

**EXTENT OF THE USE OF INSTRUCTIONAL MATERIALS FOR
EFFECTIVE TEACHING AND LEARNING OF HOME
ECONOMICS IN SECONDARY SCHOOL IN EDO STATE**

BY

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CERTIFICATION

We the undersigned, certify that this research work was carried out by Idele Tessy Eghosa in the Department of Vocational and Technical Education, Faculty of Education, University of Benin for partial fulfillment of the requirements for the award of B.Sc (ED) degree in Home Economics Education.

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DEDICATION

I would relish to dedicate this project to God Almighty , who has been my source of inspiration, motivation, good health and sustenance for visually perceiving me through and for the prosperous completion of my undergraduate programme. I also dedicate this project to my humble parent Mr and Mrs Idele, my siblings (Cindy, Bradley,obosa), who provided me with moral support.

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Above all glory and adoration goes to God Almighty for His guidance, care and protection all throughout the period of the researchers course in the university.

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And lastly to my friends and well wishers.

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Abstract

This research investigated Extent of the use of instructional materials for effective teaching and learning of home Economics in secondary school in Edo State. Three research question was raised. How effective is the use of audio instructional materials for effective teaching and learning of home economics in secondary schools in Edo state, what are the problems that are associated with the use of video instructional materials for effective teaching and learning of home economics in secondary schools in Edo state, How much awareness is been created on the use of audio-visual instructional materials for effective teaching and learning of home economics in secondary schools in Edo state.

The purpose of the study was to examine the extent of the use of Instructional materials for effective teaching and learning of home economics in secondary school in Edo state. The objective was achieved by analyzing the data obtained on the sampled population, using survey research design and simple proportionate techniques I.e 20% of the population. The sample consist of 53 students drawn from four secondary schools in Ikpoba Okha Local Government Area Edo State. The instrument used for the survey is a questionnaire, which has two sections (A and B) and 15 items. Analysis of the data revealed that. From the above findings.

conclusion were drawn and some recommendations were made which include that school authorities should provide avenue for practical which will aid effective teaching and learning of home economics in secondary schools, school authorities should not demand payment from students for the provision of instructional materials, because it will scare them from attending home economics classes, Government and school proprietors should organise training and retraining conference, seminar and workshops for teachers in order to equip them with modern method of teaching and how to utilize instructional materials which could enhance their teaching skills.

CHAPTER ONE

INTRODUCTION

Background to the Study

Home economics involves every skills, training and discipline that takes place in the home. It is the subject or class that teaches skills (such as cooking or sewing) which are useful in the home.

Home economics has been in existence since the medieval era. During this time, it was seen as mere training that mothers give to their female child such as, how to cook, Artwork, House cleaning, Hair plaiting, House decorations, Body painting and how to prepare for marriage. While the male child was trained by their fathers on how to earn and fend for their families through, farming, Artworks, Crafts, e.t.c. As time goes on, it was later introduced as domestic science.

Home economics was not properly recognized until the arrival of the white men called missionaries to Nigeria. When the White men arrived, there were no formal schools so they introduced it to be called Home economics. After it was introduced by the white men as formal education, it was extended into

clothing and textile, sewing, home management and food and nutrition. It became more than craft making and cooking. Within a short time Nigeria introduced it to primary schools, junior and senior secondary schools and today into higher institutions.

In this century, both sex (male and female) study Home economics, because it offers Many job opportunities and has many prospective careers such as; food and nutrition, dietician, fashion and design, interior and exterior decorations, hotel management. Anyakoha (2010) stated that home economics is a method of finding out the need of individual families, improving the goods and services which families use, prepare people for family living and prepare people for employment.

Home economics is today a subject concerning human development, personal and family finance, housing and interior design ,food science and preparation, nutrition and wellness, textiles and apparel and consumer issues. In the past, it was mainly just about cooking and housework.

Home economics courses are offered around the world and across multiple educational levels. Historically, the purpose of these courses was to

professionalize housework to provide intellectual fulfillment for women and to emphasize the value of "women's work" in society and to prepare them for traditional gender roles.

In creating an atmosphere for effective teaching and learning of home economics in secondary school in Edo state, teachers should apply methodology and techniques in teaching home economics by using instructional materials in facilitating the learning process for the student. Obanya (1989) view instructional materials as a didactic material i.e things which are supposed to make teaching and learning possible. Home economics entails much more than it is seen and explained, it is how individuals and families live in a home.

Home economics entails much more than it is seen and explained. Home economics has produced so many business entrepreneurs and so many career men and women. Some of the careers involved in home economics includes:

Food nutritionist

Dieticians

Fashion Designers

Interior and exterior decorators

Educationists

Hotel management

While instructional materials refers to the human and non human materials and facilities that can be used to erase, encourage, improve, and promote teaching and learning activities. It is also the resources that organize and support instruction, such as textbooks, tasks and supplementary resources.

