



Availability and Use of Instructional Materials in Teaching Economics in Senior Secondary Schools in Kano State, Nigeria

Aminu Wudil Yusuf

Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, Nigeria

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Abstract: This study assessed the availability and use of instructional materials in teaching Economics in senior secondary schools in Kano State, Nigeria. The objectives of the study were to ascertain the adequacy of instructional materials available for teaching Economics and investigate the level of utilization of instructional materials in teaching Economics in senior secondary schools in Kano State. Two null hypotheses were formulated in line with the objectives. The population of the study was 512 Economics teachers in Kano State, out of which the study sampled 212 Economics teachers using cluster-sampling techniques. The data was collected using a questionnaire entitled Questionnaire for the Assessment of the Availability and Use of Instructional Materials in teaching Economics in senior secondary schools in Kano State (QAAUIM). The descriptive statistics of arithmetic mean, standard deviation, and pie chart were used for the analysis of research questions while the non-parametric of chi-square was used to test the null hypotheses at 0.05 level of significance. Findings reveal that the instructional materials for teaching Economics are adequate but the extent of their utilization is low. Based on the findings of the study, it was recommended that Kano state Government should organize seminars and workshops for Economics Teachers on the importance of instructional materials.

Keywords: Instructional Materials, Teaching, Economics, Nigeria

1. INTRODUCTION

The gap that often exists between the intended curriculum and the learned curriculum provokes inquiry to identify problems that constrain the effective implementation of educational policies in Kano state and Nigeria in general. According to Syomwene (2013), these problems are responsible for partial and inadequate implementation of educational reforms. These problems are traceable to what a teacher does in the classroom, which depends to some degree upon his/her mastery of selecting appropriate instructional materials. Nwike & Catherine (2013) pointed out that “to achieve effective teaching and learning process, there is the need for use of instructional materials.” In a related research, Kosgei (2015) noted that instructional materials are very important in the curriculum implementation. Many educators do not fully appreciate this important initial step. However, even if teachers with high morale, motivation, mastery of knowledge and capacity to facilitate learning are highly needed, correct use of appropriate instructional materials is critical to successful teaching and learning (Zadra, 2000). Generally, teaching and learning at all levels of education is more effective with the use of instructional materials.

According to Yusuf (2016), a good approach to make student learn better is to bring them face to face with what the curriculum intends to teach them, which can be done using real things. Where real life situations are not possible, the alternative for the teacher is to use representations of real life situations that are called instructional materials. These instructional materials as posited by Tuimur & Chemwei (2015) should be varied and not limited to textbooks. The main idea for having variety of instructional materials at disposal of a teacher is because a teacher may require more than one material in a particular lesson. Were these materials are not adequately supplied, it is expected that the teacher improvises. According to Aduwa-Ogiegbaen and Imogie (2005), these materials and resources includes audio tape recorders, video tape recorders, slide projectors, opaque projectors, over-head projectors, still pictures, programmed instruction, filmstrips, maps, charts, graphs and many more. These materials offer a variety of learning experiences individually or in combination to meet different teaching and learning experiences.

Mezieobi, Fubara and Mezieobi (2008), argue that, when any act of teaching is done without instructional materials, some learning may take place depending on



what is taught and the setting in which it is taught, but when teaching is effectuated with instructional materials, much more learning takes place and content retention is enhanced. This underscores the importance of the use of instructional materials in teaching and learning. In a study conducted by Ifeoma (2013), a statistical significant difference was found in the educational performance of students when they were taught with instructional materials. The use of instructional materials does not only encourage teachers and students to work collaboratively but also results in more cooperative learning activities among the students. Ikerionwu (2000) refers to instructional materials as objects or devices, which help the teacher to make learning meaningful to the learners. The purpose of instructional materials is to promote efficiency of education by improving the quality of teaching and learning. Incorporating these tools and materials presents supports and reinforces teaching.

Economics is one of the elective subjects studied at the senior secondary school level in Nigeria, as prescribed by the National Policy on Education. Despite the relevance of Economics to everyday life in the area of commerce and industry, the teaching of the subject in Nigeria is characterized by many inadequacies. According to Adu (2002), Economics' teachers in Nigerian secondary schools have a few materials for teaching Economics. Teachers of Economics are accused of lecturing too much while teaching instead of using instructional materials that will ease their work and make the lesson better understood by students. According to Barde, Ezugu, Muhammad and Mustapha (2003), this criticism was based on the simple fact that teachers lean heavily on verbal symbolism while trying to get explanations and meanings of concepts across to the learners. The use of instructional media in teaching activities has long been observed as enhancing the learning process. Inadequate use of instructional materials is considered to be one of the factors responsible for poor performance in secondary schools (Awolaju, 2016). The traditional method of instruction that is the "chalk and talk" method is prevalent in most of the Nigerian Schools, and has thus been criticized for being teacher-centered. Similarly, Ibiyemi (2001) carried out a study to determine the relationship between instructional resources and students' academic performance. The results revealed that there was a correlation between the amount of material resources available for teaching and the performance of the students in their respective subjects.

