

EXTENT OF UTILIZATION OF INSTRUCTIONAL MATERIALS FOR TEACHING - LEARNING OF ECONOMICS IN SENIOR SECONDARY SCHOOLS IN AWKA SOUTH ANAMBRA STATE

Okonkwo, Eucharia Chinenye, PhD*

Abstract

The purpose of this study is to ascertain the Extent of the Utilization of Instructional Materials for Teaching and Learning of Economics in Senior Secondary Schools in Anambra State. The study adopted descriptive survey design. One structured research question and one hypothesis guided the study. The population was consisted of 22 economics teachers in Anambra. All 22 public secondary schools offer economics as a subject and was covered as the population. Sample represents consisting of 100% of the total population of the study. The instrument used was validated for the reliability of this study, the researcher employed a Test-Retest method. The data obtained was used to compute the reliability coefficient using the Pearson Product moment coefficient based on the four degree of responds, which gave a result of 0.93 using its formula; Mean statistics and standard deviation were used to answer the research questions while the X^2 was used in testing the hypothesis at 0.05 level of significance. The findings from the study shows that, it is very clear that the Secondary Schools which the government promised to fund and equip for Economics under the new policy on Education are both starved of fund and support. Based on the findings the study recommends that the government both federal and state should organize orientation programme conferences, seminars and short term training programmes to acquaint the teachers with improvisation of instructional materials and how use of these new technologies. Economics teachers should be made to understand the importance of using instructional materials and also understand that skill learning activity is different from ordinary theoretical learning.

Keywords: Economics, Instructional Materials, teaching, learning and utilization.

Introduction

Economics is an important subject that must be credited by students before gaining admission into any tertiary institution especially the university to study relevant courses like Accountancy, Business Administration, Insurance, etc. The importance and technicality of this subject makes it necessary that relevant instructional materials should be used to teach it to the learners. It is against this background that this study attempts to examine the extent to which the effect and use of instructional materials could advance senior secondary school students performance in Economics. Poor academic achievement in Economics could be attributed to many factors among which teacher's strategy itself was considered as an important factor. This implies that the mastery of Economics concepts might not be fully achieved without the use of instructional materials.

One of the most important inputs to the effective teaching and learning of Economics is the use of instructional materials otherwise known as teaching materials but in this area of economic depression, such as the rural area of Anambra State, the teaching and learning of Economics at the secondary school level is generally being carried out through take and chalk method. The influence of instructional materials in promoting students' academic performance and teaching and learning in educational development is indisputable. The teaching of Economics in Nigerian secondary schools needs to be properly handled. The materials used by teachers to teach and drive home their subject points at the primary and secondary school levels of our education system is incontrovertibly a paramount important issue in practical classroom interaction and successful transfer of knowledge from the teacher to the learners.

The high technological changes facing the Nigeria's economy demands that economics education be taught at all levels especially at the senior secondary school level. This has led to the introduction of 9-3-4 universal basic education system of education which emphasises skills acquisition particularly at the senior secondary school level. The problem of unemployment faced by all classes of graduates in the country stresses the need skill training for Nigerian youths. The acquisition of relevant skills increases self-employability efficiency and effectiveness in the labour market. With economics education the problem of unemployment can be reduced to the minimum. (Onwe 2016)

The present 9-3-4 UBE system of education holds favour on the use of instructional materials to achieve the aim of the programme. Instructional materials made for a particular lesson can increase the amount of learning from the beginning of instruction to the end. It can also speed up the whole learning process; therefore, it is always necessary to have instructional materials for economics education available. This could be provided by either by the teacher or the student to promote teaching and learning of skills economics education has to offer.

Poor academic achievement in economics could be attributed to many factors among which teacher's strategy itself was considered as an important factor. This implies that mastery of economics subject can not be fully achieved without the use of instructional materials for economics education programme in our senior secondary schools.

Statement of problem

The implementation of economics education programme in our secondary schools today cannot be effective unless there are instructional materials for teaching it. The act of teaching is fundamentally concerned with passing ideas, skills and attitude from the teacher to the learner. In Nigeria, for example experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcomes. Every year, when the results of public examination are released, there has always been mass failure in Economics. The reason for this could be ascribed to the fact that there are topics in Economics that pose serious problem of comprehension to students. These topics cannot be taught effectively without the use of relevant instructional materials to make the learning practical. On the foregoing, scholars have emphasized the effect of instructional materials utilisation on teaching and learning. According to research, we learn and remember 10% of what we hear 40% of what we discuss with others and as high as 80% of what we experience directly or practice.

Research question

What instructional materials are used for teaching economics in senior secondary schools in Awka South of Anambra State?

Research hypothesis

The use of instructional materials will not have significant influence on the teaching and learning of Economics in senior secondary schools.

