



EXTENT OF UTILIZING BUSINESS EDUTAINMENT IN TERTIARY INSTITUTIONS IN RIVERS STATE AS SCALABLE EDUCATIONAL TECHNOLOGY SOLUTIONS FOR TEACHING LARGE CLASS

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ABSTRACT: *Integrating technological tools in enhancing teaching and learning in educational programmes has continued to attract attention in academic discourse. This is based on the fact that globally, students have become more open to learning through technologies that enable multimedia content delivery for educational purposes. Consequently, with access to android smart technologies affordable for connecting to the internet, the researcher was curious to find out whether multimedia content such as business edutainment that are available and accessible through YouTube channels, Movies Appx and online documentaries are being utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes of Business education students. To address this curiosity, three specific purposes translated into three research questions and three hypotheses guided the conduct of the study. Descriptive research design was adopted. The population for this study consisted of 122 Business Education lecturers from the four tertiary institutions offering Business Education in Rivers State during the 2024/2025 academic session. The entire 122 Business Education lecturers were used as the sample size because it was a manageable size and therefore a census study. Data collected through a validated structured questionnaire were analysed using mean and standard deviation to answer research questions raised. Analysis of Variance (ANOVA) was used to test the hypotheses formulated at the 0.05 level of significance. The findings revealed that business edutainment accessed through YouTube channels, movie apps and online documentaries were to a low extent utilised by Business Education lecturers as a scalable solution to teach large class business practices. The findings also revealed that there is no significant difference in the extent to which business edutainment is being utilised by Business Education lecturers as scalable solutions to teach large classes of business practices.*

KEYWORDS: Edutainment, Business edutainment, Utilisation, EduTech scalable solution, Business practices.



INTRODUCTION

The advancement in technological tools and their subsequent integration into the educational system for the purpose of enhancing teaching and learning has continued to provide educators with a voyage of discoveries. Some of the discoveries made through the results of valid experimentation have been eroded by new ones. For example, filmstrip utilisation in promoting the dual coding of educational content among learners has been replaced by the use of a variety of modern video tools. Video tools such as digital videos, video blogs, PowerPoint presentations, YouTube videos, MovieWatch and online documentaries now provide educators with scalable solutions through the use of user-generated content or online videos to support their students' dual coding of educational content in multimedia formats.

Educational content in multimedia formats according to Ojo and Akhademe (2016), refers to the use of tools that enable multimedia content creation by simultaneously combining video, sound, graphics and animation in creating messages aimed at educating the audience. Hiran (2017) also noted that educational materials can be translated into multimedia content using a combination of motionless or motion pictures, diagrams, graphs, illustrations or animations with verbal narrations, which helps to reduce cognitive overload by empowering students to connect different pieces of information, leading to a more comprehensive understanding of the subject. Abdulkarim and Agburuga (2016) suggested some possible combinations of media when creating multimedia educational content to include but not limited to, using motion pictures plus audio narratives or motionless pictures plus verbal narrations or diagrams and illustrations plus verbal narrations. Nevertheless, whatever the combination may be and its format, what matters to most educational stakeholders, such as students, parents or guardians, and educators, is its capability in enhancing learning and attaining educational goals and objectives.

One possible scalable format of multimedia educational content with dual purposes capable of enhancing learning and the attainment of educational objectives across a large audience at the same time is Edutainment. According to Dore et al. (2019), edutainment as multimedia content is created through the incorporation of educational messages into a piece of entertaining motion pictures of value to learners, especially as it will enhance their knowledge acquisition and influence attitude or behavioural change. Shamimah (2017) noted that Edutainment provides students with motivational power to learn through observing motion pictures of the activities of actors accompanied with verbal narrations. Rosenthal and Folt (2021) noted some sources of edutainment to include telenovelas, videos, YouTube channels or videos, documentaries (offline or online), acting books, simulations and online platforms. Borum (2021) also noted that Edutainment can be used to absorb students in a narrative capable of persuading them to learn from a storyline relating to any aspect of their career or personal life. Consequently, every edutainment that is related to a specific trade or career can be utilised to teach certain aspects of the trade or career.

