



Assessment on the Utilization of Instructional Materials in Teaching and Learning of Economics in Public Secondary Schools in Katagum Local Government Area, Bauchi State

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Abstract

This paper aimed to assess the extent of utilization of instructional materials in teaching and learning Economics in public secondary schools in the Katagum local government area of Bauchi State, Nigeria. The research design used for the study was a survey design with a population of 6,327. The sample for the study was 200 which comprised 40 Economics teachers and 160 students that were purposely selected. The instrument of data collection was a structured questionnaire developed by the researchers which was validated by experts and has a reliability coefficient of 0.84 using Cronbach's alpha reliability test. Data were analyzed using descriptive statistics (mean and standard deviation). The findings of this study indicated that there was a low extent of utilization of instructional materials by Economics teachers and students. The finding also revealed that most of the instructional materials for teaching Economics were largely unavailable due to inadequate funds, high cost of materials, inadequate power supply, and lack of practical skills among others. The study recommended that the Government should provide a vast array of instructional materials such as pictorial illustrations, graphics/ charts, models, tape recorders, computers, community resources, films, and projected aids to the study area and ensure effective utilization by all Economics teachers in their teaching.

Keywords: Utilization, Economics, Instructional Materials, Teachers.

JEL Classification: A29, H89, Q55 I21

1.0 Introduction

To give the learners basic economics knowledge and skills to enable them to understand, appreciate, and participate in the economic environment in which they live, emphasis should be on developing the ability of the learner to appreciate and solve economic problems, which confront them in the real-world situation. This can be done through effective teaching and learning. The teaching-learning process especially involves the use of an organized combination and utilization of people, materials, and procedures to achieve the stated instructional objectives. In any teaching and learning, there is a need to utilize instructional materials to make teaching and learning more effective. The more the teacher uses instructional materials in his/her teaching, the richer the experience he/she offers to the students and the easier the students acquire these experiences (Oziegbe & Maxwell, 2016). However, most economics teachers relied on few or no aids in their teaching because they believed that they could force knowledge no matter how unpleasant into the supposedly empty brains of their students.



Utilization of instructional material is the act of using and applying the available instructional material 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 secondary schools, the skillful teacher can select 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 challenges them to think creatively (Nwabnunwanne, 2009). Teachers also need to use these materials to assess their students.

Learning is a way an individual can acquire the required knowledge and skills for self and societal development. Learning can be ineffective when the students cannot acquire adequate and necessary knowledge and skills needed during his/her studies in school due to one or more factors relating to inadequate availability of instructional materials and poor utilization of them directly or indirectly which will always influence his/her studies (Eze, 2009).

Economics is taught in secondary schools using three approaches which include the theoretical approach, graphical approach, and mathematical approach. The theoretical approach involves the use of verbal explanations of economic facts and the relationship between variables. The graphical approach on the other hand involves the use of diagrams, graphs, or charts in explaining the relationship among Economic variables. The mathematical approach is concerned with the use of the quantitative aspect of mathematics, statistics, and models in explaining Economics concepts. This is the reason why the use of instructional materials in the teaching and learning of Economics is inevitable. When imparting knowledge, instructional materials act as a conduit between the teacher and the pupils. It is used to divert pupils' attention and get rid of boredom. Teachers rely on instructional materials in every aspect of teaching. For background knowledge on the subject they are teaching, they require instructional materials (Chikendu, Abumchukwu, & Obikezie, 2021).

To date, economists have not agreed upon a single universal definition of economics. The subject has been defined according to the wits and attractions of individual economists. They interpret it from the angle it impresses them. For example, Adam Smith defined economics as the study of the wealth of a nation in 1776. But a more widely accepted and comprehensive definition of economics is that given by Lionel Robbin (1933) who says that, "economics is a science which studies human behavior as a relationship between ends and scarce means which have alternative uses".

The objectives of teaching Economics in secondary school according to Yusuf (1998), include the following: To equip students with basic principles of economics necessary for useful living and for higher education; to prepare and encourage students to be prudent and effective in the management of scarce resources; to raise students, respect for the dignity of labour and their appreciation of the economic, cultural, and social values of our society and; to enable students,

to acquire knowledge for practical solutions to the economic problems of society, Nigeria, developing countries, and the world at large.

