

**THE EFFECT OF INSTRUCTIONAL MATERIALS ON THE TEACHING AND
LEARNING OF ECONOMICS IN PUBLIC SECONDARY SCHOOLS IN EGOR
LOCAL GOVERNMENT AREA OF EDO STATE**

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FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

JANUARY 2023.

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE BACHELOR OF SCIENCE IN EDUCATION B.sc. (Ed) IN
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CERTIFICATION

We, the undersigned, certify that this research project was carried out by EDJERIABE Dadefeyi Juliet (Miss) in the Department of Educational Management, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This project work is dedicated to God Almighty for His Faithfulness and Unending Love for seeing me through my study. And also to my parents, Late Mr. and Mrs Gabriel Edjeriabe of blessed memory

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I wish to express my profound gratitude to God Almighty for His Protection, Provision, Faithfulness and Grace upon me throughout my study. My acknowledgement also goes to Dr. Michael Osasuyi (project supervisor) for his constructive suggestions and guidance in making this work a success.

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ABSTRACT

This research work was carried out to ascertain the effect of using instructional materials on the teaching and learning of economics in public secondary schools in Egor local government area of Edo State. It specifically examined various factors such as the extent in which economics teachers get involved in the invention of instructional materials in the teaching and learning of economics, the factors that determine the choice of instructional materials in the teaching and learning of economics. The researcher employed descriptive survey and sampled seven (7) schools from Egor local government area. Eighteen (18) respondents (economics teachers) constitute the sample size in which 100% of the questionnaire was retrieved.

Three research questions were raised and they were answered with simple percentage. It was found that the use of instructional materials affect students' performance in economics, teachers attend conferences to improvise instructional materials, students learn faster when instructional materials are used.

Based on the findings, the following recommendations were made:

The remote problems and factors that affect the proper use of instructional materials should be brought to book and addressed and learners should be exposed to the use of instructional materials from the cradle for effective disposition and meaningful acquaintance.

CHAPTER ONE

INTRODUCTION

Background of the Study

Generally speaking, every human activity has certain targets which it ought to pursue, and possibly achieve. Becker (2020) observed that 'economic education focuses on two main themes or ideals: a. current state of, and effort to improve the economics curriculum, materials and pedagogical techniques used to teach economics at all educational levels; b. research into the effectiveness of alternative instructional techniques in economics, the level of economic literacy of various groups, and factors that influence the level of economic literacy. In Nigeria, however, a fundamental framework of economics has been-laid at the secondary school, not just for those intending to pursue a career in economics, but more generally as a part of educational foundation which every student should possess before leaving school.

Kene (2016) indicated that economics in secondary schools is expected to equip the students in fundamental areas of intellectual training, vocational skills, cultural values, citizenship training, tools for the analysis of situation, and national interest for development. But, the optimal achievement of the above goals or even objectives, depend largely on the appropriate application of teaching methods, techniques, materials among other teaching resources cannot be overemphasized. This is because it dictates the method,

techniques or even skills to be adopted, in order to facilitate the achievement of instructional objectives. In the same way, Meze (2019) posited that as more, economics deals with concepts and abstract ideas, the use of appropriate instructional materials go a long way to up-grade the learners' experience and facilitate understanding and internalization. On the contrary, inappropriate administration of instructional materials is capable of jeopardising the entire instructional objectives. Onyejekwe (2016) argued that the set goals may not be reached by the teacher, if he fails to choose and correctly use appropriate resources in teaching. This is interpreted to mean that any economics teacher, who chooses wrong teaching aids for a particular lesson, has failed completely in achieving the set objectives. However, the question that strikes the mind at this juncture is what does it profit the teaching learning process, if its instructional objectives are not achieved, as a result of wrong choice of teaching tools by the teacher?

However, taking cognizance of the fact that the targeted instructional objectives of a particular lesson is capable of being derailed by inappropriate use or even non-use of instructional materials in teaching-learning processes it becomes relevant that this kind of research topic be properly brought to book. Hence, adequate analysis on how to appropriately choose, adopt improve, and apply the available teaching-learning resources towards realizing set instructional objectives, becomes invaluable: Based on the foregoing issues, the thrust of this research work is to study how appropriate application of relevant

instructional materials could result into effectiveness in the teaching and learning of economics in secondary schools, especially in Egor Local Government Area of Edo State as a facet of Nigeria's Educational System.

Statement of the Problem

Teaching and Learning of economics have been seriously frustrated in recent time (Mbionwu, Onioniwu and Udekaigbo, 2017). This is attributed to the fact that it is difficult to translate the ideas of some economic concept and theories into visual practical realities. Teachers are being accused of not teaching with the use of instructional tools which has culminated in poor performance of students, especially in external examinations. Due to this, most students now rely so much on examination malpractices to succeed in such examinations as: West African Examination Council (WAEC), National Examination Council (NECO), National Business and Technical Examination Board (NABTEB) and Universal Tertiary and Matriculation Examination (UTME).