The utilisation of any edutainment containing business lessons aimed at helping students to learn business procedures, ethics, policy, and/or evaluation is referred to as business edutainment. According to Guzairy et al. (2018), business edutainment has to do with tailoring the content of motion films or videos to include messages transmitting business knowledge and processes of developing competencies. Similarly, Barsoum et al. (2021) posited that business edutainment has to do with entertainment, a piece of acting containing knowledge of business processes and principles, hence educating the audience about business while entertaining them.



Piotrowski and Meester (2018) reported that apart from helping students to acquire business knowledge and understand the procedures for developing certain cognitive and psychomotor business skills related to operations, business edutainment stirs up the students' emotions and interest in undertaking commercial ventures. Inferring from the discourse so far, it can be concluded that Business Education lecturers can utilise any accessible online business edutainment sources to provide their large class of students with the opportunity to develop business knowledge and procedures for developing requisite skills for their future business endeavours. Consequently, within the context of this study, the utilisation of three common sources of business edutainment namely YouTube channels, the MovieBox App and online documentaries, by Business Education lecturers as a scalable solution to teaching large class sizes, was assessed.

There is much user-generated content with business knowledge and processes on the YouTube channel. According to Icha and Agwu (2015), YouTube channels offer users free video sharing and social networking sites where registered users create, share and watch videos both for educational and entertaining purposes. Ordu and Abdulkarim (2020) reported that dispersed Business Education students can be taught and guided to acquire knowledge and skills for business establishment by asking them to watch YouTube channel videos. Levit (2022) noted that to help the majority of students having access to smartphones with YouTube channel download business edutainment content, educators of business courses must formulate questions to assist in discernment and critiquing content of the videos watched for the purpose of learning and entertainment.

Customised video apps for smartphones have now made it possible to reach the needs and demands of multiple viewers around the globe. One video app popular among users of android phones is the MoviesBox app. It is designed to provide end-users with a choice of movies from the 1980s to date. Many of these movies provide the audiences with impactful knowledge related to a particular subject or concept (Raymond, 2019). See (2018) noted that beyond traditional classrooms, videos downloaded from online applications cater to the learning preference of different learners, inspire curiosity, engage students in critical thinking, and simulate their thirst for knowledge. Inferring from the foregoing, the utilisation of common video download apps should provide most students with the opportunity to meet their learning needs at their own convenient time. Nevertheless, the Business Education lecturers have a significant role to play in screening and selecting movies from time to time for students' referral when required.

There is also much business knowledge and many procedures that have been documented over the years, especially as they relate to successful entrepreneurs and business practices. Many of these documentaries are accessible online through different platforms. Patel (2019) noted that good online documentaries relating to the journey and success stories of entrepreneurs are mostly informative apart from being entertaining; watching them can make one come away smarter than before screening them. Daniel (2023) noted that documentaries are a means of educating large numbers of recipients and appealing to their emotions to make the right choices in driving business innovation and business. Inferring from the foregoing, there is much expectation that the utilisation of business edutainment by lecturers should help their students learn en masse and at their own pace. Another important feature of using the business edutainment from the three sources to be assessed in this study is that Business Education lecturers can always review new uploads and refer their students to access them for screening, hence a scalable educational technology solution for teaching and learning.



Extant studies exist on business edutainment utilisation. Funch et al. (2016) conducted a historical review of the use of educational films in schools among educators or students to teach and learn business courses in Pennsylvania. The review revealed that although teachers and students are familiar with Videos, very few of these stakeholders care to select films with content relating to their programme for teaching and learning. Cox et al. (2017) assessed the utilisation of mini-series of edutainment in developing pharmacy preceptors; it was highly utilised to increase the confidence of the participants and was an honourable mention for the American Association of Colleges of Pharmacy Innovations in Teaching Award in 2015. Barsoum et al. (2021) assessed the impact of business edutainment on adult business intention. The researchers concluded that the utilisation of business edutainment impacted the viewers' attitudes toward small-scale business ownership intention as a source of self-employment. Roslim et al. (2021) investigated the use of movies for teaching and learning languages to stimulate students' interest towards self-actualisation in tertiary institutions. The results revealed that using video films helped students to develop interest in their career paths, develop oral presentation skills and increase their motivation to participate in stage drama, therefore decreasing their anxiety and tension.