To achieve the above objectives, effective teaching and learning must be put in place. Teaching and learning can never be effective without the use of instructional materials. The use of instructional materials can enhance the learning achievement among economics students in secondary schools. They provide a common experience upon which late learning economic students can be developed. They stimulate and motivate students to learn. They are mostly used by economics students to develop ideas and practical economics viewpoints that are needed in our developing society. National Teachers' Institute (2006), emphasized mass production and utilization of instructional materials at all levels of the educational system. Several studies have been conducted on the utilization of instructional material in teaching and learning different subjects in secondary schools. However, no study was conducted on the utilization of instructional materials in teaching and learning Economics in public secondary schools in Katagum local government area. This study therefore intended to fill this gap.

This study aimed to assess the utilization of instructional materials in teaching and learning economics in private secondary schools in Katagum local government area, Bauchi State. The specific objectives of the study were: to identify the extent of Economics teachers' utilization of instructional materials in teaching and learning Economics in public secondary schools in Katagum local government area; to identify the various instructional materials available in teaching and learning Economics in the study area and; to identify the major challenges associated with using instructional materials for teaching and learning Economics in the study area.

2.0 literature Review

2.1 Concept of Instructional Materials

Instructional materials are essential tools in learning every subject in the school curriculum. They allow the students to interact with words, symbols, and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, and using media and technology. Instructional materials play a very important role in the teaching-learning process the availabilities of textbooks, appropriate chalkboards, Mathematics kits, Science kits, teaching guides, science guides, audio-visual aids, and overhead projectors, among others are important instructional materials (Yusuf, 2015), However, many facilities are missing in approximately almost all secondary schools in the state.

According to Omariba, Ongâ, and Ondigi, (2017), instructional materials gave students access to a variety of learning skills and helped them consolidate their knowledge to develop unique teaching and learning capacities. This makes teachers use instructional materials to teach Sciences so that the learners can be engaged in the teaching-learning process and become active participants. The effectiveness of teaching and learning economics impacts the availability and utilization of instructional materials. It helps and motivates students to comprehend difficult concepts of economics.



Nwagbata, Emejue, and Ukaegbu, (2021) state that the use of instructional materials is critical to the teaching of economics simply because it is an applied subject and it cannot be taught in abstract. It is not enough for a teacher of Economics to be well grounded in the mastery of the subject matter, but his ability to transfer such to the cognitive level of the learner. The National policy on education emphasized the teaching of Economics in Nigerian schools as it is linked to the philosophy of education aimed at inculcating national consciousness and national unity, and also inculcating the right type of attitude for the survival of the individual and the Nigerian society.

2.2 Types of Instructional Materials

According to Nwagbata, Emejue, and Ukaegbu, (2021), instructional materials are print and non-print items that are designed to impact information to students in the educational process. Instructional materials include items such as prints, textbooks, magazines, newspapers, slides, pictures, workbooks, and electronic media, among others.

Kamji and Augustine, (2022) assert that, instructional materials are educational media that assist teachers in confidently imparting knowledge and also helping students understand economics concepts, ideas, and theories. These scholars grouped them into four categories.

1. Printed media and reading materials: These are educational resources that provide concise knowledge for use in the classroom. Textbooks are one example of this type of material; other examples include images, pictures, pamphlets, journals, figures, generalizations, maps, and charts.
2. Non-printed media: These include posters, models, wall charts, diagrams, and the like.
3. Electronic media: Include audio cassettes, video films, computers, projectors, television sets, radio recorders, manipulated objects, and computer-based machines, among other examples.
4. The communal source: The greater society has access to these kinds of resources. Several of these sources mention locations that are noteworthy local landmarks. Schools, colleges, libraries, government offices, parks, airports, banks, hospitals, and invitations to resource persons are examples of educational facilities.

However, this study adopted the classification based on the senses with these materials appealing to e.g. visual resources, audio-visual resources, and audio resources.

