

**THE USE OF INSTRUCTIONAL MATERIALS FOR
EFFECTIVE TEACHING AND LEARNING OF HOME
ECONOMICS IN TERTIARY INSTITUTIONS IN
NIGERIA**

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EDUCATION**

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APPROVAL

I hereby certify that this work was carried out by **EDNA OZIENGBE ODARO** in partial fulfillment of the requirement for the award of B.Sc (Ed) degree in home economics in the department of vocational and technical education. Faculty of education, University of Benin, Benin City.

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CERTIFICATION

We, the undersigned certify and approved that this research work was carried out by **EDNA OZIENGBE ODARO** with matriculation number **EDU1612680** in the department of Vocational and Technical Education, faculty of Education, University of Benin, Benin City

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DEDICATION

This project is dedicated to the Almighty God for his protection and preservation throughout this period of my study.

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The researcher used this opportunity to express her sincere appreciation and gratitude to God Almighty, the sole inspirator behind me and also to those who have contributed immensely towards my education and also towards the success of making this project a reality.

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ABSTRACT

This study examines the extent of the use of instructional materials for effective teaching and learning of home economics in secondary schools in Edo State. This study adopted the Proportionate Sampling technique. In order to achieve the purpose of this study, four research questions were raised. The sample for the study consists of one hundred (128) respondents which were selected using a stratified sampling technique. Data was collected with the aid of questionnaire. The validity and reliability of the instrument were ascertained using the expert judgment and test-retest procedures. Descriptive statistics were used to analyse collected data. Based on the findings of the study it was ascertained that Instructional resources has a great influence on home economics in secondary schools in Edo State. The study thus recommended that teachers should always try their best to make use of available instructional materials where necessary to make their lessons more interesting. Also the management should be ready to cooperate with teachers in the provision and improvisation of instructional materials for better instructional delivery in the school.

CHAPTER ONE

INTRODUCTION

Background to the Study

Instructional resources provide the physical media through which the intents of the Curriculum are experienced. They are collections of resources and equipment that Processes instruction and training; such resources and equipment may be derived from the objectives of teaching and learning. They assist in putting across information and enable both teaching and learning to be effectively done. The importance of Instructional resources in enhancing effective teaching and learning of Home Economics cannot be undermined due to the positive impact it has on the Level of assimilation of students. Teaching-learning of Home Economics in tertiary institutions without instructional resources such as, chart, maps, curves and graphs etc will not bring out the expected results. Most researchers have discovered the problems of inadequate

instructional resources as one of the major problem that lead to poor academic performance of students in Home Economics

The resources being used in teaching were called instructional resources teaching aids, they are to assist the achievement of the stated educational goals and objectives. This means that teaching aids are helping in teaching and learning and also provide help in developing similar skills in solving relevant problems in Home economics for instance, students negative attitude to Home economics is due to poor perception of the course; Home economics as a course is very simple but because of lack of qualified and experienced lecturer to handle the course makes it difficult to the students in the tertiary institutions during teaching and learning. The influence of using instructional resources in promoting students' academic performance in teaching and learning in Educational development is indisputable. The teaching of Home Economics in Nigerian Tertiary institutions needs to be properly handled. Home economics contributes to the nation's economic development, hence the

need to be taught thoroughly if it is to meet the educational and economic development. Moreso, that Home economics is one of the core courses in Tertiary institutions and as a vocational course, it cannot be taught effectively without the use of appropriate instructional resources (Ajayi, 2000). Instructional resources, since the lecturer alone cannot provide all the needed conditions for an effective teaching and learning, other supporting resources should be provided. Students as learners, learn better when most of the senses are appealed to the instruction and use of instructional resources has added a new dimension in the positive promotion of the teaching and learning process. It provides the much needed sensory experiences for an effective and meaningful behavioral change. Instructional resources are means for improving the quality of teaching for effective academic Performance of home economics students. Today, lecturers seem to under rate the use of instructional resources in most Of their teaching exercises and some of these resources are observed not usually Available for lecturers” use. Most lecturers cling to verbal

instruction as the only way to impart knowledge. The researcher is of the view that something has to be done to Change lecturers' negative attitude towards the teaching of home economics. The researcher is also of the view that utilization of instructional resources would make teaching and learning of home economics interesting and comparatively easy. This study is of the view that instructional resources for teaching home economics should be selected, supplied and be used effectively. The realization of this objective depends on the utilization principles.

These principles include; the learner's characteristics, behavioral objectives and instructional constraints. In making use of any instructional resources, such resources must be previewed that is, having full knowledge of the resources, prepare The environment where it will be used; prepare audience by means of making sure that The resources used will attract attention, arouse, motivate and provide the rationale And finally present which of course, could be used in the beginning, middle or end of A lesson (Tella, 2007). The effectiveness of utilizing appropriate

instructional Resources in teaching and learning of Home economics is not void of quality instructor. In order to give quality education to the younger generation, there is need for employment of more competent, experienced and qualified Home economics lecturers. The need to identify suitable Instructional resources, by which students can be made to trap the extent of the course easily, is the focus of this study. However, the use of instructional resources in tertiary institutions, would help in improving the teaching and learning and academic performance of students in Home economics respectively. Instructional resources which are educational inputs are of vital importance to the teaching of any course in the school Curriculum. Wales in Richard (2005), was of the opinion that availability and the use of instructional resources would make discovered fact glued firmly to the memory of Students.

Emmanuel (2008), also added that, a well- planned and imaginative use of Visual aids in lesson should do much to banish apathy, supplement in adequacy of Books as well as arouse students' interest by giving them

something practical to see And do and at the same time helping to think things out themselves. Selection of resources could help facilitate the in-depth understanding of Lesson by the students in which they make the lesson attractive, thereby capturing their attention and motivating them to learn. Before, the instructional resources are Maps, chart, and so on, which are used to enhance the teaching and learning of Home economics, but presently there is technological advancement Where film slide, Ipad, laptop, projector, television and internet system are the Instructional resources which helps in teaching and learning process. With the above Reasons, there is need to carry out research to know the availability and the extent at which instructional resources is being used for the teaching-learning of Home economics in tertiary institutions in Nigeria.

Statement of the Problem

Instructional resources make thing and learning more understandable, Meaningful and easy. But inspite of the benefits of

instructional resources to teaching and learning, the scarcity of the instructional resources has hindered, to some extent, the efficiency of teaching and learning of Home economics. In view of this difficulties, most lecturers of home economics still seem to resort to the theoretical method of teaching the course. This undoubtedly, is contrary to the improvement of home economics, which is greatly needed at this period of our development with emphasis on practical oriented learning (Mammudu, 2016). The researcher has taught for a number of years in some tertiary institutions and had visited a number of tertiary institutions as a resource person. Through these Experiences, the researcher observed that most lecturers in tertiary institutions in the State did not fully make use of instructional resources in the teaching of home economics to their students. This negligence of the effective use of the Instructional facilities and resources in teaching and learning of home economics common to both the trained and untrained lecturers affected the Academic

performance of students in home economics in tertiary Institutions in Nigeria.

Hence, the question of academic performance and students' performance in Home economics is therefore usually discussed both in and outside the academic circles. In the last few years, it has been observed in most tertiary Institutions that a high percentage of students are performing very poorly in Home economics in tertiary institutions (Examiner's Report, 2009) Due to ill motivated behaviour of the students towards the Education, lack of Professional lecturers, existence of lazy lecturers and lack of teaching facilities and Equipment (David, 2014). Some of these reports have shown that there are poor Academic activities in tertiary institutions which obviously leads to rampant failure in External examinations among tertiary institutions students. It is also observed that students' performance in Home Economics in the tertiary institutions has continue to be over the years. Otanyemi (2000), in Mohammed (2003), states that there has been enteral outcry about poor

students' performance in the Home Economics. This study will examine the students' academic performance in Home economics as it relates to the availability, adequacy and utilization of Instructional resources among lecturers in tertiary institutions in Nigeria.

Purpose of the Study

The main purpose of the study is to assess the usage of instructional resources In Home Economics. Specifically, the study intends to:

1. Identify the available instructional resources in teaching home economics in tertiary institutions in Nigeria;
2. Ascertain the adequacy of instructional resources for the teaching and learning Of Home economics in tertiary institutions in Nigeria.
3. Investigate whether or not the availability of instructional resources has Influence on the academic performance of students in home economics in tertiary institutions in Nigeria;
4. Determine whether lecturers use instructional resources in teaching home economics in tertiary institutions in Nigeria; and

5. Find out the relevance of instructional resources in teaching home economics in tertiary institutions in Nigeria.

Research Questions

This research work sought to answer the following questions;

1. What instructional resources are available in teaching home economics in tertiary institutions in Nigeria?
2. Are instructional resources adequate for the teaching and learning of Home economics in tertiary institutions in Nigeria?
3. Is there a relationship between the availability of instructional resources and The academic performance of students in home economics in Tertiary institutions in Nigeria;
4. Does lecturers use instructional resources in teaching home economics in tertiary institutions in Nigeria?
5. What is the level of impact of instructional resources in teaching of home economics in tertiary institutions in Nigeria?

Significance of the Study

It is expected that the findings from this study will be significant to students, Lecturers, curriculum planners, ministry of education and the society at large.

To the students, the effective use of instructional resources will enable them to Effectively learn and retain what they have learnt and thereby advancing their Performance in the course in question because, learning is a process through which Knowledge, skills, habits, facts, ideas and principles are acquired, retained and Utilized; and the only means of achieving this is through the use of instructional resources. The use of instructional resources will give the learner opportunity to Touch, smell or taste objects in the teaching and learning process. Consequently, Knowledge passed unto the students at difference levels of educational instructions should be well planned and properly allied with relevant instructional resources for clarity and comprehensibility.

The study will enhance lecturers' teaching effectiveness and productivity. The Use of instructional resources provides alternative channels of communication which a Lecturer can use to compress information and make them more vivid to his learners. It also provide the lecturer with interesting and compelling platforms for conveying Information since they motivate learners to want to learn more and more. Also, by providing opportunities for private study and reference, the learner's Interest and curiosity are increasingly stimulated. As a result, lecturer who makes use of appropriate instructional resources to supplement his teaching will help enhance Students' innovative and creative thinking as well as help them become plausibly Spontaneous and enthusiastic.

To the curriculum planners, findings from this study will help them in making proper planning for the place of instructional resources while planning home economics curriculum. However, the use of instructional resources in the Teaching and learning of home economics is not only the

issue, but Also the appropriateness of the selected resources by the lecturer to the topic at hand Which sometimes make the lesson less effective and thereby render the resources useless. Findings from this study shall reveal to the curriculum planners that, Home economics contents must focus not only on making lecturers Competent at using such instructional resources, but at the same time, promote Strategies that enables the integration of instructional resources that enhances teaching And learning of home economics goals and objectives.

This study will recommends the State Ministry of Education through the National University Commission to purchase instructional resources required for Effective teaching of Home economics and make them available in tertiary institutions throughout Nigeria. The finding from the study will encourage the Ministry Of Education to ensure that these resources are purchased and supplied to Schools. Ensuring that the pupils and students receive quality this will go a long way Education. It will also recommend to the Ministry of Education on the need to train and

retrain Home economics lecturers through workshops on how to Use instructional resources, how to improvise and source them from local available resources.

