

**EXTENT OF UTILIZATION OF INSTAGRAM FOR THE TEACHING OF
BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS IN ANAMBRA
STATE**

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ABSTRACT

This study was extent of utilization of instagram for the teaching of business studies in junior secondary schools in Anambra state. The main purpose of the study is to ascertain the extent of utilization of instagram for the teaching of business studies in junior secondary schools in the study area. One research question and two null hypotheses were formulated to guide the study. Review of literature was done and the gap was that no studies had addressed the subject matter in Anambra State.

Descriptive survey design was employed in the study. The questionnaire for data collection titled "extent of utilization of instagram for the teaching of business studies questionnaire (EOUOIFTTQBSQ) was constructed by the researcher. It had 10 items in a cluster. The population of the study comprised 1265 business studies teachers in the 263 public secondary schools in Anambra State. Three hundred and sixteen (316) were sampled through a multistage sampling technique to select 25% of the total population.

Face, construct and content validation were done by three experts from the Faculty of Education Chukwuemeka Odumegwu Ojukwu, University, Igbariam campus. Two of them were from the department of vocational education while one was from measurement and evaluation. A pilot test was conducted in Enugu State to validate the internal consistency of the instrument. The data was analyzed using Cronbach's alpha method which produced the internal consistency reliability co-efficient of 0.98; and an overall. The result was high enough for the study. The researcher with her research assistants administered 316 questionnaires to the respondents and 298 questionnaires were returned successfully. Research question was answered using mean score while hypotheses were analyzed using Z-test statistic.

The result revealed that instagram is highly utilized for the teaching of business studies in junior secondary schools in Anambra State. The study concluded among other things that instergram is highly utilized for the teaching of business studies in junior secondary

schools in Anambra State. It was recommended that teachers must change their traditional method for modern pedagogical strategies and technologies in teaching of business studies

INTRODUCTION

Instagram, a photo social platform established by Kevin Systrom and Mike Krieger in 2010, is one of the popular social media nowadays. It was then bought by Facebook in April 2012 (Desreumaux, 2014). This application aims to share users' photos or videos with other people (Muwafiqi, 2017). This kind of social media also allows the users to upload the photos and choose the photo filter to adjust the appearance of the picture (Ferwerda, Schedl & Tkalcic, 2016). Instagram allows users to write down the description of the photos or videos through captions (Kelly, 2015). Moreover, Instagram has other interesting features, such as Instagram Story, live video streaming, direct message, group messaging, image editing, location tagging, commenting, mentioning, video editing tools, search functions, user tagging, user profile, hashtags, and filters (GetApp, 2017). Instagram is one of the social networking tools which can be implemented in language learning since it is accessible for everyone. Khalitova (2016) argues that Instagram is a tool that is quick and easy to be accessed as a mobile application by the students. Instagram has a bright interface and interesting content, which can make the learning process more motivating. Moreover, through Instagram, the students gain the possibility to learn the English language anytime and anywhere (Khalitova, 2016) because they can access it easily through their smartphones. Instagram is also a platform that can help the students to learn English by enriching their language learning experiences (Hadiyanti & Simona, 2016). Instagram is one of the social media platforms that can be integrated into writing classes. The tool facilitates authentic resources of visual text and audio to the students. Integrating Instagram in writing instruction can give the students a new experience of learning writing (Kurniawan & Kastuhandani, 2016; Purnama, 2017). It allows the students to read and write through photo description or caption, comment and direct messaging (Kelly, 2015). Instagram has a limit of 2200 characters, which encourages its users to write extensive texts. Therefore, it is different from Twitter, which allows only a very limited number of teaching with Technology. Moreover, Instagram has certain features which allow the students to discuss their writing through feedback messages (Kurdi, 2017). Thus, it is possible for teachers to give feedback after the students upload their writings. Instagram can be a medium for increasing students' writing skills. Hadiyanti and Simona (2016) stated that Instagram can enhance students' learning skills by giving comments on the photos or videos and writing some captions or hashtags which are uploaded by the students.

Furthermore, the students also get better inspiration to create texts since the platform provides spaces for pictures or videos which can support them to arrange good work, (Muwafiqi, 2017). In other words, the students have more opportunities to develop their study skills especially while improving the structure, coherence, and thematic development of their writing (Kelly, 2015). Therefore, Instagram can provide opportunities and assistance for the students to improve their skills. Writing captions on Instagram helps the students feel greater authenticity and purpose than in the traditional writing assignments which can only be seen by the teacher (Kelly, 2015). In this sense, Instagram can help the students to increase their awareness of their readers. Thus, the students become more aware

of their learning because their posts can be seen by everyone. As a result, the students encourage themselves to give their best to make a well-arranged product (Muwafiqi, 2017).