Visual Resources: This is based on the eye gate theory we described the eye as the main gate into the human mind. (Onyejekwe, 2006) they are educational media that appeal to the sense of sight. The principle behind the use of visual resources in teaching is that much more is learned through the sense of sight than any other sense. It is also argued that the mind tends to remember more of what the eyes see than what the ear hears. So, in economics education, visual resources include real objects and models' pictorial resources and graphic resources. Real objects such as a naira note, coins cowries, etc. could help in the teaching of topics like money, also, car toys, and horse toys, can be used in teaching topics like transportation. These real objects help to make the lesson real. On the other hand, pictorial resources and graphic

materials such as drawings, cartoons, photographs, charts, tables, maps, diagrams, etc. to a large extent help to explain topics like the law of diminishing returns, balance of payment, population distribution, demand, and supply.

Audio Resources: These resources are curriculum materials that rely extensively on the sense of hearing for teaching and learning. It is argued that although most people learn by seeing, some people still learn better through the sense of hearing. Educational media such as radio, compact discs, cassettes, recorders, recorder players, and tape recorders among others, could be emphasized by the teacher for the students to listen to even at home. This emphasis might be based on topical issues discussed in radio stations by experts which students could listen to and retain this concept of the message.

Audio-Visual Resources: This is a multimedia system that appeals to both sense of sight and hearing simultaneously. The principle behind the adoption and utilization of these media is the fact that learners learn better when more senses are involved. Based on this note ancient Chinese proverb argued that ‘what I hear I forget, what I see, I remember but what I do I know’. To buttress this, Sounder in Okpala (2004) observed and advocated that people remember 10% of what they hear (what I hear I forget) 50% of what they see (what I see I remember), and 90% of what they hear, see, and do (multiple senses utilized).

2.3 Criteria for Selecting Instructional Materials:

According to Ololobou, et al cited by Nwagbata, Emejue, and Ukaegbu, (2021), some of the things the teachers must consider before selecting instructional materials include;

- A. **Consideration for the age and abilities of the learner:** The teacher needs to take into consideration the age and abilities of his students. If the instructional materials chosen and used are above, it can inhibit learning rather than promote effective learning. The learner’s characteristics such as age learner’s ability, interest, intelligence, and learning styles should be considered by the teacher when selecting instructional materials used in teaching and learning Economics. Since each learner is distinct in terms of learning style, care should be taken to select media that meet the varying learning styles.
- B. **Instructional materials must be related to the lesson objectives:** any instructional material that is not geared towards helping in the achievement of the lesson objectives is not worthy to be used in the lesson. The objectives to be achieved at the end of the lesson should determine the type of instructional materials to be selected. If the objectives require the learners to simply mention, list facts or principles, etc. In the cognitive domain, textbooks or audio tapes may be adequate. Visuals synchronized with sound need to be selected when the objectives are in the area of affective and psychomotor domains.
- C. **Availability and Currency of Information:** any instructional materials that are worthy of use in the classroom must be current. The teacher should also consider the availability of the instructional materials used in teaching and learning Economics. He or she should know whether the materials can be produced locally and can be easily



available or improvised; the compatibility of the material with relevant equipment should be considered.

2.4 Challenges of the Use of Instructional Materials in Learning Economics

The teaching of economics in Nigeria is characterized by many inadequacies. Nigerian Secondary school teachers of economics have few materials on the teaching of economics to work with. There are many problems associated with instructional materials used in teaching and learning Economics. They are as follows:

Poor Funding: One of the problems associated with the instructional material used in teaching and learning is the lack of funds. Some schools cannot afford to buy the instructional material used in teaching and learning Economics.

Lack of power supply: This is another major problem that hinders the use of instructional materials in school. Most of the instructional materials use a power supply to function effectively and most of the schools in rural areas are not provided with electricity so this makes it difficult for them to use technological instructional materials in their areas. Even the schools in the cities lack power supply which makes the use of instructional materials boring and inefficient in teaching and learning.

Lack of skills: Most of the teachers in secondary schools do not know how to install, operate, or use some of the instructional materials in teaching and learning. For example, some of them cannot operate a computer, so how can they use a computer to teach some of the concepts of Economics to the students?

Lack of network: There is no steady network when trying to use some of the instructional materials like the internet. This frustrates the teacher and the students as they will spend much time waiting for the network to be available.

High cost: Some of the instructional materials used in teaching and learning Economics are very costly, Examples are projectors, computers, the public address system, etc.