The study is also significant to the society at large. This is because when Lecturers solidify their teaching with instructional resources and the learners learn effectively, the knowledge acquired will reflect in the society positively. Students will be able to understand the functioning of the economy, interpret governments' Economic policies and activity and perform economically better in the choice of life and work.

Finally, this research work will contribute to knowledge as a reference Resources for scholars in the research field.

Scope of the Study

This study is designed to assess the use of instructional resources on the in Home economics in Nigeria. The study aims at finding whether variable like; availability, adequacy, and utilization instructional resources,

Lecturers' improvisation and use of instructional resources are related to students' Academic performance.

Hence, the study shall be delimited to home economics Lecturers and students in the University of Benin, Benin-City.

Operational Definition of Terms

The following terms were operational defined as used in the study:

Instructional Resources: This refers to physical and resources in the teaching and learning process.

Instructional Resources: This refers to physical, material, human and financial Inputs in the teaching and learning process.

Utilization: This refers to the act of putting something to use.

Teaching: This refers to the systematic presentation of facts and information to Students in order to alter their behaviour.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature and shall be discussed under the following sub-headings

- Theoretical Framework
- Concept of Home economics
- Concept of Academic Performance
- Availability and Adequacy of Instructional Resources
- Instructional Resources Used in Home economics
- Utilization of Instructional Resources in Home economics
- Review of Related Empirical Studies
- Summary of Reviewed Home economics
- Possible Challenges Encountered by Lecturers in the Use of Instructional
- Resources in Home economics
- Measuring the Academic Performance of Home economics With the Availability of Instructional Resources

- Summary of Reviewed Literature

Theoretical Framework

The theoretical framework that is hinged on this study is the instructional theories propounded by Gagne 2005 and the socio-cultural theory of teaching, Learning and development by Lev Vygostky.

Instructional Material Theories

Instructional material theories assume that there is a direct link between the Resources that the lecturers use, and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom Activities and positive attitude towards learning. Further, these theories assume that Instructional resources have the capacity to develop into students the highest order of Intellectual skills as they illustrate clearly, step by step how to follow the Rules/principles and elaborate on the concepts, all of which have positive

impact on Solving new problems by analyzing the situation and formulating a plan (Gagné et al.2005).

According to Gagne et al, instructional material can be used to develop higher Learning abilities to the learners through self-teaching or guided learning. This implies that the instructional resources mainly comprise “eliciting performance” and “providing feedback on performance correctness,” in addition to “providing learning Guidance” for guided discovery learning. Many of Gagné’s 9 ideas have broad Implications for secondary lecturers in instructional tertiary institutions in Rombo District. Many of these ideas have capacity building undertones with themes of Students’ acquisition of critical thinking and problem-solving skills. However, the Theory does not relate to whether or not students can think critically in what aspects or how they can solve a particular problem by themselves. However, I have the opinion that the purpose of instructional resources or technology in education is to stretch

Students' imagination and to encourage them to solve problems in their lives.

Similar ideas are held by Lev Vygotsky, a Russian psychologist who held a View that tools and signs, which are in a form of instructional resources, have the Capacity to develop in student's higher level of thinking, which is important in Problem-solving activities. However, since they are considered to be domain-specific, the ways instructional resources can start cognitive development is yet to be studied With respect to classroom teaching. Thus, this study stretches these views.

Sociocultural Theory of Teaching, Learning, and Development

Sociocultural theory of teaching, learning and development is the second Theory that framed this study. Largely inspired by the seminal works of Lev Vygotsky, this theory assumes that human minds do not develop by virtue of some predetermined cognitive structures that unfold as one matures. Rather, this theory Posits that human's minds develop as a result of constant interactions with the social Material world.

According to Vygotsky, human mind develop through interaction with Resources in the learning process where people learn from each other and use their Experiences to successfully make sense of the resources they interact with. These Experiences are crystallized in ‘cultural tools’, and the learners have to master such Tools in order to develop specific knowledge and skills in solving specific problems and, in the process, become competent in specific profession. In the classroom, these Tools can be a picture, a model, or pattern of solving a problem. Most often however, such tools are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved arrangements of Meanings, sounds, melody, rules of communication, and so forth.

Learning by using such tools is not something that simply helps the mind to Develop. Rather, this kind of learning leads to new, more elaborated forms of mental Functioning. For example, when children master such a complex cultural tool as Human language, this results not

only in their ability to talk but leads to completely new levels of thinking, self-regulation and mentality in general. It is the specific Organization of this tool (e.g., the semantic, pragmatic and syntactic structures of Language) that calls into being and in effect shapes and forms new facets of the child's Mind. Importantly, cultural tools are not merely static 'things' but embodiments of certain ways of acting in human communities. In other words, they represent the Functions and meanings of things, as discovered in cultural practices: they are "objects-that-can-be used-for-certain-purposes" in human societies. As such, they can be appropriated by a child only through acting upon and with them, that is, only in the Course of actively reconstructing their meaning and function. And such reconstruction of cultural tools is initially possible only in the process of cooperating and interacting with other people who already possess the knowledge (i.e. the meaning) of a given Cultural tool.

This short account is presented here to illustrate the fact that the sociocultural Approach, unlike that of instructional resources by Gagne

discussed above, not only Allows for a synthesis of teaching, learning, and cognitive development; it actively Calls for it. This theory implies that instructional resources lead to cognitive Development because they mediate learners' thinking through the tools, and such Mediation constitutes the very cornerstone of mental development.

The Concept of Home economics

Home economics can easily be traceable to the different Interpretations attached to them. It is common to find the terms used compositely when they should be used in a restricted sense and vice versa. Sometimes, where the Terms are used separately, conjointly or interchangeably, some individual (including Intellectuals) interpret 'vocational' to mean business subjects or studies, and Technical' to mean technical subjects or studies, or that which has to do with engine Or metals. When used in relation to school, 'vocational school is taken to mean where only business subjects are taught, while technical school is

taken to mean where only Technical subjects are taught. This goes to support the general notion that 'vocational' Means that which has to do with business studies, while 'technical' stands for that which has to do with technical studies.

Home economics used as a twin term are geared towards Occupations requiring manipulative and technical skill application. But Aghenta (1985) notes a definite distinction between home economics. Vocational education, he argues, focuses on manipulative skills in non-technical Occupations as reflected in fields such as agriculture, business, home economics, Painting and decoration. Technical education, on the other hand, is more science- Oriented with emphasis on the application of scientific and mathematics principle as applied in such fields as engineering, electronics, electrical, mechanical and automobile trades.

Technical Education involves the use of knowledge of science, resources and Energy to solve problems and improve daily lives and our environment while Vocational education may be referred to as that aspect

of education which leads to the Acquisition of practical and applied skills.

Both home economics Aim at production.

Vocational education is defined as the activities which aim at acquiring the Skills, knowledge and attitudes that are required for employment in a particular Occupation, cluster of related occupations or a function in a field of economic activity Including business, agriculture, hotel, catering, fine and applied arts, tourist industries, Private and public services, etc. In a nutshell, vocational education is concerned with the skills, understandings, attitudes, knowledge, abilities and competences which a Person needs to acquire in order to do or carry out a particular job. It is also a form of Education that emphasizes the development of occupational and procedural skills needed as preparation for work. Maduka (1980) defined vocational education “a type of education deliberately designed for the development of skills and knowledge which can be useful to both the individual concerned and the society.”

Akaninwor (2004) defines vocational education as a type of education or Training designed for preparing the individual learner to earn a living (to be self-Reliant). Osuala (2004) opined that any education which is necessary for effective Employment in an occupation is vocational. He further explained that vocational Education assumes that a choice of occupation has been made and that appropriate training is needed to enable an individual enter or advance in his chosen occupation. Vocational education, as part of a general education programme, essentially constitutes any form of education with the primary purpose of preparing people for Useful employment in a recognized occupation (Okoro, 1993 Oranu, 1992). Olaitan (1995) describes vocational education as that type of education which is concerned with the development of skills, knowledge, and attitudes necessary for success in any Occupation.

UNESCO (1978) defines vocational education “as education designed to prepare Skilled personnel at lower levels of qualification for one or a

group of occupations, Trades or jobs. Vocational education usually provided at the tertiary institution includes general education, practical skills, and related theories required by the chosen occupation.

The proportion may vary considerably but their emphasis is usually on Practical skills training. UNESCO (1978) also defined technical education “as Education designed at tertiary levels to prepare middle Level personnel (technicians, middle management etc.); and at university level to Prepare engineers and technologists for higher management positions. Technical Education includes general education, scientific and technical studies and related skill Training. The components of technical education may vary considerably depending on the type of personnel to be prepared and the education level. Egwuclu (1995) Explained that “technical education is the kind of training that concerns a particular Aspect of science, occupation or profession which have both theoretical and practical Instructions that are given to those who are going to be employed in commerce and Industry using tools and machinery for the

operation, production, preservation and Distribution of goods and services.”

UNESCO (1978:17) also defines home economics together as a comprehensive term referring to the educational process when it involves, in Addition to general education, the study of technologies and related sciences and the Acquisition of practical skill and knowledge relating to occupations in various sectors of economic and social life. Egwuelu (1995) also takes technical education differently as a part of vocational education designed to prepare the learner to enter an Occupation requiring technical information and an understanding of the laws of Science and technology as applied to modern design production. Technical education stresses the engineering aspect of vocational education such as electronic, electrical, And Mechanical and automobile works. Indeed, it involves the understanding and practical Application of the basic principles of mathematics and science.

Home economics is defined by the International Labour Organization (ILO) and United Nations Educational, Scientific and Cultural Organization (UNESCO 2005) jointly as that which “is used a comprehensive term Referring to those aspects of the educational process involving, in addition to general Education, the study of technologies and related sciences, and the acquisition of Practical skills, attitudes, understanding and knowledge relating to occupations in Various sectors of economic and social life”.

Home economics is said to train or develop individual in The fields of vocation and technology so that the country can through the activities of Such experts enjoy the good fruit of technology and at the same time contribute her Own quota to the overall technological development of the world. Home economics is aimed at making individuals that will be well armed with Skills and knowledge to enable them secure employment either by establishing a Small-scale outfit, or by being gainfully employed thereby utilizing their skills. Abilities and competencies that are cultivated

and inculcated by this type of education are of immeasurable importance in the socio-economic life of today's society. (Uko-Aviomoh and Ajuluchi, 2018).

The Objectives of Home economics

The National Policy on Education (2016) defines vocational education as “that Form of education which is obtainable at the technical colleges. This is equivalent to the tertiary institution but designed to prepare individuals to acquire Practical skills, basic scientific knowledge and attitude required as craftsmen and Technicians at sub-professional level.” The Policy also enumerated the objectives of Home economics in Nigeria as follows:-

- a. To provide trained manpower in applied science, technology and commerce Particularly at sub-professional grades;
- b. To provide the technical knowledge and vocational skills necessary for agricultural, Industrial, commerce and economic development;

- c. To provide people who can apply specific knowledge to the improvement and Solution of environmental problems for the use and convenience of man;
- d. To give an introduction of professional studies in engineering and other Technologies;
- e. To give training and impart the skill leading to the production of craftsmen, Technicians and other skilled personnel who will be enterprising and self-reliant and
- f. To enable our young men and women to have an intelligent understanding of the Increasing complexity of technology.