According to Andrews and Smith (2011), nowadays the classroom is disconnected from students' lives. The students are more aware of the genres outside the classroom. Hence, learning outside the classroom can engage the students because it is connected to real-world experiences. Moreover, this real engagement provides the students with greater audiences of their work and increases their motivation in learning. Therefore, they give their best to produce accurate learning outcome. Learning outside the classroom also allows the students to have a sensory experience in the real world. It can produce the learning product which is different from that with the simulated world in the classroom (Andrews & Smith, 2011). However, this is dependent upon the utilization of instergram for the teaching of the subject matter.

According to Umezulike and Amechi (2021), utilazation to a layman, can be defined as the act of putting something into use. According to Hornby (2018), utilization is the use of something for practical purposes. It is the action of making practical and effective use of something (Murray, 2020). It can also be said to be a measurement of typically in hours or mileage to indicate how frequent a vehicle or piece of equipment is used within a given period of time, may be in a month, quarter or year (Hahn, 2019). Utilization can also be seen as putting or spreading of something into operation. Extent of utilization of innovative approaches for the teaching of business studies in junior secondary schools in Anambra State is the use of modern instructional technologies and strategies in teaching and learning of the subject. However, in this context, it means the act of putting into use the basic modern technological skills by business studies subject teachers in teaching business subjects in junior secondary schools. According to McIntosh (2015), utilization is being defined as the act of using something in an effective way. That is to say that utilization is a way of using anything worth working without wastages, such as instergram for a functional education that determines the future of the society.

According to Spathis and Belias in Duktur (2016), a key requirement for the future is the need to prepare students to participate in the information society, where knowledge is the most crucial factor in the social and the economic development of a country. To them, the adoption of new information technologies and communication has led to significant changes in both the structure and the functionality of education. The introduction of new technologies for the teaching of business studies has led to the development and dissemination of electronic learning (e-learning) and distance learning courses, thereby, offering a new dimension to the provision and content of education. This is evident across Universities and Open Universities in particular, where new technologies now play dominant role. Teachers of business studies could imbibe the culture of using the modern facilities in teaching the subject for the students to cultivate the spirit of using these modern electronic technologies after their secondary education.

However, in using these modern electronic technologies to teach their secondary students, it is quite disheartening that instead of business studies teachers to imbibe the modern teaching method, they still seem to apply the teacher centered approach which was conventionally used in the classroom. The characteristics of the teacher centered are teacher-active, learner passive and content emphasis, (Bernard, 2019). Innovative approach would enable the learner generate his/her own form of information. The innovative

approach may also enable business studies students to grasp the learning of the subject with ease and develop a new zeal for education.

Education is a veritable ingredient in developing young people and even aged ones in the society. No nation will develop without education. Teacher education is crucial in manpower development. The teacher is the one at the centre of developing the business education students in all spheres of the educational career. He is the one left with planning and implementation of the curriculum that will build the manpower needed in the field of business studies.

Business studies could be seen as a dynamic course which prepares students for the challenges of 21st century skills by introducing them to the world of business. According to team of authors Umezulike and Okoye (2013) as well as Emeasoba and Igwe (2018) considered business studies as the key agent of economic and technological development either as a way of developing human capacity, increasing the shield of workforce for modernization, industrialization, and environmental development or as a matter of personal freedom and empowerment of the populace. Business studies are some of the elective pre-vocational subjects. They are packed with all the relevant knowledge, skills, experiences and activities that will lead to the realization of the goals of junior secondary education.

Goals of business studies in junior secondary education, according to Okoro in Okolocha and Ifi (2018) include the promotion of saleable skills acquisition and employment generation. It is made up of five major components namely: Office Practice, Commerce, Book Keeping, Computer Studies and Typewriting/Keyboarding, (Chidera, 2018). Business studies involve a lot of activities ranging from those requiring students to discuss issues, solve problems using application of software, participate in business simulation, think critically, work cooperatively and make business decisions. The achievement of all these educational objectives rests so much on the ingenuity of the teachers.