In another study, Huq (2023) assessed the use of 'Grand Café' documented film containing 6 episodes of an aspiring immigrant woman entrepreneur named Sylvia who came from Mexico and, with her friends, embarked on an adventure to start their own businesses in the United States while improving on their English language. The findings also revealed that the use of documented film enabled students to develop financial literacy skills for small-scale businesses and the consciousness to promote their own businesses even in environments where they are coping to survive. Greeves and Oz (2024) conducted a study to compare the views of students and instructors about the use of YouTube in higher institutions of learning. The results revealed similarities in the views of students and instructors with regards to the choice of YouTube channel based on the accuracy of information disseminated, the content creator's expertise, the length of the YouTube video records, and the style of content presented. The results also showed that respondents opined that there is poor understanding among students and instructors about the educational benefits of YouTube channels. A cursory look at the existing empirical works revealed that none was conducted to determine the extent of utilisation of Business Education in tertiary institutions in Rivers State as a scalable solution for teaching large classes; hence, the gap in existing literature that the present work filled.

Statement of the Problem

The ideal class size for theoretical and practical teaching and learning in Business Education was pegged at 30:50 respectively (National University Commission, Core Curriculum Minimum Academic Standard, NUC-CCMAS, 2022; National Commission for Colleges of Education, NCCE, 2020). However, a situation where a large class size has to be accommodated in most tertiary institutions offering Business Education in Rivers State in order to give more students the opportunity to enrol for the programme comes with attendant effects. The effects as visible in tertiary institutions in Rivers State include overcrowded lecture halls, no or limited attention to individual students, poor performance of practical work, adequate skills development and difficulty in assessment and feedback. Some of the remedies for addressing the challenges of large class sizes include the use of online platforms, the use of videos, automated grading systems and virtual classrooms. Of all these remedies, the cheapest that can be activated through the collective efforts of educators and their students without much formality is the use of online movies or video recordings in the form of business edutainment



from common sources such as YouTube, Movies App and Online documentaries. These sources can provide scalable business edutainment that can be reviewed, adjusted and utilised to complement lectures that meet the ever-increasing demand of a large class size. However, the researcher is not sure if this remedy is actually utilised in tertiary institutions in Rivers State to provide a scalable educational technology solution for teaching large class sizes. This led to the need to assess the extent of utilising business edutainment in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes.

Aim and Objectives

The aim of this study was to investigate the extent of utilising Business Education in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes. Specifically, the study sought to:

1. Determine the extent to which business edutainment from YouTube channels is utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes.
2. Determine the extent to which business edutainment from movie apps are utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes.
3. Determine the extent to which business edutainment from online documentaries is utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes.

Research Questions

The following research questions guided the study:

1. To what extent is business edutainment from YouTube channels utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes?
2. To what extent is business edutainment from movie apps utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes?
3. To what extent is business edutainment in the form of online documentaries utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes?

Null Hypothesis

The following null hypothesis was tested at the 0.05 level of significance:

H_0 There is no significant difference between the extent to which business edutainment from YouTube, movie apps and online documentations are in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes.



METHODS

Descriptive survey research design was adopted for this study. The design was deemed appropriate since the researcher's major concern was with describing the prevailing situations of the variable under study. This study was conducted in the River State of Nigeria. The State is a host to four tertiary institutions offering Business Education programmes at the undergraduate level. These are Rivers State University, University of Port Harcourt, Ignatius Ajuru University of Education and Federal College of Education (Tech.), Omoku. The presence of these institutions made the area a good choice for the study.

The population for this study was made up of 122 Business education lecturers from four tertiary institutions in Rivers State. The tertiary institutions are Rivers State University – 31, University of Port Harcourt – 12, Ignatius Ajuru University of Education – 19 and Federal College of Education (Tech.), Omoku – 58. The entire population of 122 was used as the sample size of the study because it was a manageable size. Consequently, no sampling technique was used.