Literature Review

Meaning and definition of instructional materials

One of the major tools in teaching and learning is communication. Without communication, there would be no learning. Learning brings about change in behaviour of the learner and to achieve this, the teacher must know how to effectively communicate his message. Communication includes all the ways and manners through which we can let others know and share our thoughts, feelings, experience and knowledge. The message of the teacher to his students becomes meaningful to the students when the teacher effectively gets the students

involved in active and meaningful participation, provoke and guide their thinking, stimulate their imagination and effect transfer of learning. To effectively do this, the teacher should employ a number of devices to enhance his teaching. These additional devices to the teachers' voice are called instructional materials. Instructional material goes by different name, some of which are instructional resources and teaching aid. At all levels of the nation's educational system, and for all known and existing school types, instructional material are an indispensable factor in the attainment of goals.

Types of instructional material used in teaching and learning of economics

Different types of instructional material are at the disposal of the teacher, but the classification of these materials into distinct compartments is not easy since there is not always a clear cut distinction between the categories of instructional materials. Offorah (2010) classified these materials into three; visual resources, audio materials and audio-visual materials.

Onyia (2020), states that instructional materials include projectors, computer, radio, camera, television, these equipments can be used for teaching and learning. Other instructional materials include radiograph, flannel board, text books, board rule, bulletin board, chalkboard, duster, picture, cartoon, charts, models, mock-ups, drawings, slide etc. instructional materials could be grouped into graphic materials, non-projected still pictures, projected still pictures, motion pictures, audio-materials and projected pictures.

Lee (1962) cited in Onwe (2016) states that there are two types of instructional materials; printed and audio-visual. He goes further to stress that the printed materials could be a text book or in the form of supplementary materials, voluntary and assigned readings, work book and work study programme. According to him, audio-visual materials to be sensory objects or images which initiate, stimulate and reinforce learning.

Utilization of instructional materials

the use of the resources boosts learning and enhances efficiency in the act of teaching or transmitting knowledge. However, availability of instructional materials in teaching does not guarantee their utilization. Many scholars have stressed the need for instructional materials in teaching to be available if educational objectives can be achieved.

Today, there is an emergent shift in emphasis and orientation towards a more functional approach to secondary education which better fulfils the socio-economic needs of the nation secondary schools are encouraged to introduce practical subject such as typewriting, bookkeeping, shorthand, office practice, clerical and secretarial practice, accounting and economics. To achieve the aim of this system of education, instructional materials must be properly put to use. So, teachers should be familiar with how the available instructional materials could be properly used to achieve its aims.

Theoretical framework

The effect of instructional materials in teaching and learning of economics is proven through the theory of learning known as Classical conditioning (also Pavlovian or respondent conditioning) is a process of behaviour modification in which an innate response to a potent biological stimulus becomes expressed in response to a previously neutral stimulus; this is achieved by repeated pairings of the neutral stimulus and the potent biological stimulus that elicits the desired response. Classical conditioning occurs when a conditioned stimulus is paired with an unconditioned stimulus.

Methodology

Research Design

The design employed in this study was the survey type. Osuala (1991) survey studies both large and small population by selecting and samples chosen from the population to discover the relative incidence, distribution and interrelations of sociological and psychological variables.

This study covers secondary schools in Anambra State that offer economics as a subject.

The population was consisted of 9 economics teachers in Awka South local government area of Anambra. Only 9 secondary schools out of 22 secondary schools offer economics as a subject and was covered as the population.

The sample size of this study consists of the 9 (nine) respondents. This sample represents consisting of 100% of the total population of the study.

The instrument for data collection was questionnaire developed by the researcher.

The instrument used was validated by one expert in Measurement and Evaluation and one expert in the Department of Educational Foundation all in Anambra State University Igboariam Anambra. The experts critically examined the items and made corrections where necessary. The instrument was finally rewritten by the researcher by integrating the suggestions and corrections pointed out by the experts.

For the reliability of this study, the researcher employed a Test-Retest method. This method can be described as a system where a respondent who had completed a questionnaire previously was asked to do so at a later date, say after two weeks. After this, the two responses are compared using correlation analysis (Ibenta, 2018).

A pilot study was conducted in one secondary school in Anambra-South Local Government Area which was not part of the sample used in the study. The researcher after sharing out the questionnaires to the respondent to elicit their response at two different occasions collected it from the respondent. The data obtained was used to compute the reliability coefficient using the Pearson Product moment coefficient based on the four degree of responds, which gave a result of 0.93 using its formula; A structured questionnaire was employed in the collection of data; the researcher distributed the questionnaire directly to the respondents and collected them back after having been filled. Mean statistics and standard deviation were used to answer the research questions while the X^2 was used in testing the hypotheses at 0.05 level of significance.