The above goals are intended to make home economics more Practical, functional and job oriented. If all these goals were to be properly implemented, they could bring about the desired technological development.

Scope of Home economics

The National Policy on Education (2016) vividly spelt out the scope or the Range of subjects which make up home economics to that of the tertiary institution. It follows the approved 6-3-3-4 system of education. This means: six years of primary education, three years of junior Secondary school education, three years of senior secondary school and four years at the university level. This is why home economics courses are Embedded in every level of education in Nigeria in order to “develop the creative Ability of individuals” as well as “promoting the culture of productivity by enabling Every individual to discover the creative genius in him and apply it to the performance Of specific tasks, thereby increasing the efficiency of his personal and societal effort.

Concept of Academic Achievement

Academic achievement or performance is the outcome of education -the extent to which a student, teacher or institution has achieved their educational goals. Poor Academic performance of students in Nigeria has

been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in Nigeria. The quality of education depends on the manpower Availability, infrastructure facilities, operationalization of the curriculum as reflected in the performance of their duties. Over time students' academic performance in both Internal and external examinations had been used to determine excellence in lecturers Teaching techniques, adequacy of infrastructural facilities, and lecturers availability amongst others.

These perceived factors have been shown to have an important influence on Students' academic achievement and they also play a crucial role in educational Attainment because they are ultimately responsible for translating policy into action And principles based on practice during interaction with the students .Consequent the Deterioration in the academic achievement, attitude and values of tertiary education Students in higher institutions of learning one wonders if the high failure rates and the Poor quality of the students is not a reflection of the instructional

quality in the Schools. In other words the ineffectiveness of lecturers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria (Ajao, 2017). Poor academic performance of students in Nigeria has also been linked to several factors ranging from perceived manpower availability, infrastructural Adequacy, teaching techniques amongst others in terms of accomplishing the teaching Task, negative attitude to work and poor teaching habits which have been attributed to Poor motivation (Ofoegbu, 2014). It has also been observed that conditions that would Make for effective teaching such as resources available to lecturers, general Conditions of infrastructure as well as Instructional resources in Tertiary institutions In Nigeria are observed to be poor (Oredein, 2017). These prevailing conditions would definitely show a negative influence on the instructional quality in Tertiary Institutions, which may translate to poor academic performance, attitude and values of Tertiary institutions students.

Adeoti and Olufunke (2016) reported that In Nigeria, the perceived poor Academic performance of students has become a worrisome phenomenon among Stakeholders in education. For instance, poor performance of students in their Sessional examinations has been of immense concern to both the parents and Educators. According to the results from the Academic Planning Division (UNIBEN) of 2016, the failure rate was 44.07, in 2001 it was 43.02%, and in 2002 it was 42.61%, while in 2003 the failure rate was 33%.

In 2014 the statistics revealed that only 29.27% of students, who sat for Sessional examinations, passed while the sessional results obtained from different Faculties results of 2016, showed that only 38.68% of students passed. The above Trend shows that failure rate in each succeeding year is on the increase and did not indicate any improvement. This is certainly disturbing and calls for urgent action to remediate the situation in order to enhance academic performance of students, thus Salvaging the education sector out of this nagging problem.

Availability and Adequacy of Instructional Resources

In the context of this study, resources can be seen as tangible assets that are adequately provided by the school to be used by lecturers and students for effective Teaching and learning to take place in tertiary institutions. Resources have been classified into the physical facilities and instructional resources (Kigwilu & Akala, 2017). Physical facilities are tangible assets that can easily be seen and observed in TVET institutions. They include entrepreneurship resource centres, staff quarters, Workshops, laboratories, equipment, lecture halls, lecture rooms, ICT centers, Libraries, health-care centers, hostels, lecturers' offices, sports grounds, structures, etcetera. These physical facilities can contribute directly or indirectly to the teaching And learning processes in TVET institutions. They provide tertiary institutions the Conducive environment and atmosphere for teaching and learning effectiveness to Take place (Abdullahi & Yusoff, 2017).

Many authors argued that the inadequacy of physical facilities negatively affect teaching and learning processes in TVET institutions (Mupinga, Busby & Ngatia, 2006; Ayuba & Gatabazi, 2010; Indoshi, Wagah, & Agak, 2010; Hooker, et Al., 2011; Akinfolarin, Ajayi & Oloruntegbe, 2012; Aworanti, 2015). Osarenren- Osaghae and Irabor (2012) observed that in most tertiary institutions the state of Physical facilities is such that cannot permit the stimulation of effective teaching and Learning processes.

Moreso, the utilization of outdated facilities negatively predicts the teaching And learning effectiveness in tertiary institutions (UNESCO, 2010). In the study Conducted by Kelani (2017), it was found that workshop facilities, such as, hand tools And equipment are not utilized for skill acquisition in tertiary institutions. This means that workshops and other physical facilities are inadequately provided in many Tertiary institutions around the world. Most tertiary institutions where there are Laboratories and workshops, hand tools are not adequately provided, and

where Available they are inadequate to cope with students' population. From the foregoing, most tertiary institutions experience physical facilities inadequacy, which in turn hinders effective teaching and learning, and students' confidence for entrepreneurial Careers and lifelong learning.

On the other hand, instructional resources are generally regarded as teaching and learning resources, instructional aids or educational media (Nasibi & Kiio, 2015). They are tangible assets that are used to facilitate and simplify teaching and learning Processes in tertiary institutions the optimal utilization of instructional resources can predict teaching and learning effectiveness. As such, instructional resources Utilization in teaching and learning of tertiary institution subjects make students learn better and faster and retain better what have been taught and also promote and sustain Self-confidence. These instructional resources in raw resources, text books, Journals and other reading resources. However, the extent of utilization of Instructional resources may positively or

negatively influence effective teaching and Learning in tertiary institutions. As such, the effective teaching and learning in tertiary Institutions can only be possible when instructional resources are always utilized.

The inadequacy of physical facilities can seriously compromise the role of Instructional resource utilization in teaching and learning process in tertiary institution Syllabus. Particularly, lack of modern instructional resources hinders teaching and Learning of skill courses (Bandeke & Faremi, 2012). In many developing nations, Instructional resources are lacking for successful educating and learning in TVET Establishments (Wondaferew, 2012). In Nigeria, for instance, Okwudishu (2015) and Gambari and Okoli (2017) affirmed that the non-utilization of instructional resources in tertiary institutions has hampered lecturers teaching and students learning Activities. The study conducted by Okolocha and Nwadiani (2015) have also found That the instructional resources for teaching of tertiary education subjects as Regards the

perception of tertiary institution lecturers are rarely used in tertiary Institutions in South-South, Nigeria.

A review of the literature, as exemplified above, simply reveals that many Authors (such as, Yara & Otieno, 2010; Owoeye & Yara, 2011; Moochi, 2012; Osarenren-Osaghac & Irabor, 2012; Oguntuase, Awe & Ajayi, 2013) have Investigated the influence of resource adequacy and utilization on curriculum Implementation. However, none of these authors and researchers, nor more current Investigations (Chukwunwendu, 2015; Munguti, 2016; Omae, et al., 2016; Chepkonga, 2017; Kigwilu & Akala, 2017; Ubulom & Ogwunte, 2017; Dhakal, 2017; Mutindi, 2018) on curriculum implementation specifically assessed the level of Resource adequacy and utilization for teaching and learning effectiveness in secondary School programmes. Hence, the need for the extant study is informed by the Limitations of earlier and more current articles, which suggests a need for further Research on resource adequacy and utilization for teaching and learning in tertiary programmes.

Instructional Resources in Home economics Programmes

Different types and variety of instructional resources are available to be used in teaching and learning effectively. However, it is not all topics and programmes or Instructions that require the same type and quantity of instructional resources. As far As home economics instructions is concerned, these resources could Be purchased, locally made or improved imported from other countries when Necessary, for the effective teaching of home economics Instructions.

Adekeye (2018), summarized instructional resources available for instruction in home economics into four major categories. Visual aid – these Include; pictures, maps, charts, graphs, diagram, chalkboard, sketches, atlas and Painting, audio-visual aids include; television, computer programmes, film strips, Video recordings and projects, auditory aids includes; audio recordings, radios, Records or cassette tapes, music and printed resources including Encyclopedia, Textbooks, magazines, journals, newspapers, pamphlets, novels, poems, simulation

Games, government records and publications, almanacs, biographies, editorial. Cartoons and case studies.

Okukpon (2012) in her view, learning/instructional resources consists of Material such as primers, workshops, teaching aids and guides, posters, audio visual Aids amongst others. This is used by home economics instructors in the actual teaching and learning situation and follow-up or self-instructional Resources, which is required for imparting knowledge, skills, habits and attitudes. These learning resources ensure, active participation in the teaching-learning process. As well as aids retention and remembering of learned resources. Some students participating in home economics Programmes may have had previous negative experiences in learning situations which May impede their ability to learn in a new situation. With good use of instructional and learning resources, however, he can be helped to learn and acquire new Knowledge and skills which can go a long way in improving their productivity in the Society.

Bozimo (2012), asserted that: generally; instructional resources available for Use in home economics programmes can be categorized into three, namely; reading resources, audio-visual resources and instructional resources. She further expressed that the resources can simply be reduced to two groups, namely; Reading resources and non-reading resources. In the course of this study, the Researcher will like to discuss the types of instructional resources used in home economics instructions under the following categories;

- Projected and Electronic resources
- Non-projected resources
- Manipulative resources

Projected and Electronic Resources

Projected and electronic resources are forms of media which could be visual, Audio and audio-visual in nature that requires projection and electricity in their using Process for teaching and learning situation.

Emma and Ajayi (2014) categorized Projected and electronic media into the following film/film projectors, video Cassettes/video disc machine, tape recorder/recordings, radio slide projectors, Overhead transparencies/overhead projectors, opaque projectors (episcope) and Computers.

Film/Film Projector: Ajayi (2014) described films/film projectors as 16mm wide and are shown using a 16mm projector. Some are designed to help teach facts suitable for general orientation to a subject; still others are effective in developing Understanding of complex in societal historical problems and for influencing attitude. Although, projecting educational films is not always the issue but the effective use of it to portray the ideas of the content of the lessons or topics in hand and the instructor Process using it might be something else that the learners would not be able to comprehend the factual information of the lesson taught using the resources. Students can also imitate the use of language through films and film projectors.

Video Cassettes/Video Disc Machines: These are essentially a television receiver minus or without a display tube. They have facilities for recording television and other video inputs and for playing back programmes recorded on video cassettes. Emma (2016) states that many machines have the ability to “freeze” the pictures at a Given frame, or to “show motion” features that have the ability of freezing the picture At a given frame, it then shows that it can be used to teach students in home economics centres. Different concrete issues at the learners phase while Video disc is a disc on which visual objects or without electronically receded.