This problem is compounded by the use of unsuitable teaching aids such as out-dated textbooks, parroting in place of improvisation or even emphasis on teaching-learning resources that need electricity. The inadequate supply of teaching aids by government cum the poor supervision of teachers' compliance to instructional materials usage, especially during teaching-learning encounter is seen to have

degenerated the situation, that is, poor performance of students in Egor Educational Zone. More so, most teachers who are not well acquainted with the skills on how to use the instructional aids end-up making the lesson more abstract, than reality. For instance, some teachers in our secondary schools who have Bachelor of Science (B.Sc) at the expense of Bachelor of Education (B.Ed.) might not have acquired relevant skills on how to appropriately use the instructional materials in teaching-learning process, even at students' jeopardy. It becomes obvious; they are capable of degrading the quality of our educational system. However, one begins to wonder, whether the educational authorities, and teacher in Egor are not aware of the perceived questions posed by the poor standard of students performance in economics.

Research Questions

The following research question are raised to guide the study

1. To what extent do economics teachers get involved in improvisation of instructional materials in teaching and learning of economics in Egor Local Government School?
2. What are the factors that determine the choice of instructional materials in teaching and learning of economics?
3. Is the use of instructional materials in teaching and learning of economics effective in achieving the desired instructional objectives, improved performance of students in

economics?

Objectives of the Study

The broad objective of the study is to examine the effectiveness of instructional materials in teaching and learning of economics in public secondary schools in Egor local government area of Edo State and the specific objectives are to;

- ❖ determine the extent of economics teachers' involvement in the improvisation of economics teaching-learning resources;
- ❖ determine the factors that influences the choice of instructional materials in teaching and learning of economics
- investigate the effectiveness of instructional materials for teaching and learning of economics in secondary schools in Egor Local Government;

Scope and delimitation of the Study

The study focuses on the effectiveness of instructional materials in teaching and learning of economics in public secondary schools in Egor local government area of Edo State.

Significance of the Study

The significance of this study cannot be over-emphasized. The study will be of immense benefits to;

Teachers in the field of economics would be acquainted with the prerequisites for the selection of instructional materials for teaching - learning encounter;

Would be exposed to those topics in economics which instructional materials could be provided using locally sourced materials;

Students stand to benefit, as their performance is expected to improve, if economics teachers start using teaching-learning resources appropriately;

Government is provided with a more reliable information, which would enable her formulate economics curriculum that is well rooted in the use of instructional materials;

Moreover, it will provide an avenue for further researches, which most educational institutions would find indispensable, especially the Nigeria Educational Research Development Commission (NERDC).

Definition of Terms

The following terms are defined operationally under the study.

Instructional materials: Instructional materials, also known as teaching/learning materials, are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives.

Economics: Economics is the study of economic issues relating to education, including

the demand for education, the financing and provision of education, and the comparative efficiency of various educational programs and policies.

Teaching and learning: Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviours, and skills that add to their range of learning experiences.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents review of related literature and it is discussed under the following sub-headings.

- ❖ Concept of Instructional Materials
- ❖ Classification/Types of Instructional Materials
- ❖ Criteria for Selecting Instructional Materials in Economics Teaching Learning Processes
- ❖ The roles of instructional materials in the science classroom
- ❖ Contributions of Educational Media in Teaching and Learning of Economics
- ❖ Challenges that Teachers Face in Accessing Instructional Materials
- ❖ Problems Militating Against Effective Utilization of Teaching and Learning Resources in Economics
- ❖ Empirical Literature on Instructional Materials
- ❖ Summary of the Reviewed Literature

Meaning of Instructional Materials

Instructional materials are interchangeably used with the following: instructional aids, educational tools, educational media, teaching resources, teaching-learning

resources, curriculum materials, instructional resources, educational devices etc. Obiagwu and Ezeugo (2019) described instructional materials as:

all the materials, devices, equipment ... which a teacher adopts during the teaching-learning process to pass across information effectively to the learners, so that the learner receive, comprehend, retain and apply the knowledge acquired to attain the educational objectives.

They are resources which both the teacher and their students use for the purpose of ensuring effective teaching and learning. Okafor in Obiajuru and Usifo (2018) opined that instructional materials are objects brought into play to emphasize clarity or visualize instruction. This is to say that instructional materials are aids to effective teaching, and they assist effectively in classroom by evoking in the students the same mental image as in the teacher, thereby making words less ambiguous. In the words of Ofoefuna (2018), educational media are also called instructional materials that the teacher needs to incorporate into the teaching-learning process to help students benefit maximally from the learning experience. In agreement to what Ofoefuna stated above. Meze (2020) opined that as economics deals more with concepts and abstract ideas, the use of appropriate instructional materials go a long way to up-grade the learners experience and facilitate understanding and internalization. This all boiled down to the fact that whatever is called teaching aids, should be able to enrich the learner's knowledge and creativity. On the

other hand, teachers are also at advantage with the use of teaching-learning resources. This is because over-verbalization and use of words excessively, on the part of the teacher is drastically reduced. Instructional materials in economics includes: naira note, textbooks, computer system, models, graph, etc.

