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Assessment of the Impact of Instructional Materials for Effective Teaching of Economics for Senior Secondary School in Yola North Local Government Area of Adamawa State

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Abstract: *This study was set to achieve certain objectives among which are to assess the impact of instructional materials for effective teaching and learning of Economics in senior secondary schools in Yola north. The study adopted survey research design. The area of the study was Yola north, Adamawa state. The target population for this study consisted of 111 senior secondary schools in Yola educational zone Yola north and 1597 teachers out of which only Economics teachers will be sampled. Random sampling technique was used in this study. The researcher randomly picked five secondary schools in urban and five secondary schools in rural. The instrument used in this study was impact of instructional materials questionnaire (IIMQ). The questionnaire was subjected to face validation by three (3) experts in the field of educational management, measurement and evaluation. The researcher and two of research assistant (RA's) administered the questionnaire on both the principals and teachers'. The data collected will be analyzed using mean and standard deviation to answer research questions; while the null hypothesis will be analyzed using statistical tool of t-test. All the hypotheses tested at 0.05 level of significance were rejected. Based on the data collected and analysed statistically. Conclusion was made that there is a significant difference between the impact of instructional materials for effective teaching and learning of Economics in senior secondary schools in Yola north. Recommendations are made that Government and non-governmental organisations should sponsor Economics teachers for training in how to use available instructional materials.*

Key words*: Instructional materials for effective teaching and learning of Economics*

INTRODUCTION

Instructional materials are crucial to teaching and learning processes. A dedicated classroom teacher feels satisfied when he realizes the objectives he has set out to achieve for every lesson. In order to achieve this, a trained teacher employs a number of methods, design and actions, one of which includes the use of instructional materials. Instructional materials are referred to as the resources which both the teachers and students use for the purpose of effective teaching and learning. Akpan (2011) defined instructional materials as those materials that teachers can use in teaching to facilitate the learning of a particular subject or lesson. The lists of instructional materials are inexhaustible and their limit is the teacher's level of resourcefulness, creativity and imagination. Dare (2009) listed instructional materials to include newspaper, magazines, audio visuals, textbooks, chalkboard, laboratory equipment, posters, bulletins, journal, radio, television, audiocassettes, tapes, film scripts and slides. Others are overhead and opaque projector, real objects and computer.

Dare (2011) describe instructional materials as information multipliers because they are capable of providing learners with opportunities to learn beyond teacher's capabilities when utilized for instruction?

Utilization of instructional materials is the act of using and applying the available instructional materials in the actual teaching/learning process. Where resources are supplied for instructional use, teachers are expected to utilize them to support a smooth and meaningful flow of instruction and promote understanding of the content being taught. To facilitate the teaching and learning of Economics in senior secondary schools, the skillful teacher can select those instructional materials that are relevant to the Economics curriculum. This could be implemented from the numerous instructional materials that abound in the market or that are available in the school. When instructional materials are not utilized, effective teaching and permanent learning are difficult to take place because students cannot actively participate in a way that challenge them to think creatively. Despite the intention of the Universal Basic Education (UBE) Programme, adequate provision and utilization of instructional materials for effective teaching and learning of Economics has not been attained.

The Universal Basic Education (UBE) programme of Nigeria is designed among other things, to facilitate the standard of literacy, and improve societal development. The UBE is a nine-year programme that covers six years of primary education and three years of junior secondary schools. The three years of junior secondary school is known as senior secondary schools (Upper Basic). Economics is one of the vocational subjects taught under the Universal Basic Education and it is designed to promote health in the home and society. Ibrahim (2010) described Economics as the study of the relationship of people and aspect of their environment such as clothing, housing and finance. Economics is a discipline with a broad scope that covers virtually all aspects of an individual's daily living (Maina, 2009). Uchendu (2010) described instructional materials played a very important role in Economics as a skill-oriented, decision-making subject that equips learners with skill and knowledge which will help them to be self-employed and at the same time contribute effectively to the socio-economic development of the family and society.

Since these instructional materials are said to be numerous and varied for a subject, the government may not have enough resources to effectively provide all that is required. This is because most factory-finished materials are very expensive due to various factors and inputs in the production process and sometimes the length of time taken to bring out the finished materials (Murfwang, 2006). This situation now challenges a practicing teacher to explore his environment and discover materials which can be used in place of the factory finished or imported ones. The teacher's effort to find alternative for the supply of locally made material elicits the innate act of improvisation. Improvisation is usually associated with the use of local resources, where and when professionally or commercially produced materials are not available a teacher, devices a substitute. Improvisation of instructional material is the imitation of those instructional materials or resources which the teacher and in fact the entire class utilize for the purpose of making teaching/learning more effective.