A major question among researchers then is why do teachers stick to the use of traditional methods of teaching? Could it be because such teachers are not aware of the importance of using instructional media in teaching despite the fact that so many researchers have

reported the importance of instructional materials? Alternatively, could it be that these categories of teachers do not care if their students really understand them fully? In getting the best results with video and audiotaped instruction, Madu (2000) opined that Economics' teachers should be thinking of developing one or more of the attitudinal behaviors of learners, especially the ability to solve economic problems, when teaching. He suggested that principles of availability, planning and organization, relevance and suitability need to be followed in the selection of educational resources in teaching Economics.

For Nigeria to achieve Millennium Development Goals (MDGS) and the critical elements of the National Economic Empowerment and Development Strategies (NEEDS) there is a need to improve performance in Economics. Many of the factors responsible for poor performance are on teachers for not teaching the subject effectively, which could be due to improper utilization of instructional materials. It is therefore necessary to gear research work in Economics towards finding solutions to the factors responsible for students' failure in the subject.

The theoretical framework of the study is hinged on systems approach theory. According to Beftalanffy (1967) in Gichuki (2013), the main idea behind this theory is that: in a system, interrelated elements interact together towards a common goal. This theory states that, in every system there are three elements: inputs, transformational process (activities) and outputs (the intended results or outcomes). Such a system can be suitable to the successful implementation of any education programme. The theory therefore, has relevance with the present study that assessed the availability and use of instructional materials in the implementation of senior secondary Economics curriculum in Kano State. The features of Beftalanffy's theory of input, process and output was considered in analyzing the roles of Participants/Agents as elements in a system in the implementation of senior secondary Economics curriculum. The teacher is the main element in the curriculum implementation process. The way teachers handle curriculum should form the basis of the curriculum implementation in schools. The teacher acts as a guide towards the curriculum implementation. He/she does not work in isolation because he requires other elements like, instructional materials, supportive staff, infrastructures, examination bodies etc. None of the elements can effectively implement the curriculum alone without the collective effort of others.

The theory depicts the expected relationship between the inputs, the medium (transformation process), and the outputs. It establishes how these inputs influence the teaching of Economics. Schools offering Economics that have qualitative teachers who select appropriate teaching



methods and use appropriate instructional materials in a school with enough infrastructural facilities are most likely to implement the curriculum more effectively and have their students' academic performance in place.

It is against this background that this research study assessed the availability and use of instructional materials in the implementation of Economics curriculum in senior secondary schools in Kano state, Nigeria in order to:

1. Ascertain the adequacy of instructional materials available for teaching Economics in senior secondary school in Kano State.
2. Investigate the level of utilization of instructional materials in teaching Economics in senior secondary school in Kano State.

2. RESEARCH QUESTION AND HYPOTHESES

The research question that this study sought to answer therefore is twofold and can be expressed in two sub-questions as follows:

1. How adequate are the instructional materials available for the teaching of Economics in senior secondary schools in Kano State?
2. To what extent is the level of teacher's utilization of instructional materials in teaching Economics in senior secondary schools in Kano State?

The hypotheses that can be developed from this twofold research question therefore are:

1. There is no significant difference in the opinions of respondent on adequacy of instructional materials available for teaching Economics in senior secondary school in Kano State.
2. There is no significant difference in the opinions of respondent on the level of utilization of instructional materials in teaching Economics in senior secondary school in Kano State.

3. RESEARCH METHODOLOGY

The design for this research was a descriptive design using the survey approach. According to Olayiwola (2010), this approach seems most appropriate because it gives a clear definition of the problem, the collection of relevant and adequate data, careful analysis, and interpretation of the data and skillful reporting of the findings. The target population for this study was five hundred and twenty-five (525) Economics teachers. This figure is the total number of Economics teachers in Kano State as of January 2015. These teachers are spread over the fourteen (14) Educational Zones (Kano State Senior Schools Management Board, 2013). The researcher divided the entire population into fourteen (14) clusters where each zone was considered a cluster. The sample size for this study was two hundred and twelve (212) teachers arrived at using the cluster-sampling technique.

The researcher selected five (5) clusters using simple random sampling (SRS) strategy.