Classification/Types of Instructional Materials

There exist many types and classifications of instructional media, such as the 'diminishing returns', 'balance of payment', 'population distribution', 'demand and supply', etc. However, these visual resources feature most prominently in the teaching of economics as students could also visit economic institutions like banks, insurance companies, stock exchange markets, manufacturing companies, etc.

Audio Resources

These resources are curriculum materials that rely extensively on the sense of hearing for teaching and learning. It is argued that, although most people learn by seeing, some persons - still learn better through the sense of hearing. Educational media such as radio, compact - disc, cassette recorder, the recorder player, tape recorder, among others, could be emphasized on by the teacher for students to listen to, even at home. This emphasis might be based on topical issues discussed in radio stations by experts which

students could listen to and retain the concept of the message. For instance, Bank Consolidation era of Professor Soludo was highly discussed in radio, and this related to topics on how Central bank controls Commercial Banks.

Audio-Visual Resources

This is a multimedia system that appeals to both sense of sight and hearing simultaneously. The principle behind the adoption and utilization of these media is the fact that learners learn better when more senses are involved. Based on this note, ancient Chinese proverb argued that 'what I hear, I forget, what I see, I remember, but what I do, I know. To buttress this, sounder in Okpala (2019), observed and advocated that people remember 10% of what they hear (what I hear, I forget), remember 50% of what they see (what I see, I remember) and remember 90% of what they hear, see, and do (multiple senses utilized). Meanwhile, as various economic issues are discussed in educational television, the teacher can video-tape it for the purpose of teaching-learning encounter. The teacher can as well, lay emphasis on students need to listen and watch economic programmes in television. Other examples of audio-visual media are films, video and sound films. Their effectiveness, depend largely on the skillful application of those materials by the teacher.

Criteria for Selecting Instructional Materials in Economics Teaching Learning Processes

In order not to mar the purpose of adopting and using educational media, Prerequisites for the selection of materials are considered. LCISD (2007) suggested that instructional materials should be selected based on: technical quality, readability by students, completeness, accuracy, clarity. absence of gender stereotyping, ethnic bias, relevance of materials to the topic, appropriateness of the content and presentation relative to the maturity and comprehension level of the students.

Obiagwu and Ezeugo (2019) opined that relevance availability, cost and utility value of the materials be taken cognizance of. Meze (2020) suggested that objectives of the lesson, suitability, appropriateness, availability and cost-benefit analysis be considered. Based on the above notion, it can be suggested here that the following be strictly considered for the selection of media for teaching-learning in economics education.

- Objectives of the topic to be taught;
- Availability of materials and its compatibility with relevant equipments;
- Nature and age of the learner;
- Experience, intelligence and ability of the learner;
- Appropriateness and relevance to the topics;
- Validity, reliability, recent and clarity;

- Economic relativity (cost-benefit analysis).

The roles of instructional materials in the science classroom

Instructional materials are highly important for teaching especially the inexperienced teachers. The teachers rely on instructional materials in every aspect of teaching (Crist 2014). They need materials for background information on the subjects they are teaching. Young teachers find it difficult to express themselves when they enter the classroom. Therefore they need instructional materials to help them. Teachers often use instructional materials for lesson planning.

These materials are also needed by teachers to assess the knowledge of their students. Teachers often assess students by assigning tasks, creating projects and administering examinations. Instructional materials are essential for all these activities (Crist 2014).

These materials can also help teachers create assignment and project ideas for students. Teachers are required to use several different methods to assess their students in order to provide the most accurate assessments. Instructional materials often provide innovative and creative ways to assess students' performance. It is hard to imagine any teacher who is capable of teaching effectively without accompaniment of instructional materials. In addition to this, any teacher who is deprived of instructional materials must likely experience stress and anxiety on daily basis (Crist, 2014). Instructional materials are also

designed to develop the learner to achieve his/her desired objectives in a learning situation. Instructional materials bring science to bear in the class room.