Psychologist, designers, educationists around the globe work towards improving the quality of education because a lot depends on the education of a whole generation. The materials a teacher uses while teaching play a role in how students learn. Stimulation, actionable learning, retention, motivation, interest e.t.c. can vary based on how the act of teaching occurs.

Instructional materials are classified into:

Audio_ CD players, tape recorder and radios.

Visual_ Digital screens, slides and projectors.

Audio- visual_ live streams, documentaries, YouTube Content, vines and Ted talks.

Statement of the Problem

An observation at schools lately has proven that majority of teachers do not engage in the use of instructional materials for effective teaching and learning of home economics.

There has been shortcomings in the availability of instructional materials by the school management and teachers are unable to improvise with the available materials to effectively deliver the lesson thought. Therefore, the inadequacies of sense organ are not compensated. Ekpo (2004) declared that instructional materials are often used to compensate for the inadequacies of sense organ to reinforce the capacity of the dominant organs. They must be relevant for the actualization of the intensive curriculum.

Therefore the problem faced by secondary teachers in delivering an efficient and effective lesson to the students are lack of instructional materials for teaching and learning of home economics in secondary schools.

Purpose of the Study

This broad objective of the study was to find out about the extent of use of instructional material in the effective teaching and learning of home economics in secondary schools in Edo state. The study seeks:

1. to enlighten people on the use of audio instructional materials in effective teaching and learning of home economics in secondary schools in Edo state.
2. to identify the problems involved in the use of Audio- visual instructional materials in teaching and learning of home economics in secondary schools in Edo state.
3. to create an awareness on the use of video instructional materials in the effective teaching and learning of home economics in secondary Schools in Edo state.

Research Questions

The following research questions guided the study

1. How effective is the use of audio instructional materials in effective teaching and learning of home economics in Secondary schools in Edo state.
2. What are the problems that are associated with the use of video instructional materials in the effective teaching and learning of home economics in Secondary schools in Edo state.

3. How much awareness is been created on the use of Audio- visual instructional materials in effective teaching and learning of home economics in Secondary schools in Edo state.

Significance of the Study

This study may be of immense benefits to school administrators, proprietor's, teachers, students, policy makers, government, researchers and the general public.

To school administrators, this study will create awareness on the benefits of the extent of use of instructional materials in the effective teaching and learning, the provision of large home economics laboratory which will contain all instructional facilities that will aid student academic performance.

To proprietors of private school, this research work will be a good help to them which will enable them to put adequate instructional materials in place for the teaching and learning of home economics. To teachers, the research will be a guide, source materials to apply on the techniques of instructional materials. To policy education policy makers, this research work will help them to plan, add to the school curriculum the modern

instructional materials that should be use for student of home economics that will enhance student better performance. To government, this research work will make government at all levels, to provide more funds for the purchase of instructional materials for the teaching of home economics and make larger spaces to students that study home economics. To researchers, this research work will be a reference source material to be consulted on the extent of use on instructional materials in the teaching and learning of home economics.

To the general public, this research work will an eye opener, which gives details of what home economics is and the various instructional materials that are applied in the teaching and learning of home economics.

Scope and delimitation of the Study

The research work is on the extent of the use of Instructional Materials for the Effective Teaching and Learning of Home Economics in Secondary School in Ikpoba okha local government area of Edo State only. And it covers public and private schools were home economics subject are taught in the locality.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter deals critically in the examining of relevant literature's, that could help in explaining the research problem and recognize the efforts of scholars who had previously contributed immensely to similar research. This chapter intend to improve the understanding of the framework on which the research will be built.

The review of the literature is presented under the following sub- heading.

- Meaning/ Definition of instructional materials.
- Types of instructional materials.
- Importance of instructional materials.
- Challenges that teachers face in accessing instructional materials.
- Strategies to minimize the challenges of attaining and using quality instructional materials.
- Instructional theories (socio-cultural theory of teaching and learning and development).
- Impact of instructional materials in teaching and learning process.

- Summary of literature reviewed

Meaning/ Definition of Instructional Materials

Instructional materials also known as (ims) are defined as resources that organize and support Instruction, such as tasks, textbooks and supplementary resources (Remillard & Heck,2014). It refers to the human and non- Human materials and facilities that can be used to ease, improve, promote, encourage teaching and learning activities.