Inadequacy of the materials: The instructional materials used in teaching and learning in secondary schools are not enough for the students. School finds it difficult to provide computers for each student in the class, and this hinders the effective use of such instructional material in teaching and learning Economics (Nnamuch, 2018).

2.5 Empirical Review

Isma'il and Lukman, (2022) investigated the availability and utilization of instructional materials in the teaching and learning of biology in senior secondary schools in Talata Mafara Town, Zamfara State. A descriptive survey research design was adopted for the study using quantitative data. The population comprised all the heads of department of biology in the senior secondary schools (six public and four private) in Talata Mafara Town. The entire population constituted the sample of the study due to its small size. A validated questionnaire with reliability index of 0.63 obtained using Cronbach's alpha was used as instrument for data

collection. The data collected were analyzed using frequency counts and percentages presented in tables and charts. Five research questions guided the study. The findings of the study revealed that some of the required instructional materials are fairly available but are not regularly use by biology teachers. Biology laboratories and instructional materials relating to multimedia are lacking in most of the schools in Talata Mafara Town. Lack of fund for procurement and large class size coupled with lack of in-service training for serving biology teachers were major factors identified to inhibit effective provision and utilization of instructional materials respectively.

Amie-Ogan, and Uchechukwu, (2016) in a study examined availability and utilization of digital instructional materials in public secondary schools in Port Harcourt Metropolis, Rivers State, Nigeria. The descriptive survey research design was adopted, with a population of 2,131 teachers. The stratified random sampling technique was used to select a sample size of 640 teachers. The instrument for data collection was a questionnaire with a reliability co-efficient of 0.84. The research questions posed were answered using means, while the hypothesis was tested using the t-test. Findings revealed that digital instructional materials were scarcely available and utilized in public senior secondary schools. Most teachers were yet to be computer compliant as to effectively adapt to innovative teaching methods using digital instructional materials.

Asogwa, Onu, and Egbo (2013) assessed the availability and utilization of instructional materials for effective teaching of fish production to students in senior secondary schools in Benue State, Nigeria. Four specific objectives and four research questions were developed to guide the study. Descriptive survey research design was adopted for the study. The study was carried out in Benue State. The population of the study was 284 teachers of Agricultural science. The sample for the study was 142 teachers of Agricultural science obtained through stratified random sampling technique. A Fish Production Instructional Material Questionnaire (FPIMQ) was used for data collection. Six field work assistants helped in administering and retrieving the questionnaire. The data collected were analyzed using descriptive statistical tools such as frequency table, percentage, and mean scores. The results of this study revealed that out of all the instructional materials recommended for teaching fish production to students, 8 of them are available, 5 are accessible, and 8 are often utilized by teachers in senior secondary schools. The study also revealed that 12 challenges were encountered by teachers in accessing and utilizing available instructional materials in fish production in senior secondary schools in Benue State

3.0 Methodology

The study adopted a descriptive survey design in assessing the utilization of instructional materials in public secondary schools in Katagum Local Government area of Bauchi State. According to Best and Khan (2003), survey design is used in a situation where the study employs a questionnaire to determine opinions, preferences, attitudes, and perceptions of people about an issue.



A study population represents all conceivable elements, subjects, or observations relating to a particular area of interest to the researcher (Nworgu, 2006). The target population for this study was 6,327 selected from public secondary schools in Katagum Local Government area of Bauchi state. The sample for this study comprised 40 Economics teachers and 160 Economics students. This gave a total of 200 respondents. Research advisors (2006) sample size table was used to determine the sample size. Both the teachers and students were selected through purposive random sampling. The instruments for data collection were structured questionnaire-tagged questionnaires for utilization of instructional materials for teaching and learning Economics (QUIMTLE) designed by the researchers. The questionnaire is preferred because it gives clear and specific responses and enables the respondents to express themselves freely especially lecturers who may not have enough time to attend personal interviews. The questionnaire has 27 items designed by the researchers. The instruments were tailored from a four-point Likert scale ranging from “strongly agree” (4) which depicts the highest scores possessed by the respondent for an item, to “strongly disagree” (1) which depicts the lowest scores possessed by the respondent for an item.