Tape Recorders: These are media used in an educational setting to play back pre- Recorded audio lectures or activities to a class to provide illustrative audio resources, in the context or “live” lesson or activities. These could either be bought or improved by the adult facilitators or recorded off-air. Emma and Ajayi (2014) argued that Recording has been successfully in the teaching of languages and laboratories on the Handling

of equipment. They expressed further that, as with all other aids, the Effective use of a tape recorder demands careful planning. Its real value derives from its ability to augment visual with audio stimuli use in a casual manner. Its impact Declines while diminishing returns set in quickly.

Radio: This is audio in nature. It is a kind of media which could either use battery or Electric power in appealing to the sense of hearing. It is a media for communication and it is used in the process of delivering of instructions in topics like communication in home economics programmes as instructional resources for Students to perceive the concept in a practical manner. The adult get great experiences on how to communicate effectively and fluently. It's useful for transmission of Knowledge, ideas and information to the masses or group of learners. Home economics programmes, especially home economics Programmes can easily be replayed to the students through radio, as it seems to be the most economical of all instructional resources and accessible.

Slide/Slide Projector: A slide is a single positive image or transparent material (a Slide transparency) held in a mount and designed for projection (Ajayi 2006). She further expressed that if properly designed, slides can be of great assistance to adult Facilitators in providing visual reinforcement for what he is saying are particularly Useful for showing photographs, diagrams and other graphic resources; too much Information should not be included on a slide. Thus, a home economical or home economics instruction slide should be clear, Simple and capable of being seen and understood from all parts of the classrooms in which it is being projected. The slides should also be arranged sequentially and Captivatively to drive home the instruction or intent.

Overhead Transparencies/Overhead Projectors: According to Ajayi and Emma (2004), the overhead projector (OHP) consists of a horizontal table (250 X 250m) on which the resources to be projected is placed. Light from the bulb below the table is condensed by a concave mirror or by a Fresnel lens, which passes through the Resources to be projected and

is focused and turned through 90° by a lens system Mounted on a stalk on bracket above the table. The material to be projected is usually a transparency. An overhead transparency is a transparent sheet of resources intended for use with an overhead projector as a means of showing graphic texture and other Information.

Opaque Projector: This is a media that projects the image of solid object on a screen By means of a light, which is concentrated on these objects and a mirror, which Reflects the image through a lens solid resources or objects like models, picture, maps, Charts and graphs can be shown through opaque projector with clarity. Also, instances of relation of one concept to the other and transfer of learning can be achieved Through the use of opaque projectors.

Computer Instructional System: Computer is an electro-mechanical machine which Is used as an instructional system in the spheres of home economics; Is an electro-mechanical media, which accept data, process and give output Automatically with less energy waste, computer

automatically process data once it is Directed to do so. Nwoji (2015) in Ajayi (2013) however noted that the computer is among the newer generation home economics technologies in developing Countries such as Nigeria. A computer instructional material is a method by which Individualized instruction is undertaken, it is an extension of programmed instruction. The computer is used to present instructional events that are designed, developed and Produced for an individualized learning situation.

The computer has now been found to be the most suitable and versatile Medium for individualized learning because of its immense capacity as a data Processor, using for different games for students and can be used to access numerous Symbols, skills and logical operations without any intervention by men. Computer as An instructional material is used in many ways in home economics Instructions such as mass instruction, grouping learners, individualized instructions, and Computer conferencing system among others. Nwoji (2015) acknowledged three Broad ways by which computer contributed to teaching and learning

situations. These are; mass instruction, individualized instruction and group learning.

Mass Instruction: This is used during the normal class instruction (conventional Expository lesson). The computer is used to support mass instruction. Computer- Assisted package are highly interactive learning programme, Individualized Instruction: Nwoji opined that computer constitutes the most Versatile and powerful delivery system. Students should be given the opportunity to Learn by doing “experimental learning” because as they do, they get things wrong as Well as get them right. Individualized instruction by computer such as asking learners Structured questions, responding to the choices of learners made, providing expository Information, testing learners, allow learners to access stored data and information in Database of various sorts allow students to contribute to computer conferencing and Given student opportunity to perform home economics skills like Writing, reading and computing and logical practicing of skills.

Grouping Learning: Learners in groups benefit from feedback from each other, because computer-assisted learning system can make highly significant contribution to a wide range of learning activities. Since home economics gospel is how to promote the spirit of reading and writing for the purpose of communication, it has to do with the spirit of group and team work in order to achieve mind of Togetherness in the learners.

Non-Projected Resources

Ughamudu (2018) in Anyanwu (2013) assert that non-projected resources are those resources that do not require any form of projection before they can be used. Non-projected resources are different forms of instructional resources that requires not be process of projection before its operation can take place. They could include the following; textual and non-textual, chalkboard, magnetic board, soft-board, flip- Chart, specimen, models, etc. Textual resources and non-textual resources refer respectively to all the print and non-print resources that are used by facilitators and Learners for instructional process. The print resources are

textbooks, magazines, Periodicals, journals and newspapers among others, while the non-print resources include charts, chalkboard, radio, television, films, videotapes, audiotapes, relia, Festivals and games. Esu (2014) expressed that together they assist the learners in Acquiring clear concepts of subject matter and they are also learners' best single Academic friends. Moreover, they can provide security for the unprepared facilitators and could serve as an escape for one who is instructing outside his field of Specialization.

The textual print resources comprise so large a proportion of all teaching Aids that selecting written resources for the teaching of a given it poses specific Problems, the textual prints are the prescribed or main text used for a given course. They are the set of books or course books specifically written for a given course of Programme. There is a wide range of textual prints as well as supplementary ones as the researcher has mentioned earlier. While non-textual print resources are the print Resources that supplement the main text and enrich learning situation

when combined with the correct use of the main text, they can provide richness in learning Experiences that can be gained in another way. All these are durable resources that Programmes should explore and use during teaching and learning processes in order To enrich the concepts of home economics in the mind of the Learners.

Specimens are the real object or things a facilitator can use for effective Instructions in home economics programmes. It makes home economics instructions quite easier and more participatory. These are Objects like traditional wears, minerals, rocks, plants, etc all these help the learners to See, touch, smell (where necessary) and handle physically which give real natural Experiences in learning.

Textbooks are special types of books which are written to satisfy special Needs in the curriculum of home economics (Ajayi and Emma, 2015). They further classified textbooks into four categories; reference, general, Course and children textbooks.

Adekeye (2018) identifies some criteria for selecting or writing textbooks in Home economics programmes such as author, languages, age and Vocabulary, content, for that, does not reflect home economics Objectives, are there any handful either, religious, gender or national's bias, durability, Availability, publisher data and many other relevant

Manipulative Resources

These instructional resources are majorly community-based resources that Promote the teaching and instruction as well as learning of home economics programmes and concepts, phenomena and instructional situation such as Events, things, features, settings, festivals and other instructional resources that are Directly apprehended by the learners at their natural setting constitute this category Esu (2014). They help to bring the students in direct contact with learning experiences that far transcend volumes of recorded literature and weeks of demonization. Despite The fact of the positive ends, field trips and semi ants normally

bring learners into Contact with the phenomenal and they are underutilized because of time, finance, Knowledge of the facilitators, inflexibility of the school timetable and other Infrastructural problems.

Esu (2014) further asserts that phenomenal can be natural or man-made. He opined that, these phenomena include the following categories:

- Instructional resources such as resource persons;
- Museum, 2003, farms, fish ponds, beaches, caves, hot-springs, volcanic Eruption sites among others.

He expressed further that, another group includes; dramatization, Demonstrations, game concerts, operas, dances and festivals. He equally agrees and Encouraged that adult facilitators should explore and widely utilize the phenomenal Because these can stimulate aesthetic talents, promote tactile stimulus and enhances Identification attachment only with nature but also with the particular learning Situation that they facilitate socialization process.

This class of instructional resources deals mostly with the effective but does not preclude the psychomotor and the cognitive domains of which home economics should pay more attention to. He maintains that manipulative Resources are instruction resources that the learners actually handle skillfully, deal with and manage expertly to bring about the desired behavioral changes. They are Important for the development of skills in home economics Programmes (Esu, 2014), especially with reference to reading and writing. They promote complete mastery of the content resources and performance evaluation. The Greatest significance of these resources is that, without them (or their upraised) the required learning nor objectives evaluation can be adhered. Manipulative expresses the channels through which the required learning takes place. They cut across all aspects of skill development and mastery learning. The material are vital for Home economics programmes because such skills as Communication, which in the main purpose of home economics Tolerance, patience and assertiveness are easily demonstrated,

learnt and observed Through instructional games. Teaching and home economics Instruction can encourage some card and board games that have specific instructional Values in order to enhance basic and logical reasoning amongst the students.

Utilization of Instructional Resources in the Teaching of Home economics in Tertiary institutions

There is no doubt that vocational education is an expensive programme, especially the inevitable aspect of providing instructional resources and facilities. The Programme is practical oriented, where emphasis is on skill acquisition, therefore, the Desired objectives cannot be achieved without making provision for these basic Facilities in the right proportion. Writing on the utilization of appropriate facilities for Training in vocational education, Langkub and Luule (2018), remarked that without Equipment and tool, learning will not take place. Amoo (2013) noted that with Availability of equipment, it is ensured that learner

sees feels and hears, recognizes, Appreciates and utilizes the equipment for enhancement of learning.

Similarly, Ani (2018), observed that lecturers teach better in a well-equipped Laboratory where facilities reinforce instructional activities. This view buttresses the Fact that functional subject would be result oriented only when there are provision for Instructional facilities. Gambo (2018) explained that to promote technological Development for self-reliance, there should be opportunities for technical innovations. These innovations are only possible where material resources are available, which Reinforce learning and permit high level creativity in the learners.

Obunadike (2018) noted that making provision for equipment and tools for Practical oriented subject like Home economics is very necessary. Students always remember what they have learnt. Using these facilities and it enhances active participation since the trainees are actively involved in the Teaching/learning process. The importance of tools, machines, and consumables in the Teaching and learning of vocational

subjects like Home economics, therefore cannot be over-emphasized. Nwachukwu (2018) expressed the view that Availability of instructional material can accomplish six objectives when properly utilized. These include:

- They make learning more permanent.
- They help students develop interest in the subject
- They offer a reality of experience, which stimulates self-activity on the part of the students.
- They develop a continuity of thought
- They contribute to growth, hence to vocabulary development.
- They provide experiences not easily obtained through other material and

Contribute to the efficiency depth and variety of learning.

Nwachukwu (2018) explained further that instructional resources are essential for effective instruction in the technical and vocational education. This is because Vocational subjects like Home economics

involve a lot of skills and Practices, which the lecturers/instructor is bound to demonstrate. Besides, Amoo (2013) remarked that what students hear, they often doubt, what they hear and see, they accept, but what they hear, see and do they usually accept and do not forget easily. Therefore, availability and effective utilization of instructional tools, Equipment and facilities will not only increase the performance of the lecturers but Will also help the students to acquire the manipulative skills required to prepare them For immediate employment in the world of work.