Psychologist, designers, educationist around the globe work towards improving the quality of education because a lot depends on the education of a whole generation. The materials and teaching aids a teacher uses while teaching play a role in how student learn. Learners stimulation, actionable learning, retention, motivation, interest e.t.c. can vary based on how the act of learning occurs. This materials are those alternative channel's of communication, which a classroom teacher can apply to broaden or expansiate a concept during teaching and Learning process. Previously, classroom teachers have relied heavily on the talk- chalk method during their

teachings. But In recent days, instructional materials helps to provide different ways in which messages and teaching are sent across and delivered. In using instructional materials teachers and students do not only increase the range of sense organs we use but also extend the capacity of materials used for conveying the same message through same organ.

Instructional materials are one of the most important variables that enables teaching and learning sail successfully. It assist teachers to transmit knowledge in an impressive way, making learning more effective as they help learners in greater acquisition of knowledge.

In addition to extending the capacity of materials that can be used to convey the same instructional message to learners , instructional materials also facilitate the "process" nature of communication. The nature process of communication means that both the source and the receiver of a message are actively involved in a communication encounter. In other words, it implies that both the source and the receiver share and exchange ideas, feelings in any communication (Tyler,1987,Dike,1989).

Types of Instructional Materials

Before a teacher can design an instructional material, he/she has to know about these instructional materials, their advantages, disadvantages, characteristics and limitations e.t.c.

Therefore, types of instructional materials are outlined as thus:

- Graphic materials
- Three- dimensional materials
- Still projected pictures
- Still pictures
- Motion pictures
- Audio materials (NAPTEA, 2003)e.t.c.

Graphic Materials: These are instructional materials that are represented on charts, graphic, posters and diagram, cartoons, comics, maps and gloves which we draw on cardboard paper or on a cloth and present to learners to help them visualize what they are been taught verbally. Graphic materials are used to capture the learners focus and attention and compress

information for easy recall for learners. Graphic materials when properly produced can help in attaining all processes in the information processing model of learning, as well as serve as an avenue for applying principles from other learning theories.

Three-Dimensional Materials: These materials are entirely different from charts and graphs which are examples of two dimensional materials. These materials are three-dimensional materials because of the incorporation of a third element-department.

Thus, whereas graphs and charts accepts the width and height of a visualized objects. A three-dimensional material accepts the third element- department which is a replica of the real thing.

Types of three-dimensional dimensional materials namely; models and mock ups, specimen, realia, kits and dioramas which is the creation of a scene in an event.

Still Projected Pictures: Still projected pictures is a rare class of instructional materials which learners are not conversant with. Still projected

pictures can be projected through a projector. The projector has a powerful electronic bulb, which throw light on to the image on the negative and the image is finally projected on to a screen or wall. Still projected pictures deals and requires a whole range of materials (such as slides, overhead transparency, filmstrip e.t.c.). A major characteristics of a still projected picture is that images are projected one frame at a time, making it possible to stay as long as a learner wants it on a screen.

Still Pictures: These are flat opaque pictures which are taking during ceremony, festivals and events. They also refer to pictures we find in journals and magazines. They are called still pictures which are held in our hands when been admired and are not viewed with the aid of a projector. Still pictures like the graphic materials belong to the group of two-dimensional materials.

Motion Pictures: Motion pictures are different from the other types of pictures due to the speed at which they are projected. Motion pictures range from 8mm standard format to 8mm supper and finally to the 16mm format. Motion pictures films have sprockets holes along both edges or along only

one edge, which facilitates projection. They can be silent or accompanied with sound. Sound films use either magnetic tape or optical sound track for recording. If a film is sound only, one edge bears the sprocket holes while the other edge bears the sound components.

Audio Materials: This is another name for tape recordings and disc. This tape or disc is around and flat acetate containing grooves, which produces sound vibration through the action of a needle. In over sea countries records exist for almost all subjects. To use a record, a teacher has to specify his objectives thoroughly. Therefore, students can listen to a record as a group or individually. Special effects such as the sound of cock crow and thunder can be recorded in disc and added with other events to create special effects during production.

Importance of Instructional Materials

1. Instructional materials build a continuity of thought and innovation.

As in the case of motion pictures, as they provide experience not easily obtained through other materials.

2. Instructional materials supply a strong and firm basis for conceptual thinking and makes learning more permanent and efficient.
3. Instructional materials contribute to the efficiency, department and variety of learning.
4. Instructional materials stimulates self-activity and learning on the part of the learners . They are inspired to inquire more about the lesson being taught.
5. Instructional materials enlightens and broaden the scope of understanding in the learners. I.e it makes learning more easy and enjoyable.
6. Instructional materials facilitates teaching and learning process. The essence is not to use such instructional materials as object of decoration, but to be used to gain attention of the learners and create ideas for the best approach to adopt in the teaching.