The instrument used for data gathering in this research was a researcher-designed questionnaire labelled as the "Questionnaire for the Assessment of the Availability and Use of Instructional Materials in the Implementation of Secondary Schools Economics Curriculum (QAAUM)." This instrument was validated by two senior lecturers from the faculty of Education, Ahmadu Bello University, Zaria. The Statistical Package for Social Science (SPSS version 20) was used for the determination of the reliability and item consistency index. The Cronbach's alpha was used. The reliability coefficient of 0.86 was obtained from the instrument that implied that it is reliable and consistent for the study because it is between 0.5 and 1, based on the assertion of Spiegel (1992).

The researcher administered the instrument to the sampled teachers with the help of two trained research assistants with a qualification of first Degree and two years working experience. The chi-square was used to test the research hypotheses at 0.05 alpha level of significance.

4. RESULTS

In descriptive analysis, arithmetic mean, standard deviation and pie chart were used to answer the research questions while in inferential analysis; chi square was used to test the research hypotheses.

Descriptive Analysis

Research Question One: How adequate are the instructional materials available for the teaching of Economics in senior secondary schools in Kano State? The mean and standard deviation of respondents' views in Table 1 on the adequacy of instructional materials available for Teaching of Economics in senior secondary schools in Kano State was used to answer research question one.

TABLE 1. RESPONDENTS' VIEWS ON THE ADEQUACY OF INSTRUCTIONAL MATERIALS AVAILABLE FOR TEACHING OF ECONOMICS

N	Mean	Standard Dev.	Minimum	Maximum
212	93.51	89.13	3	102

From Table 1, the mean of respondents' views is 93.51 and the standard deviation is 89.13. As can be seen, both the mean score and the standard deviation are close to the maximum value of 102 and this tends to show that the instructional materials for teaching Economics are adequate.

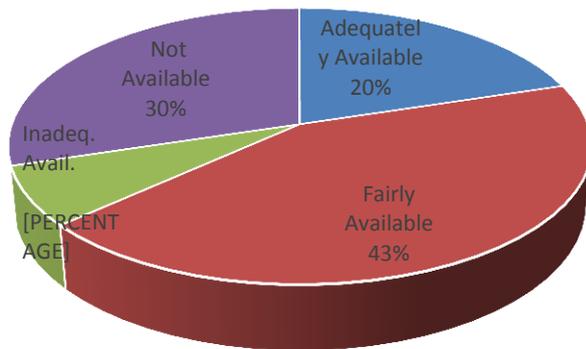


Figure 1. Respondents' Views on the Adequacy of Instructional Material Available for the Implementation of Economics Curriculum

Figure 1 presents the respondents' views, which describes the adequacy of instructional materials available for teaching Economics in senior secondary schools in Kano State.

Research Question 2: To what extent is the level of teachers' utilization of instructional materials in teaching Economics in senior secondary schools in Kano State? The mean and standard deviation of respondents' views in Table 2 on the teachers' utilization of instructional materials in teaching Economics in senior secondary schools in Kano State was also used to answer question two.

TABLE 2. RESPONDENTS' VIEWS ON THE UTILIZATION OF INSTRUCTIONAL MATERIALS BY ECONOMICS TEACHERS

N	Mean	Standard Dev.	Minimum	Maximum
212	44.67	26.81	3	127

From Table 2, both the mean score and the standard deviation are not close to the maximum value of 127 and this tends to show that, the utilization of instructional materials by Economics teachers is not sufficient.

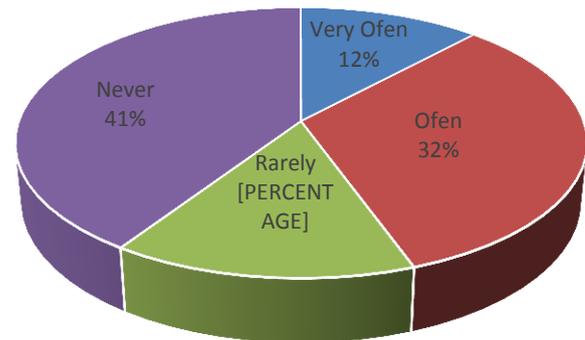


Figure 2. Respondents' Views on the Utilization of Instructional Materials by Economics Teachers

Figure 2 presents the respondents' views, which describes the extent of utilization of instructional materials in the teaching of Economics in senior secondary schools in Kano State.

Inferential Analysis

H₀₁: There is no significant difference in the opinions of respondent on adequacy of instructional materials available for teaching Economics in senior secondary school in Kano State. The statistical tool used to analyze Hypothesis 1 is chi-square of the respondents' views in Table 3 on the adequacy of instructional materials available for the implementation of senior secondary schools Economics curriculum in Kano State.