Statement of the Problem

Results from Economics baseline studies revealed that many Economics teachers displayed poor mastery of content, lacked basic practical skills and innovativeness, and used poor teaching methods. This was manifested in the theoretical teacher-centered approach to teaching. There were general complaints about lack of teaching and learning materials and available resources were hardly used.

However, Economics teachers have to be more creative and use locally available materials in instruction. Explanations as lack of school facilities such as libraries and well equipped laboratories. There was a critical shortage of textbooks, equipment's and physical facilities in most public schools in Yola North. Further, there existed inter and intra Provincial resource variations in availability contributing directly to poor performance in National examinations. These are mainly student centered approaches where students are engaged in practical activities that lead to discovery of ideas. The teachers either ignored the teaching aspects emphasized by to face challenges in implementation which was another concern of this study. It was in view of these findings that the researcher felt that there could be specific challenges affecting the utilization of instructional resources as a teaching technique and which had not been well identified at least in the Yola North.

The essence of this research was therefore to establish these key challenges. This implies that instructional materials could be sourced from the local environment. Whether or not Senior secondary schools Economics teachers in Yola north utilize instructional materials is yet to be empirically ascertained. Hence this study

is to investigate and assessment of the impact of instructional materials for effective teaching and learning of Economics in senior secondary schools in Yola north.

Objectives of the Study

The specific objectives are;

1. Identify the various instructional materials planned for teaching senior secondary schools Economics students.
2. Ascertain the various ways instructional materials are being maintained for teaching senior secondary schools Economics students.

Research Questions

The following questions were answered in the course of this study

1. What is the various instructional materials being planned by senior secondary schools teachers of Economics?
2. In what ways are the various instructional materials being maintained for teaching senior secondary schools Economics students?

Hypotheses

The following null hypotheses were be tested at 0.05 level of significance

HO_1: There is no significant difference in the mean response of senior secondary schools Economics teachers (urban and rural) on the ways through which they plan various instructional materials.

HO_2: There is no significant difference in the mean response of senior secondary schools Economics teachers (urban and rural) on the problems they encounter in maintaining instructional materials.

Methodology

In this chapter researcher adopted survey research design. The area of the study was Yola north. Adamawa is a state. The target population for this study consisted of 111 senior secondary schools in Yola educational zone Yola north and 1597 teachers out of which only Economics teachers was sampled.

Random sampling technique was used in this study. There were 111 senior secondary schools in Yola educational zone of Yola north. The researcher randomly picked five secondary schools in urban and five secondary schools in rural. The instrument used in this study was impact instructional materials questionnaire (IIMQ). The questionnaire was subjected to face validation. After the construction of the instrument, three (3) experts in the field of educational management, measurement and evaluation. The researcher and two of research assistant (RA's) will go to each of the selected schools and administered the questionnaire on both the principals and teachers'. The data collected was analyzed using mean and standard deviation to answer research questions; while the null hypothesis was analyzed using statistical tool of t-test.

Findings

Data Analysis and Presentation of Results

Three research questions were raised and answered using descriptive statistics of mean and standard deviation. Three hypotheses were formulated and tested at 0.05 level of significance using t-test.

Research Question 1

What instructional materials are planning of instructional materials in senior secondary school Economics students?

Table 1: Mean and Standard Deviation for the Extent of planning of instructional materials in senior secondary school Economics students.

S/No	Items	N	Mean	S.D	Remark
11	To what extent does your school plan for charts	25	2.25	1.318	LE

12	To what extent does your school plan for graphs	25	2.34	1.328	LE
13	To what extent does your school plan for models	25	2.92	1.427	ME
14	To what extent does your school plan for flannel board	25	2.34	1.206	LE
15	To what extent does your school plan for kinds	25	2.79	1.348	ME
16	To what extent does your school plan for fabrics	25	2.14	1.170	LE
17.	To what extent does your school plan for audio visuals	25	3.04	1.071	ME
	Grand Mean		**3.19**	**1.22**	**ME**

Key: SD = Standard deviation,

The descriptive statistics in Table 1 above shows the mean and standard deviation of teachers' responses on the Extent of instructional materials are planned for teaching senior secondary school Economics students. Finally, the result as indicated on Table 1 by the grand mean of 3.19. This implies that there is a moderate extent of instructional materials is planned for teaching senior secondary school Economics students.