Offorma in Usman and Adewumi (2006) stated that successful implementation of any curriculum is fully dependent on the quality and quantity of instructional materials available to teachers and pupils for use in schools. Instructional materials stimulate learner's interest; help both the teacher and the learner to overcome physical limitation during presentation of subject matter. Similarly, materials enrich learning and make it more pleasurable. They are used as checks to the teachers' knowledge and means of transmission. Instructional materials also give the teacher the air of guidance, coordination, supervision and more time for correction, brighten the classroom and bring variety in the class lesson (Eya 2004). Usman (2002) described instructional materials as information carrying technologies that can be used for instruction. Instructional materials have always held out in their different ways, the bright hope of delivery educational information and experiences widely, quickly, vividly with realism and immediacy that printed media could hardly achieve. A teacher for instant can explain and describe a pipette or burette but it is very hard to tell the students exactly what a pipette or burette looks like without a picture for clarity. The picture of a pipette or burette is an instructional material that would help the students to understand the lesson. Betiku (2000) explained that the term instructional material comprise all available and accessible,

theoretical, practical and skill oriented resources, which facilitate the learning acquisition and evaluation of vocational technical skills.

According to him they integrate all the devices that assist in transmitting the facts, skills, attitudes and knowledge to the learners within the instructional system and as may be applied in the word of work.

Usman and Adewumi (2006) observed that instructional materials have been found to enhance the quality of the learning experience for learning in many ways. Among them are; they improve multi-sensory and multi-image factors responsible for inability of teachers to improvise instructional materials for the teaching and learning of science.

Contributions of Educational Media in Teaching and Learning of Economics

Current stage of economics education is characterized by active use of products related to technologic advance. Information technologies are broadly used for the development of such particular national infrastructure of state management that will meet the standards of present-day management. Digitalization of the economic system is the major stream of state development, economy and social relations. Digital economy encourages consistent development of society and social relations. A number of researchers have analyzed these problems (Bolgov & Dunaeva, 2016; Zinder & Yunatova, 2017).

According to the recent presidential thesis, which states "without digital economy we will not manage to move over to the next technological wave and without such move to the next technological economy in Russian economy, there is no future for our country", it may be affirmed that digitalization affects needs of modern economy, changes in labour characteristics and human's role in production chain, moreover it provides an opportunity to identify new professions in the context of educational and economy transformation. Digital technologies have a profound impact on the educational system, on buildup of competencies (Kesici & Tunç, 2018). Moreover, people's motivation towards learning and education changes, labour organization transforms. But we quite agree that the education sector has invested heavily in digital technology; but this investment has not yet resulted in the radical improvements of learning experiences and educational attainment (Luckin et al., 2012). But online education presents new opportunities not just for the mechanics of higher education, but for improving each student's experience and outcomes (Kelly, Coates, & Naylor, 2016). According to Unwin as quoted in Ofoefuna (2018), the reasons for the utilization of media in instructional system are: to communicate properly, add interest, relieve boredom, increase motivation of the teacher, allow students more autonomy with respect to their own learning and to gratify the teacher's liking for making and using instructional aids Teaching aids, indubitably, enhance effective communication between the teacher and learners in the following ways:

- They accelerate the rate of learning in students;
- It brighten up the classroom, bring in variety, stimulate learners interest and attention;
- They offer a reality of experience to learner;
- They concretize lesson, for basic conceptual thinking;
- They contribute to the growth of meaning;
- They inject full life into the teaching and learning processes.

Challenges that Teachers Face in Accessing Instructional Materials

Teachers in community secondary schools most especially in rural community schools face some challenges in accessing instructional materials. One of the big challenges that teachers in community secondary schools face in accessing instructional materials is meagre funds provided by the government to community secondary schools for purchasing instructional materials. Community secondary schools depend to the large extent on the government for funding. Very little support is received from local government and communities around the schools most especially in rural areas due to poverty. The funds are provided in form of capitation grants. The capitation grant is aimed at improving the quality of education by making sure that sufficient teaching and learning materials are found at school level In particular, the capitation grant 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, 2017).

However, while the number of students who are enrolled in schools has been increasing each year, education capitation grant has been dropping. Even without adjusting for inflation, the actual amount of money reaching schools for capitation grants is clearly much less today compared to what it was between 2002 and 2003. 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 2007/08 however, the money actually reaching the schools had declined to 4,189 shillings per pupil (URT, 2010). This amount of money is grossly insufficient to purchase a minimum set of textbooks apart from other instructional materials which are highly needed by the teachers. According to Onche (2018), government's Policy towards efficient provision of these aspects of educational resources has not been encouraging and has always not been well planned, monitored, supervised and evaluated with rural schools as the back bench of implication of these policies.

Another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most community secondary schools especially in rural areas do not have access to information communication technology (ICT) which could alleviate shortage of instructional materials. As we are in a new millennium, there is an increased awareness of the need to use modern scientific approach in teaching and

learning processes in our schools.

At present, there is a universal recognition of information and communication technology as a major force in the dissemination of knowledge (Aina, 2018). Majority of teachers who were trained early 1990's and backward do not have skills in the field of Information and Communication Technology. Where there are skilled teachers, other problems naturally include problem of installation, maintenance, operation, network administration and local technicians to service or repair these equipments and the other facilities.