It is therefore necessary that the products of tertiary institutions offering Home economics should be functional and practically skilled in the Subject. Adequate provision of the right type of instructional resources should be made in the tertiary institutions. In realization of the need for provision of the Necessary teaching resources, consequently, the federal government of Nigeria took up the responsibility of making available sufficient teaching facilities for the success of current educational system. Sequel to this, a large sum of money was committed a

both state and federal levels for the procurement of introductory technology Equipment from Hungary, Britain, Bulgaria, and Canada, (Salami, 2015).

However, Yahaya (2019) observed that numerous tools and machines which were purchased and distributed to most schools are yet to be installed. Where Temporary instructional resources are available, the equipment are yet to be installed and functional for lack of technical know-how. Where equipment has been installed, they are yet to be functional consequent upon lack of water or electricity. Another Inhibiting factor is the problem of dearth of qualified technical teacher in the area (Ivowi, 2014). The implication of this is that a lot of tools and machines imported to Accelerate technological education in this country have remained un-installed and un- Cared for. These factors in part are responsible for lack of tools and equipment which Is subsequently responsible for improper utilization of instructional resources for the Teaching of vocational subjects in the tertiary institutions.

Adequately provided instructional resources, locked up and unutilized, can Never make learning effective nor justify the effort made to procure the facilities for Workshop practice, towards enhancing the much needed skill acquisition in technical Subjects. Olaitan (2018) pointed out that effective implementation of any curriculum For the achievement of the desired outcome depends in part on the lecturers ability to Effectively manipulate, operate, use equipment, tools and materials to help the Learners learn the content of the curriculum.

Besides, non-utilization of available resources leads only to material wastage (Salami, 2015). Studies in Nigeria have shown poor utilization and little utilization of workshop facilities in the teaching of technical subjects. Mkpa (2019) and Nwafor (2015) noted that the lukewarm attitude to judicious and proper usage of the laboratory and school shops facilities is of great concern to the development of vocational education in Nigeria, especially with the increasing foreign exchange on the purchase of such equipment from abroad. The use of

appropriate instructional resources during practical lesson reduces time wastage in teaching; it reshapes the system of delivery and understanding of the students, in the teaching and learning process of Home economics.

Supporting this view, Suleiman (2018) remarked that if the objectives of the lesson is the development of skills, the instruction will unquestionably be better if a method that will allow the learners to actually perform the skill is employed using the available facilities. Emphasizing on the use of teaching facilities or reinforce learning, Mushi (2019) and Nwankwo (2017) opined that when instructional facilities are applied to education, they would reshape both delivery system used to convey instruction, and the subject matter of the curriculum. It is therefore evident that the effective utilization for the right type of teaching resources becomes inevitable in the teaching and learning of Home economics trades. This will facilitate Acquisition of the desired practical skills needed for the production of the required Manpower for technological development of this nation.

Review of Related Empirical Studies

The researcher was able to go through some relevant past work such as those Of Clever (2009) who conducted a research on issues of Instructional resources Assessment in teaching and learning of Home economics courses. The study was conducted to investigate issues of Instructional resources in the Teaching and learning home economics courses in Ondo State. The Researcher employed survey research design which consisted of one thousand three Hundred and thirty seven (1337) respondents which are made fifty (50) home economics home economics lecturers and one thousand two Hundred and eight seven (1287) students in four tertiary institutions in Ondo state.

The researcher developed an instrument for the study titled - Information Communication Technology Assessment Questionnaire (I.C.T AQ). The instrument is a 25 item questionnaire. Item 1-13 are modified two point liker scales while items 14-25 modified four point liker scale. The instrument was designed in line with the Research

questions and null hypothesis. The descriptive statistical tool of percentage Frequency and mean was used to answer the research questions while t-test was used for null hypothesis 2.50 and above was regarded as an acceptable mean for the Research questions. The findings of this study revealed that there was a serious Problem in the availability and utilization of I.C.T facilities for teaching home economics courses. Also business educators do not have most skill Competencies in I.C.T packages. In conclusion, it was recommended that business Educator should engage themselves in continuous training in I.C.T facilities package to enable them deliver a more effective instruction. The researcher work is of Enormous benefit to the work under study since the topics are related in nature. However, the shortcoming of the researcher work is that he was not specific in the Area of coverage; otherwise a better result would have resulted from his work.

In another study carried out by Okute (2009) titled -Business Lecturers Perception of the Technological Competencies required for the

Adoption of E-Learning (ELECTRONIC LEARNING) in teaching home economics in Tertiary institutions in cross River state and Akwa Ibom statel. The study set out to measure the technological competencies required by business lecturers in teaching home economics in tertiary institutions. The population of the study comprised one hundred and twenty (120) respondents drawn from six Tertiary institutions in Cross River and Akwa Ibom states. The entire population was used. The instrument for data collection was validated structured questionnaire on a 5 Point liker scale with reliability co-efficient of 0.89 using Crombach's Alpha Reliability test. Data collected were analyzed using mean and standard deviation for the research-questions while the null hypotheses were tested at 0.05 level of Significance using students'-test statistics. A mean score of 3.00 and above was accepted.

Where the calculated t-test value was less than the critical value of t at 0.05 Level of significance for a given (df) degree of freedom the null hypotheses was Upheld. The findings of the study revealed that a number

of challenges hinder Effective adoption of e-learning in teaching home economics Include, lack of access to the internet, lack of access to e-learning hardware and Software facilities, such as computer, multimedia projectors etc. it was equally Recommended that home economics curriculum at all tertiary levels Should be reviewed to incorporate e-learning technologies to facilitate delivery and Knowledge/skill acquisition by the recipients. The study revealed some interesting Correlation among the critical variables. The study is related to this present study Because of it emphasize on technological competencies required in teaching Instructional resources.

The work is a greater motivation to the researcher in that it shed more light on the need to encourage IT competency development in undergraduate Accounting Education programme in the universities and this can take effect from curriculum Development. However, the researcher used a small population and too sophisticated Statistics for a simple study if not there would have be a better result.

Oliver (2010) carried out a study titled-Availability and Adequacy of I.C.T Resources in Business Teacher education Programme of Nigeria. The study was designed to investigate the availability and adequacy of I.C.T resources in business Teacher education programme of Nigeria. The population was made of forty-eight Respondents (home economics lecturers and instructors). There was No sample. The study was delimited to three tertiary institution offering business Teacher education programme. The finding of the study show gross absence or short Supply of I.C.T resources. In conclusion, it was recommended that government should provide more fund for acquisition of I.C.T resources. The research study has been Relevant to this work because it emphasized the availability and adequacy of ICT Resources in Business Teacher's Education programme in Nigeria. However, the Researcher used a small population and no statistical tool was used for the work, if not there would have been a better result.

A related research study was conducted by Okafor (2010) on the Evaluation of Instructional resources skills needed by home economics in Nigeria. The design for the study was survey research. The population of the study Consisted of fifty five (55) tertiary institutions home economics in South East geo-political zone of Nigeria. The finding revealed that competencies required by business lecturers include ability to use different operating system, ability to use power point presentation for online delivery and ability to create online Syllabus. Based on the conclusion, it was recommended that home economics curriculum at all tertiary level to be reviewed to incorporate E-learning Also accreditation agents such as NUC, NCCE should ensure that tertiary institution acquired the necessary E-learning resources as well as ICT qualified staff in Home economics before granting accreditation.

The research study is helpful to this work because it drew the attention of the Researcher to the skills needed by home economics in tertiary Institutions. However, the population of the study is too small and

data collected are not subjected to proper statistical analysis, otherwise a better result would have resulted from his work.

In the study carried out by Ugeh (2010) titled-perceived factors influencing Information Technology (IT) competency development in undergraduate Accounting Education programme. This study investigated the factor affecting IT competency Development in undergraduate of Accounting Education. The population of study was One hundred and twenty (120). There was no sample as the population was large enough for the study. The instrument for collecting data for the study was a structured 26 items questionnaire. A 4 point liker type response was used.

The instrument was face validated by two experts and correction effected. The Data were analyzed using mean (\bar{x}) and standard deviation (SD) statistical tools. A Mean score equal to and greater than 2.5 were considered to be highly needed while Mean rating of less than 2.5 was regarded as not needed. The findings of the study Revealed that educator and employers have influence in determining IT competencies. Employers

expects graduates with IT competencies based in their observations and Perceptions On modern IT based working environment of today.

Educators equally believed that those basic competencies such as word Processors, spread sheets use common competencies relevant to accounting education Graduates. In conclusion, it was recommended that facilities, equipment and material should be made available for teaching and learning to take place. However, the Researcher will have increased the population and his scope to be wider so that it could help the generalization of the finding. The researcher equally have not made Used of any research design, otherwise a better result would have resulted from his Work.

Possible Challenges Associated with the Use of Instructional Resources in Home economics

It has been identified that using Instructional resources to facilitate learning in Instruction is not always the issue but how to use it and its availability to use. Basing our discussion on foreign experience,

Instructional resources are available in large Quantity “the increased quality and quantity of instructional resources, are producing a Sit from the traditional audio-visual aid approach to the more comprehensive and Efficient learning resource concepts” (Jarolinck and Walsh 2019). “most lecturers will Agree that during the last decades, the quality of instructional resource, including Textbooks has greatly improved, but with qualitative changes and a rapidly Multiplying supply of available resources, the instructors problem of selection has Grown increasingly acute” (Arudof 2019).

Instructional resources in great qualities are being placed in school at an ever- Increasing rate. The lecturers’ problem today is not the lack of resources but how to make the best instructional use of those available to him (Jarolinc) 2010). Unfortunately, instructional resources, especially the modern innovation, are grossly lacking in this country (Nigeria), let alone its circulation to the tertiary institutions in Nigeria and others across the nation. A lot of problems are confronting the use of Instructional

resources in this country's (Nigeria) tertiary institutions. Some of the them revealed in the foregoing include:

Lack of Funds:

This factors seems to be the handicap why most educational instructions are Unable to acquire relevant equipment and resources. It has also adversely affected the Quantity or timing and these products (learners-lecturers) will lack the opportunity to Learn and use new techniques in University of Wineba, Ghana lecturers perception of The effects and use of learning aids in teaching”, that the essence of involving the Learners and lecturers in teaching exercise called on practicum is so sufficiently help Develop required teaching skills and to expose them how to handle instructional

There are sophisticated Instructional resources that can make learning easier and faster, such as computer aided programme but lack of funds has effect on its Importation and use in Home economics.

Lecturers' Knowledge and Technical Know-how

Since home economical communicator and technology is a fairly new area of importance in home economics, especially in developing communities like Nigeria. It is highly technical field, and to understand how it can affect the teaching and learning situations, one first has to understand the Operational functionality of the resources. As much as resources differ in terms of Technical components design and set-up, they also differ in term of functionality. Some are multi-dimensional, capable of various functions, such as giving logical Outcomes, manipulating information, etc.

In developing communities today, the whole idea and its implementation is Still strange to a larger percentage of the population, even those who know about it, Know very little of its capabilities and operational functionalities. However, this is Light at the end of the tunnel with more people becoming aware of the contributions And methods of

applying Instructional resources has come to mean so much Classroom and other educational context. Without the teacher who is knowledgeable Enough, Instructional resources cannot create change and progress. The lecturers' Knowledge have a great impact on the effective application of instructional resources, this is because the lecturers uses to understand the sequential presentation of the Instructional gadgets so as to suit the interests of the learners and its appropriateness with the instructional tasks.