According to Nweke (2013), teachers are the most important human resources in curriculum implementation. This implies that sufficient supply of qualified business studies teachers is a pre-requisite for attaining the goal of business studies (Okolocha and Ifi, 2018). Teachers are the hallmark of every educational activity especially, in the teaching of business studies, Business studies teachers are those charged with the responsibility of educating the students on the subject of business studies. The National Business Education Association in Emeasoba (2018) defines business studies teachers as those teachers that teach business studies as a subject in the junior secondary schools. They are expected to have at least a Nigeria Certificate in Education (NCE) in business related programme to undertake the teaching of the subject.

According to Morrison in UNICEF (2019), Teaching of the subject is defines as an intimate contact between a more mature personality (teacher) and a less one (student) which is designed to further the education of the latter. Teaching involves a cluster of activities like explaining, deducting, questioning, motivating, keeping record of students' progress among many others. Teaching is a process of engaging students in activities that will enable them acquire the knowledge, skills as well as worthwhile values and attitudes, so intended for their transformation and the development of the society. This noble responsibility demands some kind of innovative approaches.

Statement of the Problem

The teaching of business studies these days is faced with lots of challenges. The reason is that it is aimed at educating students that may work in organizations which use advanced information technologies and endeavour to promote continuous organizational changes. Lack of professional developmental needs is another challenge. Some of the business studies teachers seem to lack relevant and appropriate professional training/development in the digitalized pedagogy. And so, they seem to have continued in the old pedagogical strategies that centred on the teacher. Apparently, if someone is not appropriately trained and equipped, he/she would have nothing to give the students. It would be just like a blind man leading a blind man and of course both will fall into a ditch. Professional training is building the business studies teachers' knowledge and skills in alternative type of pedagogy and content that will enable them impart appropriate skills to their students. The intent is to make them (students) apt for the modern society where science and technology are the order of the day. However, it is regrettable to notice that some business studies teachers could not impart appropriate skills to their students. This could be attributed to the seemingly non-utilization of innovative approaches to the teaching of business studies and multimedia-cable and internet-connected computers in some of the schools. The problem of this study therefore, is that junior secondary school graduates do not secure employment after graduation due to lack of employable skills required in the field of work. Hence, need for this study.

Purpose of the Study

The purpose of this study is to ascertain the extent of utilization of instergram for the teaching of Business Studies in Junior Secondary Schools in Anambra State.

Research Question:

The following Research question guided the study:

- 1) What is the extent of utilization of instergram for the teaching of business studies in junior secondary schools in Anambra state?

Research Hypothesis:

The following null hypotheses were formulated to guide the study and were tested at.05 level of significance.

Ho1: There is no significant difference in the mean ratings of male and female secondary school business studies teachers regarding extent of utilization of instergram for the teaching of business studies in junior secondary schools in Anambra

METHOD

This study adopted a descriptive survey research design to investigate the extent of utilization of instergram for the teaching of business studies in junior secondary schools in Anambra State. The population of the study consists of one thousand two hundred and sixty

five (1265) business studies teachers from the 263 Public Secondary Schools in Anambra State. The sample size of this study was 316 respondents which were selected through the process of Multistage sampling technique. The instrument for data collection was the structured questionnaire titled: Extent Of Utilization Of Instagram For The Teaching of Business Studies Questionnaire (EOUOIFTT OBSQ). The instrument was validated by three experts, two was from the Department of Vocational Education; the other one from measurement and evaluation, all from the Faculty of Education Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. A test of reliability was conducted to check the internal consistency of the instrument. Data from the pilot test were computed statistically, using Cronbach Alpha method. This yielded the internal reliability consistent co-efficient of 0.37. The researcher employed two (2) research assistants from each of the six sample Zones to make a total of twelve (12) research assistants. These research assistants were properly briefed on the purpose of the research and how to administer the questionnaires. The data generated from the instrument were analyzed, using mean ratings based on real limits of numbers interpreted as follows: those items that had mean ratings falling between 2.50 and 3.49 were regarded as highly utilized those that fell between 0.00-2.49 were regarded as lowly utilized. The decision rule for the hypotheses was when T calculated was less than the critical value, the hypotheses were accepted as stated but when T calculated was more than the critical value, the hypotheses were rejected as stated.

Research Question: What is the extent of utilization of Instagram for the teaching of business studies in junior secondary schools in Anambra State?

Table 1: Respondents Mean Ratings on the Extent of Utilization of Instagram for the Teaching of Business Studies in Junior Secondary Schools in Anambra State.