The researcher developed a structured questionnaire made up of three clusters for the purpose of data collection. The questionnaire was titled “Extent of Utilising Business Edutainment in Tertiary Institutions for Teaching Large Class Questionnaire (EUBETITLQ)” and contains 18 items, six items assessing each of three objectives. The response pattern was based on four-point rating scales: Very High Extent (VHE – 4 points), High Extent (HE - 3points), Low Extent (LE - 2points) and Very Low Extent (VLE - 1point).

The instrument was subjected to validation by two experts, one expert of Educational Measurement and Evaluation, and another in the department of Business Education all from Rivers State University, Port Harcourt. The experts' comments and input were used to modify the instrument.

The reliability of the instrument was determined using the Cronbach alpha method. A pilot test was conducted using the responses from 15 Business Education lecturers from Niger Delta University, Bayelsa State, who were not part of the study. The data collected were used to compute the reliability test using Statistical Package for Social Science version 24.0. The computation gave reliability indexes of 0.84, 0.86 and 0.87 for the three clusters. The instrument was personally administered by the researcher. It is important to note that all copies distributed were properly filled and retrieved. This gives a 100% rate of returns.

Data collected for this study were analysed using mean and standard deviation to answer the research questions. Analysis of Variance (ANOVA) was used to test the null hypothesis at 0.05 level of significance. All computations were done using Statistical Package for Social Science (SPSS) version 24.0.



RESULTS/FINDINGS

Research Question 1: To what extent are business edutainment from YouTube channels utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes?

Table 1: Summary of Mean Scores on the Extent to which Business Edutainment from YouTube Channels are Utilised in Tertiary Institutions in Rivers State

S/No	YouTube Channel items	Mean	Std	Decision
1	I do refer students to YouTube channels demonstrating business edutainment on the processes involved in business decision-making in different industries.	2.38	1.02	LE
2	I make students watch different YouTube channels showing business edutainment describing how entrepreneurs carry out their business practices.	2.40	1.07	LE
3	I ask students to locate and watch YouTube movies showcasing business challenges and how they were handled.	2.14	1.06	LE
4	I do refer my students to watch YouTube channel videos on business management processes.	2.44	0.86	LE
5	I do provide my students with specific YouTube channels to enable them to watch and learn different aspects of financial management.	2.44	1.04	LE
6	I make students watch YouTube channels capable of educating them on office ergonomics and management.	2.48	1.08	LE
Cluster mean and Standard deviation		2.38	1.02	LE

Table 1 shows that to a low extent Business Education lecturers do refer their students to business edutainment from YouTube channels demonstrating the process of business decision making, describing how entrepreneurs carry out their business practices, showcasing business challenges and how they were handled, showing business management processes, showing different aspects of financial management and educating on office ergonomics and management with mean scores of 2.38, 2.40, 2.14, 2.44, 2.44, 2.48 and standard deviation scores of 1.02, 1.07, 1.06, 0.86, 1.04, and 1.08 respectively. Similarly, when the cluster mean and standard deviation score of 2.38 and 1.02 are considered, it is concluded that to a low extent business edutainment from YouTube channels is being utilised by Business Education lecturers in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large class.



Research Question 2: To what extent are business edutainment from Movies apps utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes?

Table 2: Summary of Mean Scores on the Extent to which Business Edutainment from Movie Apps Are Utilised in Tertiary Institutions in Rivers State

S/No	movie apps items	Mean	Std	Decision
7	I ask my students to download business-related movies showcasing business operations environments.	2.39	1.01	LE
8	I do ask my students to watch certain business-related movies that show different forms of businesses and their operations.	2.10	0.68	LE
9	I do ask my students to watch certain business-related movies with scenes showing departmentalisation of business organisation.	2.28	1.16	LE
10	I do refer my students to download certain business-related movies from apps in order to screen them and learn about customers' relationships and management.	2.21	0.99	LE
11	I do ask my students to watch certain business-related movies downloaded from apps showing how capital is raised for starting your own business.	2.19	0.98	LE
12	I do ask my students to watch business-related movies showing warehousing and physical goods arrangement.	2.01	0.95	LE
Cluster mean and Standard deviation		2.20	0.96	LE