Challenges that Teachers Face in Accessing Instructional Materials

One of the biggest challenges faced by teachers in community secondary schools in accessing instructional materials is fund. Community secondary

Schools depend to a large extent on the government for funding. Very little or no support is received from local government or community around the schools , most especially in rural areas due to poverty. The funds are provided in form of capitation grants . This grants are provided to improve the education quality and enable sufficient learning materials in the school level.

This capitation grants is meant to finance the purchase of textbooks and other teaching and learning materials as well as to fund repairs, administration materials and examination expenses (Uwazi,2010).

However, the amount reaching schools for capitation grants is actually less than the number of students who are enrolled in schools each year. Therefore teachers do not have sufficient resources to purchase or create instructional materials for teaching and learning processes.

According to the education public expenditure tracking survey of 2004, in the period 2002-2003 schools received an average of 5,400 shillings per pupil. In 2007/2008 however, the money reaching the schools has decreased to 4,189 shillings per pupil (URT, 2010). The amount of money been

provided for each pupil is insufficient to purchase minimum set of textbooks apart from other instructional materials, which are needed by the teachers.

Another challenge that teachers face in accessing instructional materials is lack of clear policy and monitoring mechanisms to ensure that enough fund are provided to community secondary Schools for purchasing instructional materials and also these funds are used for the intended purpose. As Onche (2014) stated, government policy towards providing of efficient educational resources has not been supervised, planned, monitored and evaluated with rural schools as the main focus of implication of these policies.

Another challenge that are faced by teachers are insufficient accessibility to modern instructional facilities and lack of exposure to modern learning resources. Majority of teachers that were trained in the 1990's are not very familiar with skills in the field of information and communication technology (ICT). In other schools where skilled teachers are available, problems such as installation, maintenance, operation, network administration and local technicians to repair and service the equipment are faced in most community secondary Schools. This equipment and facilities

are not provided, therefore the teacher administer the traditional chalk and duster approach (Obasi,2008).

At present, there is a universal recognition of information and communication technology as an example important force in the dissemination of knowledge (Aina,2013).

Poor salary is also a major challenge to teachers . When teachers are poorly paid, it becomes difficult for them to purchase instructional materials for effective teaching and learning process. Due to this challenge the teacher's and learners are bound to be affected during the classroom teaching. Local government and communities around community secondary Schools are supposed to provide funds and resources to this schools, so that teachers can have access to instructional materials. poverty as a reason has played a role in restricting community in supporting teachers and schools financially, so that they can access instructional materials.

Strategies to Minimize the Challenge of Attaining and Using Quality Instructional Materials.

There are different strategies which can be used to minimize the challenges of attaining and using instructional materials:

Among all, one of the strategies is improvisation of instructional materials. When improvising, you have to involve selection, sourcing and deployment of relevant instruction into the teaching- learning focus in the absence of standard materials for a meaningful realization of specified educational goals and objectives (Eshiet,1996).

Improvisation of instructional materials can also strengthen strategies that makes sure the integration of technology in the teaching and learning process of basic science education.

The use of ICT can also decrease some of the challenges in accessing instructional materials. According to UNESCO (2004), the use and fast spread of electronic communication has the ability to affect the quality and efficiency of basic education throughout the world. Moreover teaching can be well developed in one country and made available to student in other countries through the use of information and communication technology.

Tinio(2002), points out that ICT has capacity in increasing access and strengthening relevance on quality of education in developing countries.

Tinio further states the potentials of ICT as follows:

ICT offers developing countries opportunities to enhance educational systems, it also facilitates the acquisition and absorption of knowledge.

Instructional Materials Theories (socio-cultural Theory of Teaching, Learning and Development).

Instructional materials theories assumes that there is a direct connection between the materials that the teachers use, and the students learning outcomes.

Furthermore, these theories believes that instructional materials have the capacity to inculcate in the student massive intellectual skills, if they follow the rules/concept of the instructional materials theories. According to Gagne et al, instructional materials can be used to build higher learning abilities to the learners through self-teaching or guided learning. This means that instructional materials comprises of " eliciting performance "and" providing feedback on performance correctness" in addition to " providing learning

guidance" for guided Discovery learning. Many of these ideas have capacity building undertones with themes of student acquisition of critical thinking and problem solving skills.

Lev Vygotsky a Russian Psychologist had a similar idea which held a view that tools and signs which are in a form of instructional materials, have the capacity to develop in student higher level of thinking, which is important in problem- solving activities.

Thus this study stretches this views:

Sociocultural Theory of Teaching, Learning and Development.

Vygotsky's sociocultural theory of learning explains that learning occurs during social interactions between individuals.it is one of the dominant theories of education today. It believes learning happens first through social interaction and second through individual internalization of social behavior. The major theme of vygotsky's theoretical framework, is that social interaction plays a fundamental role in the development of cognition. Social interaction takes place through technology which also serve as a medium of

instructional materials. Students learn faster when they see and hear what they are been thought. It registers a permanent picture in their brain.