The researchers administered the questionnaires to the respondents with the help of research assistants. Only assistants who are conversant with research were chosen because they knew the techniques of encouraging respondents to a high return rate. Awotunde and Ogulunwa (2004) disclosed that for any instrument to be valid, it must be reliable and relevant. The instruments were face-validated by two experts from Test and Measurement. They were requested to study the items and assess the suitability of the language, adequacy, and relevance of the items in addressing the research questions and hypothesis. Their corrections and comments were used to modify the questionnaire. Their suggestions were also used to improve the production of the questionnaire.

Test reliability refers to the extent to which the test measures what it intends to measure consistently. The instrument has a reliability coefficient of 0.84 using Cronbach’s Alpha reliability test. In analyzing data collected to answer the research questions, the researcher used descriptive statistics (mean and standard deviation). The use of mean scores and standard deviation to analyze data for answering research questions is suitable because the research questions are quantitative. A cut-off points of 2.50 was determined by finding the mean of the nominal value assigned to the options. Responses with a mean of 2.50 or above were accepted while those below 2.50 were rejected.

4.0 Results and Discussion

Research Question One: What is the extent of Economics teachers’ utilization of instructional materials in teaching and learning Economics in public secondary schools in Katagum local government area Bauchi State? Table 1 shows the Mean Ratings and Standard Deviations of the extent of Economics teachers’ utilization of instructional materials in teaching and learning Economics in public secondary schools in Katagum local government area.

Table 1: Mean Ratings and Standard Deviations of the extent of Economics teachers' utilization of instructional materials in teaching and learning Economics in public secondary schools in Katagun local government area.

S/N	ITEM STATEMENT	Mean (X)	(SD)	Decision
1	Pictorial illustrations	2.16	0.83	Disagreed
2	Graphic/ charts	2.00	0.95	Disagreed
3	Models	1.97	0.99	Disagreed
4	Textbooks	3.03	0.63	Agreed
5	Tape recorder	1.83	0.86	Disagreed
6	Computer	1.95	0.37	Disagreed
7	Community resource	1.78	0.88	Disagreed
8	Film	1.77	0.51	Disagreed
9	Projected aids	1.76	0.84	Disagreed
10	Chalkboard	2.98	0.92	Agreed

Source: Field Survey, 2024.

Results in Table 1 show that only items 4 and 10 (textbooks and chalkboard) scored above the cut-off points of 3.03 and 2.98 to indicate that they were utilized. Items 1, 2, 3, 5, 6, 7, 8, and 9 (pictorial illustrations, graphics/ charts, models, tape recorder, computer, community resource, films, and projected aids) scored below the cut-off point of 2.50 to show the items were not utilized. The government schools failed to put the few available materials into good utilization as responded by the respondents and as indicated through the means.

Research Question Two: What is the type of instructional materials available in teaching and learning Economics? Table 2 shows the Mean Ratings and Standard Deviations of the type of instructional materials available in teaching and learning Economics in the study area.

Table 2: Mean Ratings and Standard Deviations of the type of instructional materials available in teaching and learning Economics in the study area

S/N	ITEM STATEMENT	Mean (X)	(SD)	Decision
1	Pictorial illustrations	2.27	0.77	Disagreed
2	Graphic/ charts	2.10	0.44	Disagreed
3	Models	2.10	0.43	Disagreed
4	Projected aids	2.07	0.84	Disagreed
5	Tape recorder	2.06	0.99	Disagreed
6	Computer	2.03	0.76	Disagreed



7	Community resource	1.94	0.71	Disagreed
8	Film	1.87	0.65	Disagreed
9	Textbooks	3.54	0.72	Agreed
10	Chalkboard	3.21	0.87	Agreed

Source: Field Survey, 2024.

Results in Table 2 show that only items 9 and 10 with mean scores of 3.54 and 3.21 and a standard deviation of 0.72 and 0.87 for textbooks and chalkboards are available. The remaining eight items scored less than 2.50, an indication that the items were not available in the schools. The standard deviations for the items in the Table were less than 1, to indicate the convergence of the scores. Therefore, the various instructional materials that are not available are pictorial illustrations, graphics/ charts, models, tape recorders, computers, community resources, films, and projected aids even where few are found, they are not used in teaching and learning economics.