For instance, a teacher who is not computer literate would find it difficult to apply its operation even when and where found necessary, or even if the teacher has a partial knowledge of the operational function of the resources. The resources might be wrongly used, thereby creating a wrong impression for the audience or the Students.

Unavailability of the Resources

Unavailability of resources for use, is that, the resources are grossly lacking in Home economics. This is true if the few researches conducted in this country are anything to go by. For a reference, a study conducted

by Adewoye (2013) of the Department of Education, Ahmadu Bello University, Zaria, revealed that teaching resources are grossly lacking in this country. She reported that in the Type of resources material lecturers had in Home economics centres 89% of the respondents claimed that they had to improvise, while 57% indicated that they had no access to resources in their centres.

Akata (2016:126 in Buba 2013: 25-26) undertook a study in the use and Availability of Instructional resources in Delta State and reported thus; the findings from this study revealed that there were scarcity of both printed and audio-visual Resources. The few institutions, which indicated the availability of these resources (indicated also that resources) were rather in poor condition. However, creativity and improvisation are watchwords (adaption; where Adoption is not possible) in any successful application in instructional resources. Reading out is different from subject content and quality and the latter is more Important in any

teaching and learning situations, so more lecturers still fail in Improvise resources that are not available.

Environmental factors:

Parts of the application of Instructional resources process is the target Population for whom the resources are to be used and the setting or vicinity where the Learning should take place, the degree of satisfaction derived by students in respect to Comfortability of environment of the learning situation is a great deal. For instance, Teaching Home economics content in a very remote area where there is no availability of electricity and the content requires projected resources, it will be very difficult for learning to be accomplished.

Time Constraints

Time is also a serious problem or factor that impede the effective use of Instructional resources because sometimes, the time that is allotted for

particular Subject or instruction on the timetable might not be enough for the lecturers to present His contents alongside with effective use of the resources, which will affect the wholesome delivery of the content. Again, students are busy people with Responsibilities and they don't want to be delayed or kept in one place for too long.

Poor Maintenance Culture

Resources available for the teaching of contents are poorly handled by both the adult lecturers and school authority. Tertiary institutions especially if affected by non-availability of resource room for the proper keeping of both the locally manufactured and the commercially purchased ones, thereby limiting its usage as the time needed. Very many of the lecturers use resources occasionally without the Proper upkeep of the resources after use for the future reference. This tends to impede the growth of number of resources as purchase may still be ones that cannot be found or spoilt.

Manufacturing and Management of Instructional Resources

It is no doubt that Nigeria lack maintenance culture, reference have been made to some empirical studies. The work of Adewoye (2014) and Akaka (2016) established the fact that the few Instructional resources available in our school are poorly managed and maintained. It is clear that, change is constant and inevitable in all aspects of human endeavor. We see new things being developed mainly for Positive purpose, though the negative aspect cannot be ruled out. Production and Manufacturing of Instructional resources are done in two ways in our community, they could be adopted (imported foreign or use of those largely produced) or adapted (manufactured or locally made-improvised).

Resources that have been developed and used by one or more home economics agencies in other places are required and used in a particular area for its Home economics; this refers to adoption. In spite of this Differences in its ability, interest, motives and culture may limit

suitability of the Resources so adopted for a particular group. For example, a primer used in Government-owned tertiary institutions may be adopted by private tertiary institutions.

Adaption involves whereby an agency find relevant resources which however, Do not perfectly suit the programmes and these resources are subjected to specific Changes and modifications to suit the intended purpose, agreement, appropriateness, Correctness, convenience and true reflection of learners contextual setting must be Considered. Examples include leaflets, slides, video, flip charts, etc also as well as Improvising and production of local resources.

Measuring the Academic Performance of Home economics Students in Relation to the Availability of Instructional Resources

The influence of Instructional resources in promoting students' academic Performance and teaching and learning in educational development is indisputable. The teaching of Home economics in Nigerian tertiary institutions needs to be properly handled. It has been

reported that the non- availability of Resources in schools serve as barrier to effective teaching (Adeyemi, 2017), this leads to persistent poor performance of students in many subjects over the year. Different Scholars have defined the concept of locally produced learning resources in different Ways. Bajah in Eminah (2019), defines it as the use of substitute equipment where the Real one (readymade) is not available. Also Kamoru and Umeono (2016), define it as the act of using resources obtainable from the local environment designed by the Teacher to enhance instruction.

Improvisation of learning resources is the art of using local resources available within the school environment by a teacher to produce simple but attractive and Effective Instructional resources for teaching. Locally produced Instructional Resources contain ideas and photographs of the resources lecturers usually prepare to promote the physical, social, emotional and cognitive growth of children. The Resources are designed to encourage children to be curious and to take initiative by Exploring and

Interacting with other children. Young children learn best when their Thoughts and experiences interact with resources, ideas, and people, such interaction Gives learners meaningful developmental learning experiences (Judy, 2014).

Locally produced Instructional resources is the practice of making and creating in response to the stimulus of ones' immediate environment and inner feelings. This can result in the invention of new thought patterns, new practices, and/or new way to Act. This invention cycle occurs most effectively when the practitioner has a thorough Intuitive and technical understanding of the necessary skills and concerns within the Improvised domain.

The skill of producing local Instructional resources is applicable to many Different abilities of forms of communication and expression across all academic and Non-academic discipline. Teaching-learning may not easily be achieved through the mere use of verbal words. As such, producing locally made Instructional resources becomes very necessary.

The focus of teaching is on the natural reciprocating of Comprehension and production in communication; on the functional and collaborative Practice of language in flexible learning environment; and individual possession of Skills (Federal Ministry of Education and Youth Development 2004).

Locally produced Instructional resources is making the substance from Available resources when the real equipment is not available (NERDC, 2015). The use Of Instructional resources teaching could extend the scope and power of instruction. It could also help to bridge the gap between the teacher and students in terms on Understanding different concepts in the lesson, thereby making learning more immediate and more relevant. Balogun (2012) opined that locally produced Instructional resources encourages creative expression and foster experimentation, Sensitive to tactile and visual experience improves. Creativity in classroom Environment communicates to children and lecturers what is

expected of them and what is happening in the classroom. A well-planned environment is inviting and interesting and conveys a message.

In the absence of ready – made resources, teacher improvises appropriate Alternatives to solve the problem. Lecturers normally improvise resources in order to promote the physical, social, emotional and cognitive growth of young children. The Resources are designed to encourage children to be curious and to take initiative by Exploring and interacting with other children and students. Young children learn when Their thoughts and expectations interact with resources, ideas, and people; such Interactions, according to Judy, (2014),”gives children meaningful developmental Learning experience. Locally produced Instructional resources give teacher/pupils the pride of using their talents, allows a teacher to reproduce his potentials, in Concrete form and increase lecturers’ knowledge of the subject matter.

Summary of Reviewed Literature

The researcher summarized engagement theory as the theoretical frame work that inform this study. It emphasize that students must be meaningfully engaged in through interaction with others and worthwhile task. Also, this Learning activities Chapter looked at various definitions of instructional resources. It also discussed the Concept and objectives of home economics programme. The benefit of instructional resources, in teaching home economics courses were equally noted.

Finally, the five empirical studies revealed there was a serious problem in the Use of Instructional resources in teaching in instructional resources. However, the Empirical studies did not look at the opinion of home economics Lecturers and students, on utilization of instructional resources, the challenges in the Use of Instructional resources in teaching home economics courses In tertiary institutions, all these are the gap that the current study as closed.

CHAPTER THREE

METHODOLOGY

This chapter presents the method that will be used to carry out this study and are presented under the following sub headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The study will adopt a Descriptive survey research design. The design is considered suitable for this study because the instrument will elicit opinion and facts from lecturers and students on the use of instructional resources in Home economics in using questionnaire.

Population of the Study

The population of the study will comprise all the nine hundred and sixty three (963) undergraduate students (100-400 level) in the twenty eight (28) lecturers in the Department of Home economics, 2019/2020 academic session (Source: Office of Head of Department, Department of Home economics, May, 2021)

Sample and Sampling Technique

The sample of the study will comprise of a total of 100 undergraduates Students in the four randomly selected levels and the entire twenty eight lecturers (28) In the Department of Home economics. They will be selected using a stratified sampling technique whereby the course areas will be initially demarcated into the four randomly selected levels. Therefore, the study will adopt 10% of each of the population of students in the four randomly selected levels to select the final sample.

Research Instrument

Two research instruments will be used for data collection. The first is a Checklist to ascertain the extent of the Availability and Adequacy of Instructional Resources and it will be on a four point Liker scale namely: Highly Utilized (HU), adequately available (AU), Slightly Available (SU) and not utilized (NU). The Second will be structured questionnaire titled “Usage of Instructional Resources Questionnaire (RIUQ) Questionnaire” with two sections in collecting relevant data Necessary for the study.

Section A will consist of personal data of students such as age, sex, and level and section B will consist of questions on the Usage of Instructional Resources in Home economics. It will be a four point modified Liker scale Question type of very high extent (VHE) 4 points, high extent (HE) 3 points, low Extent (LE) 2 points, and very low extent (VLE) 1 point. In this study 29 items of Interest that will measure the extent of the use of instructional resources in Home economics are selected to make up this scale.

Validity of the Instrument

The instrument will be subjected to face and content validity by three experts, the researcher's supervisor and two experts in Department of Home economics, University Of Benin, Benin City. The opinions, suggestions and Recommendations of these experts will be used to produce the final instrument.

Reliability of the Instrument

In order to ensure the reliability of the instrument, a trial test was carried out On 20 students in private tertiary institutions Ondo state, which will not be part of the Study. The data generated were collected and analyzed. The Cronbach alpha method was used to determine the internal consistency of the instrument. The reliability Efficient obtained from the instrument was 0.75. This shows that the items are internally consistent and stable. Therefore, the instrument was considered to have high enough reliability measure for this kind of study.

Method of Data Collection

The questionnaire will be served to all the respondents in the various course Areas in the department. The researcher utilized the services of four trained research Assistants to help with the distribution and collection of the questionnaire. The Research assistants will be briefed to understand the procedure of administering and Retrieval of questionnaire within two weeks.

Method of Data Analysis

The data collected will be statistically analyzed using descriptive statistics of Frequency, mean (\bar{x}), and standard deviation (SD) and inferential statistics of t-test. The frequency, mean and standard deviation will be used to answer the research Questions. Any item between 2:50 and above will be considered Very High Extent While any item below 2: 50 will be considered as Very Low Extent.

CHAPTER FOUR
PRESENTATION OF RESULTS AND DISCUSSION OF
FINDINGS

This chapter deals with the data presentation, data analysis and discussion of the findings of the study. It will be discussed under the following sub-headings

Presentation of Bio data Information

Table 4.1: Distribution of Respondents by Sex

Variable	Frequency	Percentage
Male	12	42.8
Female	16	57.1
Total	28	100.0

In table 4.1, 12 representing (42.8%) of the respondents were males while 16 Representing 57.1% of the respondents were females. From the

foregoing, it could be Deduced that majority of the respondents were females.