According to vygotsky, human mind develop through interaction with materials in the learning process, where people learn from each other and use their experiences to successfully make sense of the materials they interact with. These experiences are crystallized in " cultural tools" and learners have to master such tools in order to develop specific knowledge and skills in solving specific problem and in the process become competent in specific profession.

Learning by using tools is not something that simply helps the mind develop. Rather, this kind of learning leads to new, more elaborate forms of mental functioning. This theory implies that instructional materials lead to cognitive development because they mediate learners thinking through the tools and such mediation constitutes the very cornerstone of mental development.

Impact of Instructional Materials in Teaching and Learning process.

Adeogun (2001), revealed a strong positive link between instructional resources and academic performances. According to Adeogun, schools who has access to instructional materials performed higher than schools that has no access to instructional materials. This is due to the fact that students who has access to instructional resources has a broader and wider range of understanding a lesson been taught, because they are able to see, hear and practicalize the lesson been taught in a real life setting. (For example a student been taught different types of cereal and the teacher is able to provide at least four types of cereal. That students has an higher advantage of understanding what cereal is and what they look like). This finding supported the study by Babayomi(1999) that private schools performed better than public schools, because of the availability and adequacy of teaching and learning resources.

Fuller and Clark(1994) suggested that the quality of instructional processes experienced by a learner determines quality of education. This implies that schools that possess adequate teaching and learning materials such as charts, graph, textbooks, pictures and real objects for students to see, hear and experiment with, has a better chance of performing well in examination than

poorly equipped ones. However Chonjo (1994) focused only heard n physical facilities, leaving out instructional materials. In my own idea , physical facilities are not enough to provide adequate teaching and learning, instructional materials are also necessary. The study done by Maundu (1987) agrees with my idea that, in order for a school to have a good performance, it must be well equipped with relevant and adequate textbooks and other teaching and learning resources.

Summary of literature reviewed

Instructional materials are very vital for the effective teaching and learning of Home- economics in secondary schools. Schools needs provision of instructional materials for students to able to learn effectively, therefore Home-economics laboratory should be provided in every school offering home economics. Students need to see what they are been taught, so as to register the lesson been taught in their memory. Students tend to remember faster lessons that where taught using practical's and instructional materials than those taught without instructional materials.

Obanya (1989) view instructional materials as a didactic material i.e things which are supposed to make teaching and learning possible. Home economics is meant to be practicalised, making it important that instructional materials are to be used. Many schools fail to provide the teachers with materials needed for effective teaching, thereby making the lesson boring and ineffective to the students, then students begin to lose interest in the subjects.

CHAPTER THREE

METHODOLOGY

This chapter discusses the method used for carrying out the study. It is organised under the following

Design of the Study

The study adopted a descriptive survey research design. This design is suitable because the nature of the research topic demands the collection of significant amount of data from a meaningful population size In an efficient manner.

Population of the Study

The population of this study was two hundred and sixty five (265) home economics students and 6 (six) home economics teachers in the selected secondary schools in Ikpoba okha local government area, Benin City.

Sample and Sampling Technique

The sample size for the study was 53 home economics students and six (6) home economics teachers . Using simple proportionate technique that is 20% of home economics students in the selected schools below. The sample size is depicted on the table 1

Table 1: Population Distribution of Home economics students and Teachers in Ikpoba Okha L.G.A, Edo State

S/N	Name of school	Number Of Home Economics Teachers	Number of home economics students	Population of Students (Total)	Sample size of teachers	Sample size (20% of student population)
1	Niger college	2	100	100	2	20
2	St- Maria Goretti girls school	2	100	100	2	20
3	Uniprep group of school	1	35	35	1	7
4	Unicoach group of school	1	30	30	1	6
5	Total	6	265	265	6	53

Source: Field survey, 2021

Instrumentation of the Study

The research instrument in this study is a questionnaire designed to sample the " Extent of the Use of Instructional Materials in the Effective Teaching

and Learning of Home Economics in Secondary Schools in Edo State". The questionnaire is made up of two sections A and B. Section A samples the personal data of the students including; Age, sex, class; while section B samples the items which are drawn based on the purpose of the study. It is aimed at collecting data on the "Extent of the use of instructional materials in the effective teaching and learning of home economics in secondary School in Ikpoba okha local government area, Benin City, Edo state Nigeria.

Section B is made up of 3 research questions with 5 different questions under the 3 research questions, making all together 15 items of questionnaire.

likert scale of four points was used with items as positive and negative on a 2.50 rating decision.