Research Question Three: What are the major challenges associated with using instructional materials for teaching and learning Economics? Table 3 shows the Mean Ratings and Standard Deviations of the type of instructional materials available in teaching and learning Economics in the study area.

Table 3: Mean Ratings and Standard Deviations of the type of instructional materials available in teaching and learning Economics in the study area

S/N	ITEM STATEMENT	Mean (X)	SD	Decision
1	Inadequate qualified Economics teachers	3.03	0.63	Agreed
2	Poor physical environment for learning	2.13	0.85	Disagreed
3	Lack of instructional material allowance	3.15	0.84	Agreed
4	Lack of enough practical training	2.50	0.25	Agreed
5	The problem of power supply	2.98	0.92	Agreed
6	Inadequate instructional materials and use of outdated material	3.06	0.72	Agreed
7	Wrong use of instructional materials	2.14	0.88	Disagreed

Source: Field Survey, 2024.

Table 3 shows the means and standard deviations of the major challenges associated with using instructional materials for teaching and learning Economics in public secondary schools in Katagum Local Government area of Bauchi state. From the table, it is clear that inadequate qualified economics teachers, lack of instructional material allowance, lack of enough practical training, problems of power supply inadequate instructional materials, and use of outdated materials are the major challenges associated with the utilization of instructional materials in teaching and learning Economics in the study area. This is shown by the means response of

3.03, 3.13, 2.50, 2.98, and 3.06 with standard deviations of 0.63, 0.85, 0.84, 0.25, 0.92, and 0.72 respectively. However, the table also reveals that Poor physical environment for learning and wrong usage of instructional materials were not among the problems associated with the utilization of instructional materials in teaching and learning Economics in the study area because their means responses of the items were below the cut -off point of 2.50.

4.1 Discussion of Findings

The study found that there was a low extent of utilization of instructional materials in teaching and learning Economics by Economics teachers in public secondary schools in Katagum Local Government Area, Bauchi State. This agrees with the statement of Obasi, (2020) who asserted that the use of instructional materials can enhance the learning achievement among economics students in secondary schools. They provide a common experience upon which late learning economic students can be developed. They stimulate and motivate students to learn. They are mostly used by economics students to develop ideas and practical economics viewpoints that are needed in our developing society.

The study revealed that most of the instructional materials used for teaching and learning Economics were largely unavailable in the study area. Instructional Materials are physical tools that facilitate teaching and learning. They could be auxiliary tools in text, visual or audio media in print and digital format, and human and non-human forms (Obasi, 2020).

The study also discovered that inadequate qualified Economics teachers, lack of instructional material allowance, lack of enough practical training, Problems of power supply inadequate instructional materials, and use of outdated materials are the major challenges associated with using instructional materials in teaching and learning Economics in the study area.

5.0 Conclusion/ Recommendations

The study assessed the extent of utilization of instructional materials in teaching and learning Economics in public secondary schools in Katagum Local Government Area, Bauchi State. It can be concluded that Economics teachers were not utilizing instructional materials in their teaching apart from textbooks and chalkboards and most of the instructional materials used in teaching and learning Economics were not readily available in the schools due to some problems. They helped us to identify the type of instructional materials used in teaching and learning economics in the study area. It was revealed that only locally produced instructional materials like textbooks and chalkboards are available while computers, projectors, internet, etc. are not available in the schools in the study area. So since instructional materials are significant and indispensable tools needed for teaching and learning school subjects to promote teaching efficiency and improve students' performance, the government should provide instructional materials in all the schools in the study area to enable students to perform well in academics; more, especially in JAMB, and NECO examinations.

To improve the utilization of instructional materials in teaching and learning Economics at the secondary school level, the study recommends that:



1. The government should provide a vast array of instructional materials such as pictorial illustrations, graphics/ charts, models, tape recorders, computers, community resources, films, and projected aids to the study area and ensure effective utilization by all Economics teachers in their teaching.
2. Qualified Economics teachers should be employed by the government to teach Economics in secondary schools and encourage unqualified ones to go for in-service training.
3. The government should focus on continuous upgrading of Economics teachers' skills through seminars/workshops on utilization of instructional materials in secondary schools.
4. Instructional material allowance should be introduced by the government to every teacher

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