In most of the rural secondary schools, most of the facilities are non-existent, hence the traditional chalk and duster approach still dominates in secondary school pedagogy (Obasi, 2018). Poor salary is also another challenge that teachers face. Teachers like most civil servants in Tanzania are poorly paid. This becomes a hindrance for them to purchase their own teaching materials or acquisition of new ideas, skills and knowledge by failure in enrolling for further educational programmes including Information and Communication Technology (ICT). With this, the academic and intellectual capacities of teachers and learners are bound to be affected substantially during classroom interaction (Onche, 2018) Lack of sufficient skills and creativity may hinder teachers to improvise their own instructional materials.

Local governments and communities around community secondary schools are

supposed to provide resources most especially funds to these schools so that teachers can use them to access instructional materials. But very often this is not the case due to number of reasons. Some local communities have very narrow tax base. Also the performance of local councils in the collection of their own revenue have been recorded very poor.

According to Galabawa (1993), there are few types of councils in Tanzania, which can manage to collect government grants. Many local authorities however have found themselves unable to deal with such a rapid increase in expenditure and their budget deficit increase. Education is one of the sectors, which are mostly affected by this situation. Poverty is another reason, which may hinder members of the community in supporting teachers and schools financially so that they can access instructional materials. According to Kimego (2019), Parents and communities participation differ from rural to urban communities and from one mode of economy to another. Parents who are involved in cash crops economy have economic ability to finance education compared to parents who are not involved in cash crop economy. For example pastoral communities such as Masai have displayed poor financing strand for their children. Teachers who work in such areas have more challenges in accessing instructional materials.

Another challenge that teachers face in accessing instructional materials is lack of clear policy and monitoring mechanisms to ensure that enough funds are provided to

community secondary schools for purchasing instructional materials and also these funds are used for the intended purpose. As Onche (2019) comments, government's Policy towards efficient provision of these aspects of educational resources has not been encouraging and has always not been well planned, monitored, supervised and evaluated with rural schools as the back bench of implication of these policies.

Problems Militating Against Effective Utilization of Teaching and Learning Resources in Economics

The following obstruct the effective use of teaching aids in education economics:

- Inadequate availability of educational media is an inhibiting factor to the adoption and application of aids in teaching and learning of economics;
- Resistance to change by teachers, as Nwakile (2018), lamented a large number of Nigerian teachers are still ignorant of the tremendous advantage of computer education; lack of operational skills by the teachers, deter them from attempting emphasis on computer;
- Learners poor academic background means that the teacher has to go extra miles to bring about the required learning in the child, even when materials are applied;
- Poor funding as most schools cannot afford consistent excursions procurement and maintenance of powered teaching resources such as educational television, computer system, video recorders, etc.;

- Lack of educational resources centre, as these is not always accessible to the learners. This impede the objective of our educational system;
- Time constraint is also noticed. From week to week, teachers are occupied, trying to cover their scheme as any time missed cannot be regained. The school time-able is so tight, and each subject apportioned 35-40 minutes of teaching. Of-course, such range of time does not give room for many illustrations.

Empirical Literature on Instructional Materials

Some studies have warned that instructional materials could inhibit the attainment of instructional objectives, if irrelevant and inappropriate media are wrongly adopted in the teaching and learning of certain topics! But, most schools, on the contrary, have researched and founded that instructional materials are important.

In a study entitled: The Effectiveness of Instructional Materials in Learning of Economics in Edo State Educational Zone, Okpala (2004), analysed the data collected using chi-square and discovered that there is a significant difference between students taught with instructional materials and students taught without instructional materials. According to him, this shows that instructional media are effective in learning of economics. It can also be stated here that visiting economic institutions such as banks, insurance companies, stock exchange markets, etc. could arouse the development of

career interest in economics.

Ezeugo (2019), investigated on the title: Teachers Use of Information and Communication Technology (ICT) in Primary Mathematics Instruction. He analyzed the data using both mean and Z-test. His study revealed that the usage of ICT tools in mathematics teaching for both private schools and public schools was generally low although teachers in private schools did significantly better than teachers in public schools. He further opined that limited usage of ICT in teaching and learning of mathematics has the following implications: transformation of teaching-learning processes from being highly teacher-centered to student centered cannot be feasible, creation of opportunity for learners to develop their creativity, problem solving abilities, information reasoning skills and other higher order skills cannot be achieved.

Mbionwu, Ononiwu and Udekaigbo (2017) also investigated on the topic. The Use of Instructional Materials in Teaching Economics in Secondary School, and analyzed the data so collected with percentage, modified likert scale and spearman rank correlation co-efficient. Their work revealed that there is a significant relationship between teachers professional qualification and their abilities to the use of instructional materials. This is interpreted to mean that teachers, who are professionally certified, do better than those teachers who are not certified, but engage in teaching profession.

