982 under 6-3-3-4 system of education now 9-3-4. Business Studies is integrated in nature



which comprise five major components of Bookkeeping, Commerce, Office Practice, Shorthand and Typewriting. Business Studies is expository and discovery in nature which enable students to discover those skills and potentials that help individuals in future for self-reliance (Okorie, 2014). Business Studies is defined as the type of education that help the learners get the necessary skills and competence required for basic job in both public and private sector (Odoh in Torty, 2019). The objectives of Business Studies according to national policy on education include to enable students acquire the basic knowledge of business, to offer orientation and basic skills to start up life for those who may not undergo further training, develop basic skills in bookkeeping, office practice, shorthand and typewriting amongst others (Federal Republic of Nigeria (FRN), 2014). Okorie (2014) opined that Business Studies is indeed necessitated by the need to provide the society with a form of education that promotes life-long learning needs of the community, innovation, employability, and self-reliance. Therefore, the achievement of the laudable objectives of Business Studies depends on the mode of instructional delivery and technological mechanisms adopted by the teachers to enhance teaching and learning activities in Business Studies.

Instructional delivery refers to the interaction of instructional contents of subject curriculum between the teacher and learners for the purpose of influencing or changing the learner's behaviour. Instructional delivery therefore embraces all human interactive skills employed by the teacher to promote/facilitate learning in the classroom situation thereby leading to improved performance on the part of the learner. It is a process in which teachers apply repertoire of instructional strategies to communicate and interact with the learners around academic content, and to support student engagement for better learning outcome (Chukwunyere, 2015). Therefore, effective instructional delivery is facilitated with the use of different instructional resources and technological tools to make learning and subject matter more visible and meaningful to the learners (students). Instructional delivery is a process of logically presenting instruction in line with the subject theme to the students (Ogwunte & Amadi, 2020). Instructional delivery is a process in which a teacher uses variety of teaching strategies to communicate and interact with students around academic content. The teacher effectively engages students in learning by using a variety of instructional delivery approaches to meet individual learning needs. Ogwunte and Amadi further noted that instructional delivery methods are designed to be as interactive as possible, emphasizing small group work using relevant and practical case studies. An important part of any teaching experience is the quality of the relationship between learners and teachers. When appropriate instructional delivery system is adopted for imparting relevant skills, knowledge, and attitudes to the learners, it facilitates positive learning outcome on the part of the learners.

Technology has originally come from the Greek word *techno logia*. The word *techno logia* became technology, and it comes into existence. The word was used in the seventeenth

century for the first time. Many people think that the word technology only means the mobile, internet computer and laptop. It is further believed by the people that technology is nearby to them, the growth among them like new languages, the building of new websites and the new creativity in the field of computers that is only the technology. But in the real sense technology means the scientific knowledge that can be used for solving many practical problems in various field of human endeavours (Musa & Abdullahi, 2021). However, technological tools can be described as diverse set of technological tools and materials used to communicate and disseminate instructional information for the purpose of developing learners' knowledge and skills. It is a technological medium utilized for instructional process for the sole aim of improving the behavioural patterns of students, improves ethical awareness of students to the norms and existing moralities of the immediate community, serves as an agent of change, and helps disseminate ideas, educational materials, and instructional resources (Wasiu & Tenneh, 2017). According to Tapera and Kujeke (2019), technological tools are the electronic and communication devices associated with human social materials that enable the individuals to use them for a whole range of instructional process. It is also described as all the equipment available for the identification, generation, processing, storage, packaging, preservation, conservation and sending of information, regardless of time and location challenges. Technology tool is an electronic, digital, or physical resource that supports teachers in the instructional delivery process and enhances students learning. These technology tools include apps, platforms, and software, and can be used in virtual, hybrid, or traditional learning environments. Technological tools also encompass the use of digital technology in presenting a concept, placing the concept in various contexts, creating links with existing knowledge and leading discussion that probes students' understanding of the concept and its context (Nakajima & Hori, 2016). It is a platform that enables teachers and students to collaborate and interact for information and knowledge sharing (Offia & Isaac, 2021). Technology tools help both students and teachers alike. Apart from enabling students to expand their learning possibilities, technology can also improve teacher efficiency. It also allows teachers to modify their teaching methods to suit the learning concepts to be taught. It is not a new phenomenon in promoting education in some parts of the world. Presently, some educational institutions are using it to promote educational development (Landon, 2015). In view of Allen and Seaman in Surajudeen and Ismail (2018), these technological tools include: education tablet, interactive whiteboard, YouTube, goggle classroom and internet among numerous others. Nnaji for and Ejikeme (2020) further added that in teaching and learning of Business Studies different technological tools such as projector, education tablet, interactive whiteboard, YouTube, goggle classroom, internet and zoom cloud technology among others can be integrated to enhance the students learning.