Table 4.2: Distribution of Respondents by Educational Qualification

Variable	Frequency	Percentage
B.ED	17	61
MED	3	11
PH.D	8	7.1
Total	28	00

In table 4.2, 6 representing (21.4%) of the respondents were NCE degree holders, 17 Representing 61 % of the respondents were Bachelor degree holders, 3 representing 11% were Master degree holders while 2 representing 7.1% were doctorate degree Holders. From the foregoing, it could be deduced that majority of the respondents were bachelor degree holders.

Table 4.3: Distribution of Respondents by Years of Experience

Variable	Frequency	Percentage
1 – 9 years	19	67.8

10 years and above	9	32.1
Total	28	100.0

In table 4.3, 19 representing (67. 8%) of the respondents had working Experience from 1-9 years while 9 representing 32.1% of the respondents had working experience from 10 years and above. From the foregoing, it could be deduced that majority of the respondents had working experience of 1 – 9 years.

Research Question One: what are the various institutional resources available for teaching vocation and technical education?

S/N		Mean	SD	Remark
1	Slides projectors	1.60	.503	Unavailable
2	Film projectors	1.45	.510	Unavailable
3	Film trips	1.45	.686	Available
4	Overhead Projectors	3.20	.834	Available
5	Cine projectors	1.25	.550	Unavailable
6	Opaque projectors	3.44	.688	Available
7	Slides	2.58	.541	Available
8	Video recorders	1.48	.831	Unavailable
9	Tape recorders	1.32	.321	Unavailable
10	Models	2.51	.468	Available
11	Charts	1.67	.325	Unavailable
12	Graphs	1.59	.355	Unavailable
13	Pictograph	1.56	1.13	Unavailable

14	Audio-tapes	1.56	.549	Unavailable
15	Whiteboard	1.05	.321	Unavailable
16	Video tapes	1.05	.678	Unavailable
17	Volcanic eruption sites	2.49	.634	Unavailable
18	Specimen	1.39	.182	Unavailable
19	Soft board	2.47	.246	Unavailable
20	Magnetic board	1.32	.694	Unavailable
21	Maps	1.59	.346	Unavailable
22	Flip chart	1.46	.549	Unavailable

Item 1 has a mean score of 1.60 and standard deviation of .503. This means that respondents disagree that slides projectors are available for teaching Home economics. Item 2 has a mean score of 1.45 and standard deviation of .510. This means that respondents disagree that film projectors are available for teaching home economics. Item 3 has a mean score of 3.45 and standard deviation of .686 this shows that respondents agree that filmstrips are available for teaching of home economics. Item 4 has a mean score of 3.20 and standard deviation of .834. This shows that respondents agree that overhead projectors are available for teaching of Home economics. Item 5 has a mean score of 1.25 and standard deviation of .550. This shows that respondents disagree

that cine projectors are available for teaching of home economics. Item 6 has a mean score of 3.44 and standard deviation of .688. This shows that respondents agree that overhead projectors are available for the teaching of Home economics. Item 7 has a mean score of 2.58 and standard deviation of .541. This shows that respondents agree that slides are available for teaching of home economics.

Item 8 has a mean score of 1.48 and standard deviation of .831 this shows that respondents disagree that video recorders are available for teaching home economics. Item 9 has a mean score of 1.32 and standard deviation of .321. This shows that respondents disagree that technical education. That respondents disagree that tape recorders are available for teaching of vocational

Item 10 has a mean score of 2.51 and standard deviation of .468. This shows that respondents agree that models are available for teaching of home economics. Item 11 has a mean score of 1.67 and standard deviation of .325 This shows that respondents disagree that games charts

are available for the teaching of Home economics Item 13 has a mean score of 1.56 and standard deviation of .1.13. This shows that respondents agree that respondents disagree that graphs are available for teaching Home economics.

Item 14 has a mean score of 2.95 and standard deviation of .89. This shows that respondents agree that audio-tapes are available for the teaching of home economics. Item 15 has a mean score of 1.05 and standard deviation of .321. This shows that respondents disagree that white boards are available for the teaching of Home economics. Item 16 and 22 had low mean scores below the bench mark of 2.50. Item 16 has a mean score of 2.49 and standard deviation of .678. This shows that respondents disagree that video tapes are unavailable for the teaching of Home economics.

Item 17 has a mean score of 1.39 and standard deviation of .634. This shows that respondents disagree that specimens available for the teaching of home economics. Item 18 has a mean score of 2.47 and

standard deviation of .1.82. This shows that respondents agree that respondents disagree that soft boards are available for teaching home economics. Item 19 has a mean score of 1.32 and standard deviation of .246. This shows that respondents agree that magnetic boards are available for the teaching of Home economics.

Item 20 has a mean score of 2.59 and standard deviation of .694. This shows that respondents disagree that specimens are available for the teaching of vocational and technical education. Item 21 has a mean score of 2.46 and standard deviation of .346. This shows that respondents disagree that cartoons are available for the teaching of home economics. Item 22 has a mean score of 1.89 and standard deviation of .549. This shows that respondents disagree that flip charts are unavailable for the teaching of home economics. The grand mean score and standard deviation were 3.45 and .834 respectively. This indicates shortage of instructional resources for teaching of Home economics courses in University of Benin in Benin-City.

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Research question two Does lecturer use of instructional resources in teaching Home economics

Table 4.5 mean and standard deviation on the extent to which vocation and technical education lecturers make use of instructional resources.

S/N		Mean	SD	Remark
23	I often utilize laboratory apparatus in the instructional process because it affords me the opportunities to influence students retention in the class	1.60	503	Disagree
24	I utilize laboratory apparatus which provides opportunity to accelerate the	3.45	510	Agree

	students potential in acquiring and mastering modern relevant in the subject area			
25	I occasionally utilize laboratory apparatus even though it helps to accelerates student intellectual development and knowledge	3.45	.656	Agree
26	I always utilize laboratory apparatus in the instructional process because it has the capacity to influence the academic performance of students	3.20	.834	Agree
27	I often utilize laboratory apparatus in the instructional process because it promotes innovation and creativity	3.25	.550	Agree

In the table the means responses ranged from 1.60 to 3.45 while the Standard deviation ranged from .503 to .834. This clearly shows that the respondents agreed on the frequency of the use of instructional resources in the instructional process.

Research question three: are there adequate instructional resource for teaching home economics?

Table 4.6 Mean and standard deviation on the Adequacy of instructional resources for teaching home economics

S/N		Mean	SD	Remark
6	Adequate instructional materials promote strategies that ensure the integration of technologies in the teaching of home	3.50	.688	Agree

	economics			
7	Adequate instructional materials students to develop the right habit of performing all learning activities in their logical sequences	3.60	.598	Agree
8	Adequate instructional materials are one of the major problems that lead to poor academic performance of students in home economics	2.55	1.191	Agree
9	Availability of physical facilities and instructional resources influence students academic performance in home economics	3.10	.641	Agree
10	Adequate instructional materials help students to develop the right habit of performing all learning activities in their logical sequences	2.59	.542	Agree

SD: Standard Deviation. Source field study 2024

The data in table 4.6 showed that the mean of the items ranged from 3.55 to 3.60 indicating that the respondents agree. The standard deviation of the items ranged from .542 to 1.191. /This indicated that the respondents were close to their responses.

Research question four: what is the level of impact of instructional resources in teaching of home economics in tertiary institution in Edo State?

Table 4.7 mean and standard deviation on the level of impact of instructional materials in teaching home economics

S/N		Mean	SD	Remark
1	The integration of instructional materials in the instructional process fosters the acquisition of skills in the instructional process	1.89	1.09	Agree
2	The use of instructional resources awakens the cognitive process of the learners in	5.24	.698	Agree

	solving problems emanating from the lesson under review			
3	The use of instructional resources ion the instructional materials facilitate the acquisition of skills, knowledge and attitude by students in the learning processes	2.62	1.16	Agree
4	The use of instructional resources accelerate the assimilation of key concepts and variables under consideration by students in the lesson	2.88	1.13	Agree
5	The use of instructional resources facilitate the attainment of high academic performance as a result of students comprehension of concepts inherent in the lesson under review	3.50	.746	Agree

SD: Standard deviation. Source: field study, 2024

Table 4.7: shows that the mean responses ranged from 2.62 to 3.50 which the standard deviation ranged from .698 to 1.13.

Finally, the respondents agreed that problems that lecturers encountered in utilizing instructional resources for teaching home economics. Presentation of bio data information

Table 4.8 distribution of respondents by sex

Variable	Frequency	Percentage
Male	35	35

Female	65	65
Total	100	100.0

In table 4.1, 35 representing (35%) of the respondents were males while 65 representing (65%) of the respondents were female. From the foregoing, it could deduced that majority of the respondents were females

Table 4.9 distribution of respondents by courts area

Variable	Frequency	Percentage
Home economics	25	25
Accounting	37	37
Business education	28	28
OTM	10	10
Total	100	100.0

In table 4.2, 25 representing (25%) of the respondents were home economics, 37 representing (37%) of the respondents were accounting, 28

representing (28%) were business education while 10 (7.1%) were OTM students. From the foregoing it could be deduced that majority of the students were accounting students.

Table 4.10 distribution of respondents by level

Variable	Frequency	Percentage
100 level	19	19
200 level	13	13
300 level	45	45
400 level	23	23
Total	28	100.0

In table 4.10, 19 representing (10%) of the respondents were 100 level students,, 13 (13%) of the respondents were 200 level students, 45 representing (45%) of the respondents were 300 level students while 23 representing (23%) of the respondents were 400 level students. From the foregoing, it could be decided that the majority of the students were 300 level students

Research question five: what is the influence of the use of instructional resources on the academic performance of students in home economics?

Table 4.11: mean and standard deviation on the extent to which the use of instructional resources influence students’ academic performance

S/N		Mean	SD	Remark
1	Teaching0-learning of home economics in tertiary institutions without instructional resources such as charts, maps, curves and graphs etc will not bring out the expected results	3.10	.852	Agree
2	The use of instructional resources in teaching of home economics has positive impact on the level of assimilation on students	3.25	.851	Agree
3	Availability of instructional resources in schools assist in the achievement of the stated goals and objectives	3.015	.875	Agree
4	Student understanding on the subject can be improved if government provides relevant instructional resources	3.35	.745	Agree
5	Pictures, models, drawings and specimens influence students’ academic performance in vocational and technical; education courses	2.67	.856	Agree

SD: Standard Deviation. Sources: field study, 2024

The data in table 4.11: showed that the mean of the items raised from 2.67 to 3.35 all the items had their means above different points relating that the respondents agree. The standard deviation of the items

ranged from .546 to .852. This indicated that the respondents were close in their responses.

Discussion of Findings

The findings of the study in research question one revealed that the level of Availability of instructional resources in the teaching of home economics in University of Benin is abysmally low. This is in consonance with the Findings of Taiwo (2015) that inadequacy of instructional resources (human and Material) in the teaching of Home economics in tertiary institutions In Osun State has hindered the prospective students in enrolling in Home economics in tertiary institutions in the state. This is also in agreement with the findings of Amosa (2014) that the shortage of field trips in the teaching of Biology in public secondary schools in Kogi State has accelerated the trends in the Poor academic performance of students recorded in the subject in both internal and external examinations in the state.