TABLE 3. CHI-SQUIRE ANALYSIS ON THE ADEQUACY OF INSTRUCTIONAL MATERIALS AVAILABLE FOR TEACHING THE ECONOMICS CURRICULUM

N	χ^2	P-Value	df	alpha	Decision
212	107.31	0.044	81	0.05	Rejected

From Table 3, the chi-square test shows that, the alpha (0.05) is greater than p-value (0.044). This shows that, there is a significant difference between observed and expected frequencies. Therefore, Hypothesis 1, which says that there is no significant difference in the opinions of Economics' teachers on the adequacy of instructional materials for teaching Economics in senior secondary schools in Kano State, is rejected. This indicates that the instructional materials available for the implementation of the Economics curriculum in senior secondary schools in Kano State are adequate.

H₀₂: There is no significant difference in the opinions of respondent on the level of utilization of instructional



materials by teachers in teaching Economics in senior secondary school in Kano state.

The statistical tool used to analyze Hypothesis 2 is chi-square of the respondents' views in Table 4 on the utilization of instructional materials by teachers in the implementation of senior secondary school Economics curriculum in Kano State.

TABLE 4. CHI-SQUIRE ANALYSIS ON UTILIZATION OF INSTRUCTIONAL MATERIALS BY ECONOMICS TEACHERS

N	χ^2	P-Value	Df	alpha	Decision
212	102.41	0.241	93	0.05	Accepted

From Table 4, the chi-square test shows that, the p-value (0.241) is greater than alpha (0.05). The result here shows that, there is no significant difference between observed and expected frequencies. Therefore, Hypothesis 2, which says that there is no significant difference in the opinions of Economics' teachers on the level of utilization of instructional materials in teaching Economics in senior secondary schools in Kano State, is accepted. This implies that Economics' teachers do not make optimum utilization of instructional materials in the implementation of Economics curriculum in senior secondary schools in Kano state.

DISCUSSION

This study aimed at assessing the availability and use of instructional materials in teaching Economics in senior secondary schools in Kano State, Nigeria. The test of Hypothesis 1 in the study revealed that there is a significant difference in the opinions of respondent on the adequacy of instructional materials available for teaching Economics in senior secondary school in Kano State. The respondents' views have shown that, the instructional materials available for teaching Economics in senior secondary schools in Kano State are adequate. This finding is in line with that of Abubakar (2010), who stresses the fact that most of the instructional materials needed by teachers are available in Nigerian secondary schools but teachers deliberately ignore them. He further emphasizes that, even where these instructional material are not supplied, the teacher can improvise without difficulty. This is also the view of Yusuf (2016) who reported that the supply of instructional materials is adequate. Even though the results of this study have shown that there is adequate supply of instructional materials, more varieties should be provided to schools so that teachers can choose or combine from different varieties.

The second finding of this research study indicated that there is no significant difference in the opinions of respondent on the level of utilization of instructional materials by teachers in teaching Economics in senior secondary schools in Kano State. The respondents' views on this have confirmed that the extent to which teachers utilize instructional materials in the implementation of the Economics curriculum in senior secondary schools in Kano State is low. This indicates that the majority of Economics' teachers possibly lecture too much while teaching instead of using instructional materials that will ease their work and make the lesson better understood by students. This finding agrees with Barde, Ezugu, Muhammad and Mustapha (2003), who confirmed that teachers lean heavily on verbal symbolism while trying to get explanations and meanings of concepts across to the learners. The findings of a research conducted by Wambui (2013) who reported, "There was lack of effective use of instructional materials" also corroborate the second finding of this research work. One wonders why teachers stick to the use of traditional methods of teaching instead of using some modern methods. The reason may however be that such teachers are not aware of the importance of using instructional materials in teaching, despite the fact that so many researchers have reported the importance of instructional materials in lesson delivery. Kano State Government should organize workshops and seminars for Economics teachers in order to educate them about the importance of the use of instructional materials.

CONCLUSION

The paper attempted to assess the availability and use of instructional materials in teaching Economics in senior secondary schools in Kano State, Nigeria. The findings of this study reveals that the instructional materials available for teaching Economics in senior secondary schools in Kano State are adequate but the extent to which teachers utilizes it is low. That is to say, Economics teachers neglect the use of instructional materials despite its relevance, which cannot be separated from teaching and learning process. For any behavioral objective to be achieved in a lesson, the aspect of instructional materials should be given serious consideration. This is because instructional materials supplement and complement the teacher's verbal explanations thereby making learning experience richer and providing the teacher with interest into a wide variety of learning activities.



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