Consequently, mobile educational tablet is technological tools use to facilitate effective instructional delivery. It is a mobile electronic tablet that come with different features such as

audio and visual tools like charts, graphs and images that facilitate teaching and learning. Mobile education tablets are quickly becoming popular and powerful educational technological tool for instructional delivery in the 21st century. The use of mobile education tablets in the learning environment yields many benefits in terms of improving teaching and learning process, enhance creativity and develop skills of the teachers on the use of technology. Therefore, overall learning experience of the students can be improved using mobile tablets as it helps learners to learn in an interactive way. With these visual elements, learning experience becomes more engaging and fun for the students that ultimately motivate them to learn and develop (Mehdipour&Zerehkafi, 2016). Mobile tablets are quickly becoming a popular and powerful educational tool for classrooms. One of the main benefits of mobile tablets is that they enable learning ubiquitous and location independent with a possible improvement in education efficiency and standards. The use of mobile education tablets in the learning environment can yield many benefits for students in terms of improving their motivation, collaboration, creativity and developing information technology skills. The overall learning experience can be improved through audio/video mediums; hence the use of mobile tablets in such environment helps them to learn in an interactive way. Moreover, mobile tablets are rich in sources of audio/visual tools, such as charts, graphs and images. With these visual elements, learning experience becomes more engaging and fun for the students that ultimately promote them to learn and develop (Ifeyanyi&Chukwuere, 2018). Tablet computers, specifically, mobile education tablet can be used anywhere/anytime and foster individualized learning, such that teachers can use the devices as tools for scaffolding student learning in Business Studies (Mouza, 2015). In addition, Maadi and Hanan (2017) point out some of the relevance of the use of mobile education tablet to include among others; Knowledge explosion, enhance creativity in education and motivation of the learners. In addition, Interactive Whiteboards (IWBs), is also one of the technological tools used for enhancing instructional delivery. IWB referred to electronic technology that come with finger-touch, a user can write, draw, drag an object, manipulate a text or shape something. It enables teachers to provide authentic materials and information through text, pictures, sounds, video segments, and animation, enhances learners' engagement more than conventional chalkboard does, encourages more varied, creative, and seamless use of teaching materials, allows teachers to share and re-use materials, reducing workloads and enhances effective teaching and learning at the process. The interactive whiteboard technology (IWB) is an instructional tool that allows computer images to be displayed onto a (touch sensitive) board using a projector. The information exchange mechanisms of the interactive whiteboard involve the use of hardware and software. The hardware includes the white electronic-board, computer, speakers, and a projector to display digital lesson materials in audio-visual form from videodiscs (both analogue and digital), the internet and other data storage mediums linked to the computer. The software on

the other hand includes internet browsers, word-processing applications, spreadsheets, desktop publishing programmes and simulation applications (Ololube, 2019). The teacher can manipulate elements on the board by using the finger or a stylus (pen) as a mouse, directly on the screen. Items can be dragged, clicked, and copied and notes can be written by hand, which can be transformed into text and/or slides. IWT is a powerful tool for interactivity and collaboration, integration of media contents into teaching and cooperative learning in the classroom. The use of the IWT and other pedagogical technology is to meet the needs of Business Studies education especially as world of work moves from industrial age to information and technology era (Olagunju&Abiona, 2018).

Business Studies teachers should be empowered on the effective use of the technology in the classroom to ensure improvement in instructional delivery as it enhances teaching methods and learning styles (Omotayo, 2015). Interactive whiteboard enables teachers to use face-to-face instructions at the same time, enables teachers to use web-based resources in whole-class teaching. They could bring the outside world inside classroom that is the Internet, enables linking objects which is an excellent way to make classes non-linear and to bring the Internet straight into classroom, enables teachers to use multimedia materials that help them to present and explain various concepts, enables teachers to save and print what is on the board, including notes made during the lesson, reducing duplication of efforts and facilitates revision for future use (Omotayo, 2015). Interactive whiteboard technology enables teachers to provide authentic materials and information through text, pictures, sounds, video segments, and animation, enhances learners' engagement more than conventional whole-class teaching does, encourages more varied, creative, and seamless use of teaching materials, allows teachers to share and re-use materials, reducing workloads. Inspires teachers to change their pedagogy and encouraging professional development and help teachers to re-think their approach to teaching and learning, the flexibility and the scope for creative lesson planning are huge, supports classroom management with the ability to walk around the classroom, and near learners; this makes a difference in learners' behaviours, enables teachers and students to add amazing interactive charts to every presentation (Ololube, 2019).