Table 2 reveals that to a low extent Business Education lecturers ask their students to download business-related movies showcasing business operations environments, to watch certain movies that show different forms of businesses and their operations, to watch certain movies with scenes showing departmentalization of business organisation, to download certain movies from apps in order to screen them and learn customer's relationship and management, to watch certain movies downloaded from apps showing how capital are raised for starting own business, and to watch movies showing warehousing and physical goods arrangement with mean scores of 2.39, 2.10, 2.28, 2.21, 2.19, 2.01 and standard deviation scores of 1.01, 0.68, 1.16, 0.99, 0.98 and 0.95 respectively. Similarly, when the cluster mean score of 2.20 and standard deviation score of 0.96 are considered, it can be concluded that to a low extent business edutainment from Movies apps are being utilised by Business Education lecturers in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes.



Research Question 3: To what extent is business edutainment in the form of online documentaries utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes?

Table 3: Summary of Mean Scores on the Extent to which Business Edutainment from Online Documentaries Are Utilised in Tertiary Institutions in Rivers State

S/No	Online documentaries items	Mean	Std	Decision
13	I ask my students to watch business edutainment documentaries online about different family businesses that have grown into corporations.	2.07	0.77	LE
14	I refer my students to watch business edutainment in the form of online documentaries about the economic development of different nations.	2.04	1.01	LE
15	I ask my students to watch business edutainment online documentaries about advertisement errors and effects.	2.12	0.92	LE
16	I ask students to download and watch business edutainment documentaries about businesses' financing options.	1.96	0.90	LE
17	I ask my students to download and watch business edutainment from online documentaries about warehousing.	2.45	1.17	LE
18	I do ask my students to watch business edutainment in the form of online documentaries about business departmentalisation.	2.18	0.79	LE
Cluster mean and Standard deviation		2.14	0.81	LE

Table 3 reveals Business Education lecturers opined that to a low extent they ask their students to watch business edutainment documentaries online about different family businesses, to watch business edutainment in form of online documentaries about economic development of different nations, to watch business edutainment about advertisement errors and effects, to download and watch business edutainment documentaries about business financing options, to download and watch business edutainment from online documentaries about warehousing, and to watch business edutainment in form of online documentaries about business departmentalization with mean scores of 2.07, 2.04, 2.12, 1.96, 2.45, 2.18 and standard deviation scores of 0.77, 1.01, 0.92, 0.90, 1.17, 0.79. In the same vein, when the cluster mean score of 2.14 and the standard deviation score of 0.81 are considered, it can be concluded that, to a low extent, business edutainment in the form of online documentaries is utilised by Business Education lecturers in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes.

Test of Hypothesis

Hypothesis 1: There is no significant difference between the extent to which business edutainment from YouTube, movie apps and in the form of online documentations are utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes.



Table 4: Summary of Analysis of Variance on Significant Difference between the Extent to which Business Edutainment from YouTube, Movie Apps and in Form of Online Documentations Are Utilised in Tertiary Institutions in Rivers State

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22.24	2	11.12	2.66	.07
Within Groups	2715.08	119	4.18		
Total	2737.32	121			

Table 4 shows the group sum of squares is 22.24, with 2 as the degree of freedom and a mean square of 11.12. The table also shows that the group sum of squares is 2715.08 and 119 degrees of freedom as well as the mean square of 4.18. The total has 2737.32 sum of squares and 121 degrees of freedom. The computed F ratio is 2.66 which is statistically not significant alpha at 0.07. Therefore, the null hypothesis which states that there is no significant difference between the extent to which business edutainment from YouTube, movie apps and in form of online documentations are utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large class, is accepted; $F(2, 121) = 2.66$, $p>0.05$ at 0.07. This means the extent of utilisation of all the sources of business edutainment assessed in this study is not significantly different.

DISCUSSION OF FINDINGS

The results related to this specific objective revealed that, to a low extent, business edutainment from YouTube channels is being utilised by Business Education lecturers in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes. The finding emanated from the fact that Business Education lecturers opined that to a low extent they do refer their students to business edutainment from YouTube channels demonstrating the process of business decision making, describing how entrepreneurs carry out their business practices, showcasing business challenges and how they were handled, showing business management processes, showing different aspects of financial management and educating on office ergonomics and management. Corroborating the finding of this study, Greeves and Oz (2024) affirmed that there is poor understanding among students and instructors about the educational benefits of YouTube channels. This means there is a need to create more awareness of the benefits of utilising business edutainment from YouTube channels to solve the need for large class sizes.