Research Question 2

To what extent does Economics teachers Maintained instructional materials in senior secondary schools?

Table 2: Mean and Standard Deviation for the Extent of Maintenance of instructional materials in senior secondary school Economics students.

S/No	Items	N	Mean	S.D	Remark
31	To what extent does your school maintained charts	25	3.56	1.099	HE
32	To what extent does your school maintained graphs	25	2.76	1.463	ME
33	To what extent does your school maintained models	25	3.03	1.439	ME
34	To what extent does your school maintained flannel board	25	2.87	1.593	ME
35	To what extent does your school maintained kinds	25	2.26	1.285	LE
36	To what extent does your school maintained fabrics	25	2.42	1.192	LE
37	To what extent does your school maintained audio visuals	25	3.22	1.415	ME
	Grand Mean		**3.11**	**1.24**	**ME**

Key: SD = Standard deviation,

The descriptive statistics in Table 2 above shows the mean and standard deviation of teachers' responses on the extent of Maintenance of instructional materials in senior secondary school Economics students. Finally, the result as indicated on Table 2 by the grand mean of 3.11. This implies that there is a moderate extent of Maintenance of instructional materials in senior secondary school Economics students.

Hypotheses Testing

The hypotheses were tested using T-test at 0.05 level of significance.

$H0_1$: There is no significant difference in the mean response of Senior secondary schools Economics teachers (urban and rural) on the ways through which they plan various instructional materials.

Table 3: Summary of T-test Statistic for the mean response of senior secondary schools Economics teachers (urban and rural) on the ways through which they plan various instructional materials.

Variables	No	$\bar{x}$	SD	df	tcal	tcrit	P>0.05
Urban Economics teachers	18	191.25	15.71	425	19.49	1.96	significant
Rural Economics teachers	7	121.77	34.87				

Note: table value = 1.96 at 0.05 significant level.

In Table 3, the t calculated values for the each of the items exceed the t critical of 1.96 with 425 degrees of freedom tested at 0.05 level of significance. This indicates that the t-test for each of the items was significant.

Generally, the t-calculated value for the entire items in Table 3 was 19.49 which was also higher than the t-critical 1.96 (df 425; P> 0.05). The decision is to reject the null hypotheses. Therefore, there was a significant difference in the mean response of Economic teachers in urban and rural areas on the instructional materials plan for teaching Economics.

$H0_2$: There is no significant difference in the mean response of Senior secondary schools Economics teachers (urban and rural) on the problems they encounter in maintaining instructional materials

Table 4: Summary of T-test Statistic for the mean response of Senior secondary schools Economics teachers (urban and rural) on the problems they encounter in maintaining instructional materials

Variables	No	$\bar{x}$	SD	df	t-cal	tcrit	P>0.05
Urban Economics teachers	18	51.96	4.06	425	13.84	1.96	significant
Rural Economics teachers	7	39.33	8.89				

Note: table value = 1.96 at 0.05 significant level.

Table 4, shows that the t calculated values for the each of the items exceed the t critical of 1.96 with 425 degrees of freedom tested at 0.05 level of significance. This indicates that the t-test for each of the items was significant.

In summary, Table 4 also shows a calculated t-value of 13.84 with a critical t-value of 1.96 at 0.05 level of significance. The t-calculated was greater than the t-critical indicating that the t-test was significant. The hypothesis that there is no significant difference between the mean ratings of Economics teachers in urban and rural areas on the problems they encounter in the maintenance of instructional materials was rejected. Therefore, there was a significant difference between their mean ratings with respect to the problems.

Conclusion

On the basis of finding of the study the following conclusion was made:

The findings of this study have indicated that there was a significant difference between availability, planning, utilizing, maintenance, and assessment of instructional materials for teaching Economic students in urban and rural areas of Yola north, Adamawa state.

Recommendations

The following recommendations are made based on the research findings.

1. Principals, heads of Economics departments and supervisors from the State Education commission should sensitize Economics teachers on the potentials of using instructional materials for teaching.
2. Government should provide essential educational services like libraries and computer laboratories for effective teaching and learning.
3. Acquisition of teaching skills should be the basis for promotion for secondary school teachers

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