Academic performance of students according to Akinleke (2017), can be described as achievement of the learners in school, college or university, in class, in a laboratory or field work. Matthew in Akinleke(2017) stated that academic performance is the achievement of individuals' objective to various types of knowledge and skills. According to the Akinleke the objective is established based on the age, prior learning and capacity of individuals with regards to education, socialization and qualification. Academic performance is the level of attainment of the predetermined learning objectives by the learner. This is mainly shown by the results of either internal examinations in the school or external examinations like Senior School Certificate Examination (SSCE). Students' academic performance in the submission of Eggen and

Kauchak (2017), referred to the degree of a students' accomplishment to his or her tasks and studies.

In Nigeria, researches have shown that students' academic performance is declining at a disturbing rate and some of the reasons that have been identified for such decline are personal factors such as study habit, anxiety, self-esteem, student family background and school factors in terms of student-teacher relationship, the school's background characteristics, the environment and classroom's conditions among others and poor application of instructional resources and modern technological tools (Akinleke, 2017). Consequent upon this background, it became imperative to examine the influence of technological tools on instructional delivery of Business Studies for enhancing academic performance of secondary schools' students in Abia State.

Statement of the Problem

Application of technological tools for instructional delivery is essential for contemporary educational development of any nation in the 21st century. Technological tools if effectively employed in instructional delivery, it can accelerate, enrich, deepen, motivate, and engage students to learn. The use of technological tools can enhance the efficiency and effectiveness of teachers' instructional delivery which in turn might contribute meaningfully to students' acquisition of relevant knowledge and skills in diverse subject areas Business Studies inclusive. Unfortunately, the majority of teachers in public and even in private secondary schools in Abia State, Business Studies teachers inclusive do not take advantage of technological tools for instructional delivery therefore they rely absolutely on conventional educational materials such as textbook and chalkboard alone at this global age where current and useful materials are available on the internet which can be used together with mobile education tablet and interactive whiteboard. Thus, the neglect of technological tools by most of the teachers has resulted to the epileptic performance of students in internal and external examination in Business Studies. It is therefore on this premise that this study sought to determine the influence of technological tools on instructional delivery of Business Studies for enhancing academic performance of secondary schools students in Abia State.

Purpose of the Study

The purpose of this study is to determine the influence of technological tools on instructional delivery of Business Studies for enhancing academic performance of secondary schools' students in Abia State. Specifically, the study determined the

- i. Influence of education tablet on Business Studies instructional delivery for enhancing academic performance of secondary schools' students.
- ii. Influence of interactive whiteboard on Business Studies instructional delivery for enhancing academic performance of secondary schools' students.

Research Questions

The following research questions guided the study:

- i. To what extent does education tablet influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students?
- ii. What is the extent interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students?

Hypotheses

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

- H0₁:** There is no significant difference between the mean ratings of Business Studies teachers in public and private schools on the extent education tablet influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students.
- H0₂:** There is no significant difference between the mean ratings of Business Studies teachers in public and private schools on the extent interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students.

Methodology

The study adopted a descriptive survey research design since it was meant to collect and analyze data from a few people or entire group which involves exploring their opinions by the use of questionnaire. The study was carried out in junior secondary schools offering Business Studies in Abia State. A total of 152 Business Studies teachers which comprised 94 and 58 Business Studies teachers from public and private selected secondary schools respectively in Abia state constituted the population for the study using proportionate stratified random sampling techniques. The instrument for data collection was 18-item researchers developed questionnaire titled: "Influence of Technological Tools on Instructional Delivery of Business Studies Questionnaire (ITTIDBSQ)". The instrument had two clusters with 4-point response scales of 18 question items. The face validation of the instrument was carried out by three experts. The internal consistency of the instrument was established using Cronbach's Alpha method which yielded reliability coefficient of 0.79 which was considered reliable for the study. All the clusters were based on a four-point scale of Very high extent (VHE), High extent (HE), Low extent (LE) and very low extent (VLE) which the respondents were expected to select their options on the items statement. Mean was used to answer the two research questions raised for the study and standard deviations was used to determine the closeness or homogeneity of the responses while t- test statistic was used to test the two null hypotheses that guided the study at 0.05 level of significance. The null hypothesis was not rejected for the items whose t-calculated value was

less than the t-table value at 0.05 level of significance while the hypothesis was rejected for any item whose t-calculated value was greater than the t-table value at 0.05 level of significance.