According to Udeorah (2019) who examined topical issue on: 'The Roles,

Constraints and Strategies in Improvisation of Instructional Materials for Teaching and Learning of Agricultural science in Nigeria,' with mean scores as his method of data analysis, reported that the followings affect the extent of improvisation by teachers: lack of fund, lack of interest, lack of skills on the part of teacher due to in-exposure to seminar and courses based on selection, production, and utilization of material, lack of stores, laboratories for storage of Improvised materials, teachers' reliance on already made or imported materials, poor attitude of students to execute projects in Agricultural science.

This connote that for a teacher to get involved in improvisation, such factors as given above have to be seriously considered and followed. On investigation of the title: 'Improvisation of Instructional Materials in Teaching and Learning of Chemistry', Emendu (2017) adopted frequency, percentage, mean, standard deviation and t-test for data analysis and reported that out of twenty topics selected for this study, only nine topics representing 45% are opened to improvisation whereas eleven topics representing 55% are closed to improvisation. This also point to the direction that it is not all the topics that can be improvised for locally. He however, decried that although materials for teaching chemistry are available to certain percentages locally, chemistry teachers are applying this improvisation to a low extent.

Summary of the Reviewed Literature

From the foregoing analysis, it is observed that both behavioural learning theories and cognitive learning theories advocated that instructional material should not be taken for granted. Piaget and Ausubel (Cognitivists) warn that the use of instructional materials should not lie low in the teaching-learning processes. In the same way, Morrison (behaviourist) advocated that students' mastery of the materials presented during the lesson can help them in mastery learning.

On the conceptual literature, it was made clear that students learn through many senses. Therefore, the more the senses that instructional materials appeal to, the higher the rate of learning. However, the criteria for selection of educational media that could help in the accomplishment of instructional goals were: objectives of the topic, appropriateness and relevance of instructional materials to the topic, cost and benefit to be derived herein, age and experience of the learner, etc. Problems confronting the proper application of educational media in teaching and learning encounter were raised as 'poor funding, inadequate storage system, time constraint, poor academic background of the learner, inadequate availability of educational media centers, etc.

Empirically, it was observed that different scholars have reaffirmed the claim that instructional materials are indispensable in teaching-learning process. For instance, Okpala (2019) discovered that there is a significant difference between students taught

with instructional materials and students taught without instructional materials. This result was acclaimed to have been brought about by the proper application to these instructional resources, especially by professionally certified teachers. In which case, the research revealed that instructional materials could objectively aid the achievement of instructional objectives, if only they are appropriately applied by well trained teachers in such area. It was also understood from the above that some topics are not easily improvised for, with local materials, hence the reliance on imported or foreign materials by most teachers.

CHAPTER THREE

METHODOLOGY

This chapter explained the procedures that will be employed in the collection and analysis of data for this study. It will be organized under the following subheadings;

- ❖ Research Design
- ❖ Population of the study
- ❖ Sample and Sampling Technique
- ❖ Research Instrument
- ❖ Validity of the Instrument
- ❖ Reliability of the Instrument
- ❖ Method of Data Collection
- ❖ Method of Data Analysis

Research Design

The research design used for this study is survey research design and it was used to find out the effect of instructional materials on the learning and teaching of economics in secondary schools in Egor local government area of Edo State.

Population of the study

The target population is made up of all the Economics teachers in the fifteen (15) Public Senior secondary Schools in Egor Local Government area of Edo State.

Sample and Sampling Technique

A random sampling technique will be used in selecting a sample for this study. Eighteen (18) Economics teachers will be randomly selected from seven (7) secondary schools in Egor Local Government Area of Edo State.

Research Instrument

The research Instrument is a questionnaire designed by the researcher. It is made up of two sections, A and B. Section A elicited the respondents' demographic data such as gender, school type. Section B, sought to find out the effectiveness of instructional materials in the teaching and learning of economics.

Validity of the Instrument

The questionnaire designed by the researcher will be given to the supervisor and two other lecturers in the department of Educational Management, Faculty of Education, for validity and their corrections will be incorporated in the final draft.

Reliability of the Instrument

In order to ensure the reliability method will be adopted. A pretest of the questionnaire will be conducted using respondents outside the final sample. The scores obtained from the exercise, will be correlated using the Cronbach Alpha formula.

Method of Data Collection

The questionnaire was directly administrated to the respondents by the researcher. A total number of eighteen (18) questionnaires were administered personally by the researcher to the teachers in seven (7) secondary schools and retrieved by the researcher .