Strongly Agree (S A).	4
Agree.	3
Disagree.	2
Strongly Disagree.	1
Summation.	= 4+3+2+1

Average. $=10/4= 2.50$

Items with 2.5 and above mean values were regarded as positive response while items with 2.5 and below mean values regarded as negative response.

Validity of the Instrument

The instrument was supervised by experts in vocational and technical education. The project supervisor and experts in home economics in the university of Benin helped to determine the face of validity of the questionnaire instrument.

Reliability of the Instrument.

The reliability of the instrument was establish with the use of Cronbach alpha statistics and reliability of 0.75 was obtained, which confirm that the reliability of was confirm.

Method of Data Collection

The researcher visited the selected schools in Ikpoba Okha local government area of Edo state and personally administered the questionnaire. The questionnaire were collected on the spot. This ensured 100% return and response rate.

Method of Data Analysis

Data collected for the purpose of this study were analyzed using mean, (\bar{X}) and standard deviation. A four points rating scale was used with the items as positive and negative on a 2.50 rating decision. Frequencies, percentages, means and standard deviation was used to analysed the data with the aid of IBM SPSS statistical software version 25.0 . Items with 2.5 and above mean values were regarded as positive response while items with 2.5 and below mean values regarded as negative response.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

This chapter presents the analysis of data collected from self-administered questionnaires to 53 students and 6 teachers of home economics in four selected secondary schools across Ikpoba-Okha Local Government Area, Benin City. Frequencies, percentages and means were used to analyse the data in tables while explanations were provided beneath each table. The analysis was carried out with the aid of IBM SPSS statistical software version 25.0.

Demographic Variables

The demographic variables that pertained to this study and assessed by the researcher were sex, and class. Table 1 below shows the demographic variables with respect to the afore-listed variables.

Table 2: Demographic information

S/ N	Variables	Attributes	Frequency	Percent (%)
1	Sex	Male	22	41.5
		Female	31	58.5
	Age	10-15 years	29	54.7
		16 years & above	24	45.3
		Niger college	20	37.7
2	School	St- Maria goretta girls of school	20	37.7
		Uniprep group of school	7	13.2
		Unicoach group of school	6	11.3

Source: field survey

From Table 1, out of 53 respondents, 22 (41.5%) are males while 31 (58.5%) are females. In terms of age, 29 (54.7%) of the students are between 10 and 15 years old while 24 (45.3) are 16 years and above. In terms of school, 20

(37%) of the selected respondents are from Niger college, 20 (37%) are from St- Maria goretta girls school, 7 (13.2%) are from Uniprep group of school while students from Unicoach group of school made up 6 (11.3%) of the total respondents in this study.

Analysis of Research Questions

The analysis of this study was based on the research questions. Consequently, the three (3) research questions of the study were duly analysed.

Research Question 1: How effective is the use of audio instructional materials in effective teaching and learning of home economics in Secondary schools in Edo state?

Table 3 contain respondents’ responses as regards the effectiveness in the use of audio instructional materials for teaching and learning of home economics in Secondary schools in Edo state. The responses from the respondents were used to answer research question one (1).

Table 3: Descriptive Statistics on the use of audio instructional materials in effective teaching and learning of home economics in Secondary schools

S/N	ITEMS	Students			Teachers		
		Sum	Mean	Remark	Sum	Mean	Remark

1	Audio instructional materials are effective for teaching and learning.	53	2.61	Agree	6	3.01	Agree
2	Students learn more when they are been taught with Instructional materials.	53	2.67	Agree	6	2.99	Agree
3	Students pay more attention in class, when instructional materials are used in teaching.	53	2.74	Agree	6	2.55	Agree
4	Teaching and learning is easier and more effective when carried out with the aid of instructional materials.	53	2.61	Agree	6	2.81	Agree
5	Students tend to remember faster, lessons that were taught with the aid of instructional materials.	53	2.77	Agree	6	3.14	Agree
Average mean			2.59	Agree		2.90	Agree

Respondents' response to the 5 items in table 2 showed that the mean score to each item is more than 2.50 (decision point). This indicates that majority of the respondents agreed to all items in the table. It can be seen that the average mean score of students is 2.59 while that of teachers is 2.90. Thus, the average mean scores of students and teachers to the five items in the table is greater than the decision point (criterion mean = 2.50), this indicates that both teachers and students are of the opinion that it is effective to use audio instructional materials in teaching and learning of home economics in Secondary schools.

Research Question 2: What are the problems that are associated with the use of video instructional materials in the effective teaching and learning of home economics in Secondary schools in Edo state?

Table 4 contain responses from the respondents as regards the problems that are associated with the use of video instructional materials in the effective teaching and learning of home economics in Secondary schools in Edo state. The responses from the respondents were used to answer research question two (2).