Results

The results of the descriptive and inferential analyses were presented as follows:

Research Questions 1

To what extent does education tablet influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students?

Table1: Mean ratings of Business studies teachers in Public and Private schools on extent education tablet influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students

S/N	Extent education tablet influence instructional delivery	Public Teachers n= 94		Private Teacher n=58				Remark
\bar{x}_1	SD_1	\bar{x}_2	SD_2	\bar{x}_G	SD_G			
1.	Facilitates effective presentation of concepts and ideas in Business studies	3.07	0.91	3.22	1.09	3.14	1.00	HE
2.	Helps to increase active participation of students during teaching and learning process	3.01	0.92	3.25	0.89	3.13	0.90	HE
3.	Helps in illustration of concepts in Business studies clearer and better than the teachers' words only	2.97	0.82	2.87	0.80	2.92	0.81	HE
4.	Helps in stimulating and motivating Students learning interest in Business studies	2.91	0.84	3.03	0.89	2.97	0.86	HE
5.	Saves teachers energy of talking too Much during instructional activities	2.94	0.80	3.00	0.95	2.97	0.87	HE
6.	Makes teaching to be more interactive between teachers and student	2.87	0.73	2.81	0.79	2.84	0.76	HE
7.	Promote adequate demonstration of concept in Business studies	2.77	0.69	2.74	0.80	2.75	0.74	HE
8.	Expose teachers to information on different concept of Business studies	2.88	0.85	2.85	0.76	2.86	0.80	HE
9.	Gives teachers the opportunity to access More information regarding their subject matter	2.87	0.76	2.93	0.84	2.90	0.80	HE
10.	Enhance teachers instructional Confidence	3.06	0.89	3.04	0.95	3.05	0.92	HE
Pooled mean		2.93	0.82	2.97	0.87	2.95	0.84	HE

Where \bar{x}_1 = Mean, SD_1 = Standard deviation HE=High Extent, \bar{x}_G =Grand mean and SD_G =Grand standard deviation

Data in Table 1 showed the extent education tablet influences Business Studies instructional delivery in public and private schools for enhancing academic performance of secondary schools' students. The pooled mean responses of the respondents had mean value of 2.93 and 2.97 for Public and

Private school Business studies teachers respectively and standard deviation of 0.82 and 0.87 for Public and Private school Business studies teachers respectively. The respondents had grand pooled mean value of 2.95 with standard deviation of 0.84. This fall within the number limit range of 2.50-3.49 which implied high extent mean responses. This indicated that both the Public and Private school Business studies teachers affirmed that education tablet influence Business Studies instructional delivery in enhancing



academic performance of secondary schools' students to a high extent.

The corresponding hypothesis that addressed the above research question is

There is no significant difference between the mean ratings of Business Studies teachers in public and private schools on the extent education tablet influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students.

Hypothesis 1

Table2: t-test Analysis of mean ratings of Business studies teachers in Public and Private schools on extent education tablet influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students

School type	N	\bar{x}	SD	Df	t-calculated	t-critical	Remark
Public	94	2.93	0.82	150	-0.28	1.96	NS
Private	58	2.97	0.87				

Where N=Number of respondents, \bar{x} = Mean, SD= Standard deviation, df= degree of freedom, NS= Not significant

Data in table 4.2 reveal that the calculated t- value is -0.28 and the critical t-value is 1.96 at 150 degrees of freedom. The t-calculated is less than the t-critical therefore the null hypothesis stated was rejected. Since the t-calculated value is less than the t-critical value inference drawn is that there was no significant difference between the mean ratings of

Business Studies teachers in public and private schools on the extent education tablet influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students.

Research question 2

What is the extent interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students?