Method of Data Analysis

The data emanated from the questionnaire will be analyzed using frequency count and percentage.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter focuses on the presentation of results collected from the investigation. The findings are also discussed. The analyses were also done in relation to the demographic data of the respondents and the research questions examined.

Research Questions 1: To what extent do economics teachers get involved in the invention of instructional materials in the teaching and learning of economics in Egor Local Government?

Table 1: Distribution on the extent in which economics teachers get involved in invention of instructional materials in the teaching and learning of economics in Egor Local Government.

S/N	ITEM	No of respondent	Score	Mean	Std. D	Remarks
1	I attend conferences on how to improvise instructional media	18	60	3.33	0.49	Disagree
2	I instruct students to make provision of relevant materials	18	61	3.39	0.5	Agree
3	I hire experts to help in the required of instructional materials	18	65	3.61	0.5	Agree
4	I help in securing a collection of improvised materials for future use.	18	61	3.39	0.5	Agree

Source: Field Survey, 2022

Analysis of data in Table 1 shows that under item 1, respondents disagreed that they attend conferences on how to improvise instructional materials at a mean score of 3.33 and standard deviation of 0.49. Under item 2, respondents agreed that they instruct students to make provision of relevant materials at a mean score of 3.39 and a standard deviation of 0.50. Under item 3, respondents agreed that they hire experts to help in the required instructional materials at a mean score of 3.61 and a standard deviation of 0.50. Under item 4, respondents agreed that they help in securing and collection of improvised materials for future use at a mean score of 3.39 and a standard deviation of 0.50.

Research Questions 2: What are the factors that determine the choice of instructional materials in teaching and learning of economics?

Table 2: Distribution on the factors that determine the choice of instructional materials in teaching and learning of economics.

S/N	Item	No of Respondents	Score	Mean	Std.D	Remarks
1	Objective of the topic to be thought.	18	68	3.78	0.43	Disagree
2	Duration of time for the subject to be thought.	18	65	3.61	0.50	Agree
3	Age and nature of students to be thought	18	51	2.83	0.62	Agree
4	Adequate support and funding by the school management, government and related agencies.	18	56	3.11	0.32	Disagree

Source: Field Survey, 2022

Analysis of data in Table 2 shows that under item 1, respondents disagree with the objective of the topic to be thought at a mean score of 3.78 and a standard deviation of 0.43. Under item 2, respondents agreed with the duration of time for the subject to be thought at a mean score of 3.61 and a standard deviation of 0.50. Under item 3, respondents agreed with the age and nature of students to be thought at a mean score of 2.83 and a standard deviation of 0.62. Under item 4, respondents disagreed with adequate support and funding by the school management , government and related agencies at a mean score of 3.11 and a standard deviation of 0.32.

Research Questions 3: Is the use of instructional materials in teaching and learning of economics effective in achieving the desired instructional objectives and improves the performance of students in economics?

Table 3: Distribution on the fact to know if instructional materials in teaching and learning of economics effective in achieving the desired instructional objectives, improved performance of students in economics.

S/N	Item	No of Respondents	Score	Mean	Std.D	Remarks
1	Students learn faster when instructional materials are used in teaching .	18	66	3.67	0.49	Disagree
2	Instructional materials improve students' interest in economics lessons.	18	70	3.89	0.32	Disagree
3	Instructional materials makes economic lesson more lively and encourages students participation.	18	62	3.44	0.51	Agree
4	Instructional materials reduces abstractions in economics teaching and learning.	18	49	2.28	0.72	Agree
5	Economics students taught with instructional materials perform better than economics students taught without instructional materials	18	70	3.89	0.32	Disagree

Source: Field Survey, 2022

Analysis of data in Table 3 shows that under item 1, respondents disagree that students learn faster when instructional materials are used at a mean score of 3.67 and a standard deviation

of 0.49. Under item 2, respondents disagree that instructional materials improve students interest in economics lessons . Under item 3, respondents agree that instructional materials makes economics lesson more lively and encourages students' participation at a mean score of 3.44 and a standard deviation of 0.51 . Under item 4, respondents agree that instructional materials reduces abstractions in economics teaching and learning at a mean score of 2.28 and a standard deviation of 0.72 . Under item 5, respondents disagree that economics students taught with instructional materials perform better than economics students taught without instructional materials at a mean score of 3.89 and a standard deviation of 0.32.

Discussions of Findings

The discussion of finding is based on the analysis of the research question carry out. This study affirm the use of instructional materials in the teaching and learning of economics in public secondary schools in Egor local government area of Edo state. The results shows how the use of instructional materials affect students' performance in economics.

Findings from the studies, reveals that teachers do not attend conferences to improvise instructional materials. Instructing students to make provision of relevant materials, makes economics lessons more effective.