The findings of the study revealed in research question two revealed the extent of the utilization of instructional resources by lecturers. This is in agreement with the Findings of Osato (2009) that audio-visual aids were always being utilized by lecturers In public secondary schools as a result of the fact that it accelerates their stimulation And retention of students' interest in the instructional process.

The findings of the study in research question two is also in agreement with The findings of Agbaire (2017) that public tertiary constitution lecturers in Akure South Local Government Area were obsessed with the use of teaching aids as it enables the Students to comprehend properly the concepts being taught in the instructional Process.

Furthermore, the findings of the study in research question three revealed that the level of impact of instructional resources in the instructional process was Significant. This is sequel to the findings of Chukwuma (2013) the teaching aids Facilitates the retention of key

information and facts by students in the instructional Process. This is also in consonance with the findings of Ofure (2016) that ICT tools Enhances the participation rate of lecturers and students in the teaching and learning Process.

The findings of the study in research question four revealed the level of impact of the use of instructional resources by lecturers in the instructional process. This is Sequel to the findings of Agbolanhor (2015) that the use of instructional resources by tertiary institution lecturers in Benin-City accelerated the acquisition of Knowledge and skills by students in the instructional process. This is also in Agreement with the findings of Kpekpe (2015) that the frequent use of instructional Resources by lecturers in the teaching of students accelerated the effectiveness of both Lecturers and the instructional process as a whole by facilitating the arousal and students to participate actively. Solidification of interest of lecturers.

Furthermore, the findings of research question five revealed that the knowledge acquired by students through the use of instructional resources influence their Academic performance. This in consonance with the findings of Yenkwó (2014) that the instructional resources is a tool for the applicability of knowledge and exposure Gained to their academic adventure. In his opinion, the level of knowledge, exposure, Gained by students during the exercise facilitates an acceleration in their academic Performances

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contains the summary of the study, the conclusion of the study and recommendations based on the findings. It is divided into the following sub-Heading: Summary, Conclusion and Recommendations. Summary of the Study

The main aim of this study is to determine the use of instructional resources in Teaching. In order, to attain the objectives of the study five research questions were Raised and answered. Descriptive survey research design was adopted for the study. The population of The study comprised all the home economics in the twenty lecturers Eight (28) in the Department of Home economics, University of Benin, Benin-City in the 2019/2020 academic session with a total number of twenty Eight (28) lecturers. However, the simple random sampling technique was adopted by the researcher to Selected 100 undergraduate students (100-400 level)

in the Department of Home economics and the entire twenty eight (28) lecturers to make up the sample for the study Two research instrument was used for data collection a Structured titled: “Use of Instructional Resources Questionnaire (RIUQ) was used for Data collection. The instrument was validated by three experts and the reliability of the instrument was carried out using Cronbach Alpha method. The researcher administered the questionnaires to the respondents by meeting them in their schools and the questionnaires were collected immediately after their responses. The data Collected was analyzed using simple percentage for the bio data of the respondents and mean with standard deviation for the items.

The results show that the relationship between the instructional resources use and the effectiveness of the instructional process depends on the lecturers Usage of instructional resources. This explains the negative correlation between the lecturer’s usage of instructional resources and the effectiveness of the instructional process, which can be addressed by

increasing the lecturers Awareness about the instructional resources effects. Furthermore, the results of the present study show that the majority of the Participants use instructional resources for academic related purposes as a Mean of communication, they use it connect with their colleagues in order to discuss class related contents. Secondary schools in Nigeria may utilize this Fact in creating a semi-formal instructional resources networks to be monitored by teacher assistants to better assist the students and to insure the credibility of the exchanged information between students.

The findings of the study revealed significant impact of the use of instructional Resources in the instructional process as it helps to facilitate the retention of Facts and information by students in the instructional process.

The findings of the study also revealed the inadequacy of supply of Instructional resources for utilization in the instructional process in Nigeria as One of the hindrances in the usage of instructional resources by

lecturers. In the study, it was revealed that instructional resources accelerated the quality of the academic attainment of students in the course of study in Home economics.

Conclusion

The new trends of instructional resources have captured the attention of the People all around the world especially the youth and the students in the form of Instructional resources tools are of importance to discussed and analyze. The research was an attempt to examine the effects of instructional resources on the academic Performance of the students on Home economics in the University Of Benin, Benin-City.

The researcher has found that though a number of lecturers make use of Instructional resources in a useful manner as a medium of communication and source Of knowledge, a good number of them used it to for fun, and entertainment which Does not contribute much to them. While the former spent their time meaningfully without affecting their

studies, the latter used a lot in wasting their time and it also does affect their studies at times.

This research study has explored and exposed some few guidelines on how to Make interactive multi- media an effective tool for leaning and enriching experiences And also how to make use of different apps as teaching-learning tool, since it is the Interest of the young students and has the capacity to be an interesting tool of Education. The results of the study shown that student's involvement in interactive Multi-media has positive outcome based on how they used. The researcher wanted to clarify that instructional resources does not lessen the student's abilities to learn but Rather it help them to learn different abilities which they have never known before.

Today, as we can see development happens due to technology and instructional Resources so, making use of interactive multi- media for good and positive purposes will enable to the road of progress.

Recommendations

Based on the findings of the study the following recommendations were made:

1. There should be regular and periodic review of the curriculum of tertiary institution by Ministry of Education to facilitate the integration of the use of instructional Resources as an essential component of the teaching and learning process in tertiary institution in Nigeria.
2. There should be regular and periodic in-service training and symposia's for Teaches to accelerate the equipment of skills by lecturers to facilitate the Utilization of instructional resources in tertiary institution in Nigeria.
3. There should be an increase in annual budgetary allocation to Home economics in Nigeria to facilitate the procurement instructional Resources tools thereby enhancing the utilization of these media by lecturers and students in the instructional process.

4. There should be constant enlightenment campaigns by government agencies to regularly sensitize lecturers on the need to eliminate their obnoxious Perception about the use instructional resources in the instructional process.
5. There should be a periodic rehabilitation of classrooms by government to accelerate the conduciveness of the teaching and learning environment for the Effective use of instructional resources by lecturers and students thereby Enhancing the quality of teaching and learning.

Suggestions for Further Studies

This study serves as a basis for further research study on instructional Resources and the job performance of home economics lecturers. Similar studies should be conducted so as to bring about improvement in the job Performance of home economics lecturers through the use of Instructional resources and to create more pages for

research and academic activities, Thereby avoiding distraction which leads to deviation from their academic works.

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APPENDIX

**UNIVERSITY OF BENIN
BENIN CITY
FACULTY OF EDUCATION**

**DEPARTMENT OF VOCATIONAL AND TECHNICAL
EDUCATION**

STUDENTS QUESTIONNAIRE

Dear Respondents,

This research questionnaire solicits response from you it is designed to find out the extent of the use of instructional materials for effective teaching and learning of home economics in tertiary institution in Nigeria.

The information supplied will be treated in confidence and this exercise is strictly for academic purposes. Please tick the appropriate answer to each question. Thank you.

SECTION A:

1. Sex: Male () Female ()
2. Level: 100 () 200 () 300 () 400 ()
3. Course Area: Home Economics () Accounting () OTM ()
Business Education ()

	What is the influence of the use of instructional resources of the academic performance of students in Home economics Education	VHE	HE	LE	VLE
1	Teaching learning of Home Economics Education in tertiary institution without instructional resources such as charts, maps, curves and graphs etc will as not bring out the expected results				
2	The use of instructional resources in teaching of Home Economics has positive impact in the level of assimilation of learners				
3	Availability of instructional resources in				

	secondary schools assists in the achievement of the stated educational goals and objectives				
4	Students understanding of the subject can be improved if government provide relevant instructional resources				
5	Pictures models, drawing and specimens influences learners academic performance in Home Education				

PART II: check list of the availability of instructional resources in teaching Home economics: Highly Available 4 (HA) Averagely Available 3 (AA) Slightly Available 2 (SA) Not Available 1 (NA)

S/N	Various instructional resources apparatus available for teaching Home economics	HA	AA	SA	NA
1	Slides projectors				
2	Film projectors				
3	Film trips				
4	Overhead Projectors				
5	Cine projectors				
6	Opaque projectors				
7	Slides				
8	Video recorders				
9	Tape recorders				
10	Models				
11	Charts				
12	Graphs				
13	Pictograph				
14	Audio-tapes				
15	Whiteboard				

16	Video tapes				
17	Volcanic eruption sites				
18	Specimen				
19	Soft board				
20	Magnetic board				
21	Maps				
22	Flip chart				

APPENDIX II

UNIVERSITY OF BENIN
BENIN CITY
FACULTY OF EDUCATION
DEPARTMENT OF VOCATIONAL AND TECHNICAL
EDUCATION

TEACHERS' QUESTIONNAIRE

Dear Respondents,

This research questionnaire solicits response from you it is designed to **find out the extent of the use of instructional materials for effective teaching and learning of home economics in tertiary institution in Nigeria.**

The information supplied will be treated in confidence and this exercise is strictly for academic purposes. Please tick the appropriate answer to each question. Thank you.

SECTION A:

4. Sex: Male () Female ()
5. Level: 100 () 200 () 300 () 400 ()
6. Educational Qualification: B.ED () M.ED () PH.D ()

PART B

S/N	Are there adequate instructional resources for teaching Home Economics	VHE	HE	LE	VLE
	Adequate instructional materials promote strategies that ensure the integration of technologies in the teaching of home economics				
7	Adequate instructional materials				

	students to develop the right habit of performing all learning activities in their logical sequences				
8	Adequate instructional materials are one of the major problems that lead to poor academic performance of students in home economics				
9	Availability of physical facilities and instructional resources influence students' academic performance in home economics				
10	Adequate instructional materials help students to develop the right habit of performing all learning activities in their logical sequences				
S/N	Does lecturers use instructional resources in teaching home economics in tertiary institution in Nigeria	VHE	HE	LE	VLE
23	I often utilize laboratory apparatus in the instructional process because it affords me the opportunities to influence students retention in the class				
24	I utilize laboratory apparatus which provides opportunity to accelerate the students potential in acquiring and mastering modern relevant in the subject area				
25	I occasionally utilize laboratory apparatus even though it helps to				

	accelerates student intellectual development and knowledge				
26	I always utilize laboratory apparatus in the instructional process because it has the capacity to influence the academic performance of students				
27	I often utilize laboratory apparatus in the instructional process because it promotes innovation and creativity				
	Level of impact of instructional resources in the teaching of home Economics in tertiary institution in Nigeria	VHE	HE	LE	VLE
1	The integration of instructional materials in the instructional process fosters the acquisition of skills in the instructional process				
2	The use of instructional resources awakens the cognitive process of the learners in solving problems emanating from the lesson under review				
3	The use of instructional resources on the instructional materials facilitate the acquisition of skills, knowledge and attitude by students in the learning processes				
4	The use of instructional resources accelerate the assimilation of key concepts and variables under				

	consideration by students in the lesson				
5	The use of instructional resources facilitate the attainment of high academic performance as a result of students comprehension of concepts inherent in the lesson under review				