Table4.3. Mean ratings of Business studies teachers in Public and Private schools on extent interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students

S/N	Extent Interactive Whiteboard influence instructional delivery	Public Teachers n= 94		Private Teacher n=58		Remark		
	\bar{x}_1 SD ₁	\bar{x}_2 SD ₂	\bar{x}_G SD _G					
11.	Help to clarify abstract concept In Business Studies	3.56	1.21	3.62	1.32	3.59	1.26	VHE
12.	Facilitates teachers' demonstration of subject matter in Business studies	2.94	0.88	2.91	0.91	2.92	0.89	HE
13.	Makes teaching of Business studies to be more meaningful and interesting	2.97	0.90	2.94	0.98	2.95	0.94	HE
14.	Enhance cognitive, affective and psychomotor skills amongst learners in Business Studies	3.10	0.98	3.03	0.84	3.06	0.91	HE
15.	Enhance proper mastering of Concept required for problem solving	3.67	1.56	3.58	1.32	3.62	1.44	VHE
16.	Makes teaching of Business studies to be more fun to the leaners	2.97	0.70	3.05	0.84	3.01	0.77	HE



17. Makes teaching of Business studies to be less stressful for teachers	2.96	1.10	2.90	0.98	2.93	1.04	HE
18. Improves students learning experience in Business studies	2.92	0.87	2.89	0.91	2.90	0.89	HE
Pooled mean	3.13	1.02	3.11	1.01	3.12	1.01	HE

Where \bar{X} = Mean, SD= Standard deviation VHE= Very High Extent, HE=High Extent, \bar{X}_G =Grand mean and SD_G =Grand standard deviation

Data in Table 3 showed the extent interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students. The pooled mean responses of the respondents had mean value of 3.13 and 3.11 for Public and Private school Business studies teachers respectively and standard deviation of 1.02 and 1.01 for Public and Private school Business studies teachers respectively. The respondents had grand pooled mean value of 3.12 with standard deviation of 1.01. This fall within the number limit range of 2.50-3.49 which

implied high extent mean responses. This indicated that both the Public and Private school Business studies teachers affirmed that interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students to a high extent. The corresponding hypothesis that addressed the above research question is

Hypothesis 2

There is no significant difference between the mean ratings of Business Studies teachers in public and private schools on the extent interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students.

Table4: t-test Analysis of mean ratings of Business studies teachers in Public and Private schools on the extent interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools students.

School type	N	\bar{X}	SD	Df	t-calculated	t-critical	Remark
Public	94	3.13	1.02	150	0.11	1.96	NS
Private	58	3.11	1.01				

Where N=Number of respondents, \bar{X} = Mean, SD= Standard deviation, df= degree of freedom, NS= Not significant

Data in Table 4 reveal that the calculated t- value is 0.11 and the critical t-value is 1.96 at degrees of freedom (df) of 150 at 0.05 significant level . The t-calculated is less than the t-critical therefore the null hypothesis stated was accepted. Since the t-calculated value is less than the t-critical value inference drawn is that there was no significant difference between the mean ratings of Business Studies teachers in public and private schools on the extent interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students.

Discussion of Findings

The findings of the study were discussed based on the major findings of the study as follows:

It was found from the study that to a high extent educational tablet facilitates effective presentation of concept, increase active participation of students, helps in illustration of concepts, stimulate and motivate students, saves energy for

the teachers, makes teaching more interactive, promote adequate demonstration and enhance teacher's instructional confidence. There was no significant difference between the mean ratings of Business Studies teachers in public and private schools on the extent education tablet influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students. This implies that Business studies teachers in public and private schools making use on educational tablet will enhance instructional delivery and academic performance of secondary school students. This finding is in affirmation with the report of Pullen *et.al* (2015) that most teachers have adopted the use of mobile education tablets for teaching due to its perceived usefulness such as affordability, flexibility, readiness, popularity and other practical functions. In the same vein, Ifeanyi and Chukwuere, (2018) reported that with the use of educational tablet learning experience becomes more engaging and fun for the students that ultimately promote them to learn and develop.