Table 4: Descriptive Statistics on the problems that are associated with the use of video instructional materials in the effective teaching and learning of home economics in Secondary schools

S/ N	ITEMS	Students			Teachers		
		Sum	Mean	Remark	Sum	Mean	Remark
1	Video instructional materials are more costly.	53	2.97	Agree	6	2.51	Agree
2	Video instructional materials require a large space area, so that every student can participate.	53	3.15	Agree	6	2.69	Agree
3	Video instructional materials are time consuming.	53	2.83	Agree	6	2.61	Agree
4	Schools are reluctant in providing video instructional materials.	53	2.77	Agree	6	2.94	Agree
5	Students are expected to pay for the provision of video instructional materials.	53	2.54	Agree	6	2.42	Agree
Average mean			2.50	Agree		2.63	Agree

Table 4 revealed that the mean response to each of the 5 items in the table is more than 2.50 (decision point). This indicates that majority of the respondents agreed to all items in the table. It can be seen that the average

mean score of students is 2.50 while that of teachers is 2.63. Thus, the average mean scores of students and teachers to the five items in the table are greater than the decision point of 2.50. This indicates that both teachers and students are unanimous in their opinion that there are problems that are associated with the use of video instructional materials in the effective teaching and learning of home economics in Secondary schools in Edo state.

Research Question 3: How much awareness is been created on the use of Audio- visual instructional materials in effective teaching and learning of home economics in Secondary schools in Edo state?

Table 5 contain respondents' responses as regards the awareness of audio-visual instructional materials in effective teaching and learning of home economics in secondary schools in Edo state. The responses from the respondents were used to answer research question three (3).

Table 5: Descriptive Statistics on the awareness of audio- visual instructional materials in effective teaching and learning of home economics in secondary schools in Edo state

S/N	ITEMS	Students			Teachers		
		Sum	Mean	Remark	Sum	Mean	Remark
1	Students recollect and memorize lessons that they are able to hear and see.	53	2.66	Agree	6	2.57	Agree
2	Students should be provided with Audio-visual instructional materials for effective teaching and learning.	53	2.75	Agree	6	2.90	Agree
3	Seminars should be organized for students on the benefits of seeing and hearing what they are been taught	53	2.96	Agree	6	2.64	Agree
4	Audio- visual Instructional materials should be included in the school curriculum.	53	2.81	Agree	6	2.72	Agree
5	Students should be educated on the use of audio- visual Instructional materials for effective teaching and learning.	53	2.64	Agree	6	2.61	Disagreed
Average mean			2.76	Agree		2.69	Agree

Table 5 revealed that the mean responses to each of the 5 items in the table were more than 2.50. It can also be seen that the average mean score of students is 2.76 while that of teachers is 2.69. Thus, the average mean scores of students and teachers to the five items in the table are greater than the decision point of 2.50. This indicates that both teachers and students are of the general opinion that the awareness of audio-visual instructional materials

in effective teaching and learning of home economics in secondary schools is very high.

Discussion of Findings

Study findings for research question one revealed that it is effective to use audio instructional materials in the teaching and learning of home economics in Secondary schools. This is due to the fact that the average mean responses of students and teachers were higher than 2.50 in Table 2.

In regards to research question two, the study discovered that there are problems that are associated with the use of video instructional materials in the effective teaching and learning of home economics in Secondary schools in Edo state. Five of such identified problems include; cost of video instructional materials, the requirement of a large space area for video instructional materials, the time consuming nature of video instructions, the reluctance of schools to provide video instructional materials, and lastly, the expectation that students are to pay for the provision of video instructional materials.

Results obtained from the present study as regards research question three revealed that there is a high level of awareness as regards the use of

audio-visual instructional materials in effective teaching and learning of home economics in secondary schools. This is due to the fact that the average mean responses of students and teachers in table 4 were higher than 2.50.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This research work investigate the extent of the use of instructional materials in the effective teaching and learning of home economics in secondary schools in Ikpoba Okha Local Government Area of Edo State. This research work comprise of five chapters, to carry out this research work, three research question were raised, which are; how effective is the use of audio instructional materials for effective teaching and learning of home economics in Secondary schools in Edo state, what are the problems that are associated with the use of video instructional materials for effective teaching and learning of home economics in Secondary schools in Edo state, how much awareness is been created on the use of Audio- visual instructional materials for effective teaching and learning of home economics in Secondary schools in Edo state. The population of this study consist of two hundred and sixty five (265) home economics students and 6 Home economics teachers. Fifty (53) home economics students was selected to represent 20% of home economics students, likewise (six) 6 home economics teachers was selected to represent home economics teachers schools in Ikpoba Okha Local Government area. Questionnaires was raised to sample opinion from the respondents which have the items of Strongly

Agree (S = 4), Agree (A = 3), Disagree (D = 2), Strongly Disagree (SD = 1) the Summation = 4+3+2+1 and the Average scale of =10/4= 2.5. Frequencies, percentages, means and standard deviation was used to analysed the data with the aid of IBM SPSS statistical software version 25.0.