The results related to this specific objective two revealed that, to a low extent, business edutainment from movie apps are being utilised by Business Education lecturers in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes. This finding emanated from the fact that Business Education lecturers opined that they ask their students to download business-related movies showcasing business operations environments, to watch certain movies that show different forms of businesses and their operations, to watch certain movies with scenes showing departmentalisation of business organisations, to download certain movies from apps in order to screen them and learn about customer relationships and management, to watch certain movies downloaded from apps showing how capital is raised for starting one's own business, and to watch movies showing warehousing and physical goods arrangements. In agreement with the finding of this study,



Funch et al. (2016) revealed that although teachers and students are familiar with Videos, very few of these stakeholders care to select films with content relating to their programme for teaching and learning purposes. The finding of this study revealed that Business Education lecturers are not leveraging business edutainment to help their students, as Roslim et al. (2021) affirmed the impact of utilising entertaining videos to include helping students to develop interest in their career paths, develop oral presentation skills and increase their motivation to participate in stage drama, therefore decreasing their anxiety and tension.

The results related to this specific objective three revealed that, to a low extent, business edutainment in the form of online documentaries is utilised by Business Education lecturers in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes. This finding emanated from the fact that Business Education lecturers opined that to a low extent they ask their students to watch business edutainment documentaries online about different family businesses, to watch business edutainment in form of online documentaries about economic development of different nations, to watch business edutainment about advertisement errors and effects, to download and watch business edutainment documentaries about business financing options, to download and watch business edutainment from online documentaries about warehousing, and to watch business edutainment in form of online documentaries about business departmentalization. Contrary to the findings of this study, Cox et al. (2017) revealed that mini-series of documented edutainment are highly utilised in increasing the confidence of the students. Nevertheless, it is important to note that the differences in findings must be a result of the extent of the user's awareness and support system for the utilisation of edutainment from video sources based on the environment of studies. Furthermore, the finding of this study revealed that Business Education lecturers are not leveraging business edutainment to help their students acquire requisite skills, as Huq (2023) reported when utilising documented films, students developed financial literacy skills for small-scale businesses and the consciousness to promote their own businesses even in environments where they are coping to survive.

The results also revealed that there is no significant difference between the extent to which business edutainment from YouTube, movie apps and in the form of online documentations are utilised in tertiary institutions in Rivers State as scalable educational technology solutions for teaching large classes. This finding is based on the fact that Business Education lecturers opined that, to a low extent, they utilise the three sources or forms of business edutainment assessed to meet the demand of teaching large class sizes by referring their students to download and watch in order to learn certain themes.

CONCLUSION

Based on the findings of this study, it was concluded that Business Education to a low extent is being utilised in tertiary institutions in Rivers State as a scalable educational technology solution to teaching large class sizes. This also leads to the conclusion that Business Education lecturers are poorly leveraging the benefits of business edutainment as a scalable educational technology solution in addressing the problem of large class size. It was also concluded there are factors leading to their low extent of utilisation of this educational technology product as a scalable solution in teaching large class sizes; hence, the need to identify them and address them.



RECOMMENDATIONS

Based on the findings of the study and the conclusions drawn, the following recommendations are put forward for implementations:

1. Educational technologists need to create more awareness and educate Business education lecturers on the enormous benefits of using business edutainment from YouTube, online videos and online documentaries as scalable solutions to teaching large class size in tertiary institutions in Rivers State.
2. Educational technologists need to train Business Education lecturers in tertiary institutions in Rivers State on how to collaborate with experts from the film industry or performing arts education department to write scripts with robust business content for the purpose of teaching large class sizes.
3. Educational technologists need to educate Business Education lecturers in tertiary institutions in Rivers State on how to create or select YouTube channels or online documentaries with business content for the purpose of teaching large class sizes.

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