Findings from the studies, reveals that hiring experts to help in the required instructional materials and helping in securing and collection of improvised materials for future use, can

determine the extent to which teachers get involved in the invention of instructional materials for teaching and learning of economics. It was observed that objective of the topic to be thought, do not have effect on the performance of students in economics .

Findings from the studies, reveals that duration of time for the subject to be thought, age and nature of the students to be thought can determine the choice of instructional materials in the teaching and learning of economics. It was observed that adequate support and funding by the school management, government and related agencies can not determine the choice of instructional materials in the teaching and learning of economics.

Findings from the studies, reveals that students do not learn faster when instructional materials are used in teaching. It was observed that instructional materials do not improved students' interest in economics lessons.

Findings from the studies, shows that instructional materials makes economics lesson more lively and encourages students' participation and also reduces abstractions. It was also observed that economics students taught with instructional materials, do not perform better than economics students taught without instructional materials.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on the summary, conclusion and recommendations with suggestions for further research .

Summary

The study was designed to examine the effectiveness of instructional materials in teaching and learning of economics in public secondary schools in Egor local government area of Edo State. Eighteen (18) respondents basically economics teachers were selected from seven (7) schools amongst the fifteen (15) public senior secondary schools in Egor Local Government Area of Edo State. The eighteen (18) respondents made up the sample of the study.

The objective of the study was to

- determine the extent of economics teachers' involvement in the improvisation of economics teaching-learning resources;
- determine the factors that influenced the choice of instructional materials in the teaching and learning of economics
- Investigate the effectiveness of instructional materials for teaching and learning of economics in public secondary schools in Egor Local Government Area;

- determine the impact of the use or non-use of instructional materials on the performance of economics students .

A questionnaire was designed by the researcher for the collection of data. The questionnaire is made up of two sections; A and B. Section A elicited the respondents' demographic data, such as genders and name of school. Section B, sought to examine the effectiveness of instructional materials in teaching and learning of economics in public secondary schools.

Conclusion

From the finding of the study, it was concluded that there is positive significant relationship between the effective use of instructional materials and students' performance in teaching and learning of economics in public secondary schools in Egor local government area. Based on the relationship, it becomes pertinent that all parties to teaching and learning should make ceaseless efforts to resolve all the factors, problems and issues militating against the effective utilization of instructional materials. However, all hands must be on-deck towards fighting against these factors or issues, as this will ensure that the usefulness of instructional materials are maximized and sustained. Meanwhile, teachers should continue to put into practice all the skills, methods and strategies that they learned from seminars, workshops and conferences towards improvising instructional materials by themselves.

Recommendations

Instructional material is an important Instrument in the Educational system in our society. It enhances the student's knowledge and understanding of the subject been taught. For the teaching and learning of economics to be effective, instructional materials should be provided for the teachers. Based on this background, the following recommendations were made;

- Good and functional educational technology centers should be established and maintained at Federal, State and Local Government levels for development and provision of relevant instructional materials.
- The remote problems and factors that affect the proper use of instructional media should be brought to book and addressed.
- Government should understand that motivating teachers through promotion, incentive for hard work, sponsorship, appreciation and recognition of the noble teaching profession will go a long way to sustaining their quest for a quality and functional education of students through instructional media.
- Learners should be exposed to the use of instructional materials from the cradle for effective disposition and meaningful acquaintance.

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APPENDIX

QUESTIONNAIRE ON EFFECTIVENESS OF INSTRUCTIONAL MATERIALS IN THE TEACHING AND LEARNING OF ECONOMICS IN PUBLIC SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

Instruction

Kindly tick (✓) on that which agrees with your opinion

Section A (Personal Data)

Sex() Male (), Female ()

Marital Status : Single(), Married ().

School Name: _____

Section B (key)

SA= Strongly agree, A = Agree, D= Disagree, AS= Strongly disagree.

S/N	To what extent do economics teachers get involved in the invention of instructional materials for teaching and learning of economics in public School in Egor local Government?	SA	A	D	SD
1	I attend conferences on how to improvise instructional media				
2	I instruct students to make provision of				

	relevant materials.				
3	I hire experts to help in the required instructional materials.				
4	I help in securing and collection of improvised material for future use				
	what are the factors that determine the choice of instructional materials in teaching and learning of economics?				
5	Objectives of the topic to be thought.				
6	Duration of time for the subject.				
7	Age and nature of students to be thought.				
8	Adequate support and funding by the school management, government and related agencies.				
	Is the use of instructional materials in teaching and learning of economics effective in achieving the desired instructional objectives and improves the performance of students in economics?				
9	Students learn faster when instructional materials are used In teaching.				

10	Instructional materials improve students' interest in economic lessons.				
11	Instructional materials makes economic lesson more lively and encourages students' participation.				
12	Instructional materials reduces abstractions in economics teaching and learning.				
13	Economics students taught with instructional materials perform better than economics students taught without instructional materials.				