Results

The results of these tests were useful in providing answers to research question formed to serve as guide to the research work.

Research Question

What instructional materials are available for teaching Economics in Senior Secondary Schools?

Table 1: Responds to Availability of Instructional Materials for Teaching Economics Education

$N = 9$								
S/N	ITEM DESCRIPTION	HA	A	U	HA	$\sum fx$	$\bar{x}$	Decision rule
1	Projectors	-	4	7	3	29	2.1	Unavailable
2	Computers	-	-	12	2	26	1.9	Unavailable
3	Economics software	-	3	10	1	30	2.1	Unavailable
4	Charts	8	4	2	-	48	3.4	Available
5	Maps	1	3	6	1	26	1.9	Unavailable

6	Storage devices	-	-	11	3	25	1.8	Unavailable
7	Textbooks	5	7	2	-	45	3.2	Available
8	Journals	-	-	6	8	20	1.4	Unavailable
9	Graphs	1	3	7	3	30	2.1	Unavailable
10	Calculators	5	8	1	-	46	3.2	Available
11	Pictures	-	2	9	2	26	1.9	Unavailable
12	Blackboard	5	7	1	-	43	3.1	Available
	Grand mean						2.0	Unavailable

Source: field survey 2024

The Table shows the mean responses of the respondents on available instructional materials for the teaching Economics in secondary schools. The table shows that few mean responses are above the standard mean of 2.5, indicating that those instructional materials attached to the responds are available to the schools for the teaching and learning of Economics. While others mean responds are below the standard mean of 2.5 indicating that most of the instructional materials used in teaching and learning of Economics are unavailable for use. The grand mean of 2.4 also scored below the standard mean of 2.5, this shows that there are not much instructional materials available for teaching and learning of Economics in Nkanu-West Local Government Area.

Hypothesis I

H₀: The use of instructional materials will not have significant influence on the teaching of Economics in senior secondary schools.

Table 4: Significance influence of instructional materials and teaching Economics

Response option	Observed Responses	Expected average
Strongly Agreed	4	4.5
Agreed	5	4.5
Disagreed	0	4.5
Strongly Disagreed	0	4.5
Total	9	

Source: Field study 2024

$$X^2 = \frac{(4 - 4.5)^2}{4.5} + \frac{(5 - 4.5)^2}{4.5} + \frac{(0 - 4.5)^2}{4.5} + \frac{(0 - 4.5)^2}{4.5}$$

$$X^2 = 0.5 + 0.5 + 4.5 + 4.5$$

$$X^2 = 10.0$$

Decision: since the calculated X^2 is 10.0 which is greater than 7.81 critical value (i.e $10.0 > 7.81$), therefore we reject the H_0 : null hypothesis and accept the H_a : alternative hypothesis that the use of instructional materials will have significant influence on the teaching of Economics in senior secondary schools.

Summary of findings

The analysis done with the data from field survey showed that most of the essential materials needed for effective teaching and learning of economics are unavailable for use examples are that of projector, basic economics software, journals and computers. In order to ascertain the problems on the availability of instructional materials in the secondary schools within the local government, the research question three came in handy. The analysis showed that all the item/possible cause of the problems were agreed and selected by the respondent, indicating that Lack of Financial and Material support from Government, high Cost of Instructional Material, lack of Financial and Material support form Community, insufficient Fund From

The School, Lack of knowledge, basic skill and lack of enough materials to go round the students are responsible for the unavailability of instructional materials.

From the hypothesis, the study found that the use of instructional materials can help improve teaching and learning of Economics in secondary school students, because the findings shows that there is a significant influence between instructional materials and teaching and learning Economics.

Discussions of the findings

Based on the finding from this study, it is very clear that the Secondary Schools which the government promised to fund and equip for Economics under the new policy on Education are both starved of fund and support. The table one shows that there are few instructional materials.

for teaching and learning of Economics. This is not in keeping with the National Educational Aims and Objectives among which is the acquisition of appropriate skills, abilities and Competences both mental and physical as equipment for the individual to live in and contribute to the development of his society.

In conclusion, therefore, evidence abounds form the analysis of the data collected to conclude that Secondary Schools in Awka south local Government Area of Anambra State gravely (serious) task instructional materials for teaching Economics as outlined in the Economics Curriculum under the new System of Education.

Recommendations

Based on the findings the study recommends that

1. The government both federal and state should organize orientation programme conferences, seminars and short term training programmes to acquaint the teachers with improvisation of instructional materials and how use of these new technologies.
2. Economics teachers should be made to understand the importance of using instructional materials and also understand that skill learning activity is different from ordinary theoretical learning.

***Okonkwo, Eucharika Chinenye, PhD**

Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka

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