(N = 298)

S/N	Instagram	\bar{X}	REMARK
1.	Promotes students engagement in the learning process.	1.73	Low extent
2.	Features with a photo caption where students can write text messages.	1.98	Low extent
3.	Allow students to be more actively involved in the learning process.	2.24	Low extent
4.	Provides a new learning environment for the students.	1.86	Low extent
5.	Provides greater target readers.	2.08	Low extent
6.	Allow collaboration between the students and the facilitator.	1.67	Low extent
7.	Allow students to choice their own learning style during the process	1.43	Low extent
8.	Gives interesting features like group messaging and image editing.	1.90	Low extent
9.	Use in languages learning	1.49	Low extent
10.	Easily accessible by the students.	2.17	Low extent
11.	Makes learning process more motivating	2.12	Low extent
	Cluster Mean	1.88	Low extent

Data from table1 above reveal that all the items from item 1 to 11 were low extent as their respective mean were within the range of 1.50 to 2.50 which was the range of low extent. The cluster means of 1.88 revealed that Instagram was lowly utilized for the teaching of business studies in public junior secondary school in Anambra State.

Hypothesis 1

There is no significant difference in the mean ratings of male and female secondary school business studies teachers regarding the extent of utilization of Instagram for the teaching of business studies in public junior secondary schools in Anambra State.

Table 2: summary of t-test analysis of significant difference in the mean ratings of male and female secondary school business studies teachers regarding the extent of utilization of Instagram for the teaching of business studies in public junior secondary schools in Anambra State.

GROUP	N	\bar{X}	SD	DF	t-cal	t-crit	Decision
Male teachers	54	2.00	1.00	296	1.62	1.97	Accepted
Female teachers	244	1.76	0.9				

Data in table 2 shows that the calculated value of t is 1.62 which is less than the critical or table value of t which is 1.97 at 0.05 level of significance and 296 degree of freedom. Since t calculated is less than t critical, we accepted the null hypothesis as stated earlier i.e there is no significant difference in the mean ratings of male and female secondary school business studies teachers regarding the extent of utilization of Instagram for the teaching of business studies in public junior secondary schools in Anambra State.

CONCLUSIONS

From the results of the analysis, a number of conclusions were drawn.

1. Instagram is highly utilized for the teaching of business studies in junior secondary schools in Anambra state.
2. There is no significant difference in the mean ratings of urban and rural secondary school business teachers regarding extent of utilization of Instagram for the teaching of business studies in junior secondary schools in Anambra state.
3. There is no significant difference in the mean ratings of male and female business studies teachers regarding extent of utilization of Instagram for the teaching of business studies in junior secondary schools in Anambra state.

Recommendations

In the light of the research findings, the following recommendations were postulated.

1. Business studies teachers must change the current method of teaching because it is inactive and adopt constructive processes in which the teacher assume the role of a strategic planner making decisions about the content and appropriate instructional strategies and technologies for effective teaching which will consist in helping students to acquire and use knowledge, learn to think and solve problems.
2. The Government through the Ministry of Education should plan for business studies teachers to be trained and retrained to be able to use Instagram in the

delivery of lessons in order to motivate the learners to listen attentively. Rather than playing or being busy with their smart phones or fall asleep.

3. Business studies teachers must put at the back of their minds that business studies is a practical course, therefore, they should adopt digitalized strategies that allow active participation of the students in the teaching-learning processes.
4. Business studies teachers should imbibe the culture of using the modern facilities in teaching the subject in order that the students will cultivate the spirit of using modern electronic technologies during and after their secondary education course.
5. Government should organize numerous initiatives that can overcome technological challenges such as collection of offers of ICT companies to assist schools with devices.
6. Government should also offer technological help (e.g installations), offer free platforms to be used by schools; provide free computers and other devices and materials to schools and teachers; provide free laptop computers to students, at least, give them laptops at a very subsidized and low prices to enable the parents buy for their children. This is to support low and middle class families with multiple children in schools.
7. Government, NGOs, private individuals, philanthropists and even schools can organize IT communities in form of e-libraries where students can access information freely without any cost.
8. Government, P.T.A., School community or philanthropists, to make technological pedagogy possible.
9. Teachers can be sent to the advanced countries by the Government for training in the appreciation and application of modern technologies. This will facilitate new reflections about the best technologies and approaches to use in the delivery of business studies lessons in schools.
10. Government should organize and establish online classes broadcast via TV for students, with online/ distance lessons.
11. Educational administrators should provide school environment improved, upgraded or digitalized and updated store for useful information and equipments.

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