The results revealed that Interactive whiteboard influence Business studies instructional delivery for enhancing academic performance of students to a high extent in clarifying abstract concepts, facilitates teacher's



demonstration of subject matter, enhances cognitive, affective and psychomotor skills, makes teaching fun and reduce stress among teachers of business studies. There was no significant difference between the mean ratings of Business Studies teachers in public and private schools on the extent interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students. This implies that public and private school use of interactive whiteboard in business studies insurrectionary delivery enhances academic performance of students to a high extent. This finding is in agreement with Nnadozie and Karanwi (2017) who x-ray teachers experience in the use of Interactive Whiteboard (IWB) for teaching in private schools in Rivers State and reported that teachers agreed to a large extent that Interactive White Board (IWB) enhances the teaching of science and mathematics in private schools. This finding also in line with the view of Omotayo, (2015) who opt that Business Studies teachers must be empowered on the effective use of the technology in the classroom such as interactive whiteboard to ensure improvement in instructional delivery as it enhances teaching methods and learning styles. In agreement with this finding also Ololube (2019) stated that interactive whiteboard enables teachers to use face-to-face instructions at the same time enables teachers to use web-based resources in whole-class teaching. They could bring the outside world inside classroom that is the Internet, enables linking objects which is an excellent way to make classes non-linear and to bring the Internet straight into classroom, enables teachers to use multimedia materials that help them to present and explain various concepts, enables teachers to save and print what is on the board, including notes made during the lesson, reducing duplication of efforts and facilitates revision for future use.

Conclusion

Based on the results of the study, it could be concluded that: To a high extent educational tablet facilitates effective presentation of concept, increase active participation of students, helps in illustration of concepts, stimulate and motivate students, saves energy for the teachers, makes teaching more interactive, promote adequate demonstration and enhance teacher's instructional confidence. There was no significant difference between the mean ratings of Business Studies teachers in public and private schools on the extent education tablet influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students. Similarly, interactive whiteboard influence Business studies instructional delivery for enhancing academic performance of students to a high extent in clarifying abstract concepts, facilitates teacher's demonstration of subject matter, enhances cognitive, affective and psychomotor skills, makes teaching fun and reduce stress among teachers of business studies. There was no significant difference between the mean ratings of Business Studies teachers in public and private schools on the extent interactive whiteboard influence Business Studies instructional delivery for enhancing academic performance of secondary schools' students.

Recommendations

Sequel to the findings of the study, the following recommendations were made:

1. Since the performance of Business studies students in Secondary Schools to a high extent is influenced by the use of technological tools on instructional delivery, technological driven curriculum should be enshrined and teachers should enhance the instructional process by deliberate use of technology resources in the learning process in order to facilitate the high level of student's performance.
2. Government and non-governmental agencies should provide funds for the acquisition of technological tools in public and private schools.

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COED CONFERENCE 2023 MANUSCRIPT ASSESSMENT FORM A (EMPIRICAL PAPERS)

- A. CODE NO: **NO. 151**
- B. Title of Article: Influence of Technological Tools on Instructional Delivery of Business Studies for Enhancing Academic Performance of Secondary School Students in Abia State
- C. Kindly assess the above-named article using the under listed scoring guidelines.

S/N	ITEM	MAX SCORE	SCORE OBTAINED
I	INTRODUCTION		
(a)	Appropriateness and Originality of Title	5	4
(b)	Relevance of Background and Justification of the study	5	4
(c)	Adequacy of Statement of the Problem	5	4
(d)	Adequacy of Research questions/hypotheses/purpose/significance of study	5	4
(e)	Abstract – concise, to include; purpose, method, results and conclusion	5	3
II	REVIEW OF LITERATURE		
(a)	Adequacy and Currency of Literature	10	7
(b)	Ability to establish Gap in Literature	5	4
III	METHODOLOGY		
(a)	Appropriateness of Design of Study	5	4



(b)	Appropriateness of population and Sampling Techniques	5	4
(c)	Appropriateness of instrumentation and evidence of validity and reliability	5	3
(d)	Data Analysis (clearly explained to justify appropriateness of the statistics adopted)	5	4
IV	RESULTS		
(a)	Are the results credible, do the results answer the research questions/hypotheses, are the results presented logically	10	8
(b)	Adequacy of Discussion of Findings (Logical and Coherent)	10	8
V	CONCLUSION AND RECOMMENDATIONS		
(a)	Concise and Logical Conclusion	4	3
(b)	Plausible Recommendations	4	3
VI	OTHERS		
(a)	Contribution to Knowledge	4	4
(b)	Quality of Grammar and Organization of Work	4	4
(c)	Currency and Consistency of In-text Citations and References	4	3
	GRAND TOTAL	100%	78%