Conclusion

From the findings it was discovered that from research question one, that the use of audio instructional materials in the teaching and learning of home economics in Secondary schools is effective. This is due to the fact that an average mean response of 2.59 was computed for all responses in table 4.2. In research question two it was discovered that there are problems that are associated with the use of video instructional materials in the effective teaching and learning of home economics in Secondary schools in Ikpoba okha Local Government Area of Edo state. Five of such identified problems include; cost of video instructional materials, the requirement of a large space area for video instructional materials, the time consuming nature of video instructions, the reluctance of schools to provide video instructional

materials, and lastly, the expectation that students are to pay for the provision of video instructional materials.

Finally, in research question three, it was revealed that there is a high level of awareness as regards the use of audio-visual instructional materials in effective teaching and learning of home economics in secondary schools. This is due to the fact that the average means score of 2.76 to the items measuring the respondents' awareness was greater than the decision point of 2.50.

Recommendations

Base on the findings, the following recommendation were made.

1. School authorities in Ikpoba Okha Local Government Area should provide enough video instructional material for the learning and teaching of Home Economics.
2. Government and school proprietors should provide large space area for Home Economic laboratories in secondary schools.
3. Schools authorities should provide avenue for practical which will aid effective teaching and learning of Home economics in secondary schools in Ikpoba Okha L.G. A. of Edo State.

4. Government should make it compulsory for schools to include in their curriculum that instructional facilities must be used for teaching and learning of Home economics in Secondary schools.
5. School authorities should not demand payment from students for the provision of instructional materials because it will scare them from attending Home Economics classes.
6. School principals should encourage teachers of Home Economics to use the latest instructional materials in effective teaching and learning of Home Economics in secondary schools.
7. Government and school proprietors should organize training and retraining conferences, seminar and workshops for teachers in order to equip them with modern method of teaching and how to utilize instructional materials which could enhance their teaching skills.

Suggestion for Further Studies

1. Availability and utilization of Instructional Materials for Effective Teaching and Learning of Home Economics in Secondary Schools in Edo State.
2. Adequacy of Instructional Materials for Effective Teaching and Learning of Home Economics in Secondary School in Edo State.
3. Student Knowledge of the use of Instructional Materials in Home Economics.

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APPENDIX

UNIVERSITY OF BENIN FACULTY OF EDUCATION BENIN CITY

RESEARCH TOPIC: THE EXTENT OF THE USE OF INSTRUCTIONAL MATERIAL FOR THE EFFECTIVE TEACHING AND LEARNING OF HOME ECONOMICS IN SECONDARY SCHOOLS IN EDO STATE.

QUESTIONNAIRE

Dear Respondents,

I am a final year student from the above institution. This questionnaire is solely for research purpose. Do not write your name. Please answer each question as honestly as possible. Your response will be treated with utmost confidentiality. Answer the question by ticking (✓) in the appropriate box that best describes your view.

Thank you.

SECTION A: (PERSONAL DATA)

1. **AGE:** 10-15() 15-20 ()
2. **SEX:** MALE () FEMALE ()
3. **NAME OF SCHOOL:**

KEY TO SCORES

Strongly Agree - **(SA)**

Agree - **(A)**

Disagree - **(D)**

Strongly Disagree - (SD)

S/N	ITEMS	SA (4)	A (3)	D (2)	SD (1)
	Audio instructional materials for effective teaching and learning				
1.	Audio instructional materials are effective for teaching and learning.				
2.	Students learn more when they are been taught with Instructional materials.				
3.	Students pay more attention in class, when instructional materials are used in teaching.				
4.	Teaching and learning is easier and more effective when carried out with the aid of instructional materials.				
5.	Students tend to remember faster, lessons that were taught with the aid of instructional materials.				
S/N	Problems of video instructional materials				
6.	Video instructional materials are more costly.				
7.	Video instructional materials require a large space area, so that every student can participate.				
8.	Video instructional materials are time consuming.				
9.	Schools are reluctant in providing video instructional materials.				
10.	Students are expected to pay for the provision of video instructional materials.				
S/N	Awareness of audio- visual instructional materials				
11.	Students recollect and memorize lessons that they are able to hear and see.				
12.	Students should be provided with Audio-visual instructional materials for effective teaching and learning.				
13.	Seminars should be organized for students on the benefits of seeing and hearing what they are been taught				
14.	Audio- visual Instructional materials should be				

	included in the school curriculum.				
15.	Students should be educated on the use of audio-visual Instructional materials for effective teaching and learning.				