

Availability of instructional materials in teaching Economics in Secondary Schools in Obio/Akpor Local Government Area of Rivers State

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Abstract

The study investigated the "Availability of instructional materials in teaching Economics in secondary schools in Obio/Akpor LGA of Rivers State". The descriptive survey research design was used. Primary and secondary data were used in this research. Five objectives and five research questions were drawn to guide this study. The sample comprised of 100 respondents from five schools in the study area. Questionnaire was used in gathering the information needed for the research. The research questions were analyzed using simple percentage and graph. The findings show that the relevant authorities have neglected the provision of instructional materials for the teaching of Economics in secondary schools over the years. Based on the findings of the study, the researchers recommend that the all the relevant authorities should make the provision of instructional material a top priority since it enhance /earning and understanding of the subject, there should be regular training and retraining of teachers on the effective usage of instructional materials for effective teaching and encourage teachers on improvisation.

Keywords: Availability, Instructional Materials, Economics.

Introduction

Education plays a vital role in a nation's drive towards the ultimate attainment of self-reliance and technological advancement for developed and developing economies of the world including Nigeria. The importance of Instructional materials in teaching and learning process in formal education can never be overemphasized. It is one key element that does not need to be omitted during the preparation of lesson notes by a teacher. The importance of instructional made the emphasis on it by ministry of education and other agencies saddled with the supervision of teaching and learning mandatory. Abstract topics or lessons are easily grasped by the pupils and students when presented with instructional materials or teaching aids. Instructional materials are best described as teaching and learning made easy because students understand what they see than what they hear.

The success in making one to be literate depends on how the learner is able to understand what is being taught to him/her by the teacher. Teaching becomes more effective and efficient when students learn more with greater ease, especially when the students are permanently impacted with the basic knowledge that equips them to face future challenges of life after school (Aborh 2018). The western education which was handed over to us by the country's pioneers, the colonial masters and missionaries have witnessed series of research in the nation's bid or quest to discover a system of education that is more convenient to its citizenry. This quest has moved the country's curriculum from one phase to another right from independence till date. It moved from 6-5-4 system of education to 6-3-3-4 system of education, to the present arrangement of 9-3-4 system of education which implies, Nine (9) years in basic school (Primary 1-JSS3), three (3) in Secondary School and four (4) years in the University (Ministry of Education, 2017).

Effective teaching over, the years has undergone several changes with the purpose of enriching the methods and techniques applied in teaching. The Montessori Method of teaching and learning which has to do with instructional materials and play-away has being discovered as more effective right from the pre-school to the secondary school (Abubakar, 2013). It is equally worthy to note that several Psychologists have carried out experiments on how students learn better and the came up with-theories which have greatly influenced teaching and learning. As a result, teachers need to be acquainted with the theories of learning to enable them understand their students' interest, mental ability, individual differences, things that motivates them

to learn as well as variety of learning experiences which the students could be exposed and made to participate in. Instructional materials or teaching aids are concrete objects, maps, charts, toys, counter, etc, which is used in teaching to simplify teaching and learning experience. It helps in arousing learners' interest towards what is to be learnt. An unknown topic needs to be presented with an instructional material(s) for learning of business studies to take place.

For instance, if a teacher in Oyibo, "types of transportation", that teacher should be able to put up a drawing of ship, boat on water, train, aeroplane, donkey, cars, etc, in order to achieve the purpose of the lesson and make

learning easier. Despite its importance, there have been reports on either the non-utilization or unavailability of instructional materials of Economics which have become a source worry to stakeholders in the education sector today. The worrisome nature is as a result of its importance and result oriented nature of it. On yearly basis, government at all levels usually budget huge sum of money for the provision of instructional materials in all subjects including business studies. But these instructional materials are hardly seen or used by teachers in their respective schools and classes. This situation has led to complaints of teacher's inability to impart the necessary knowledge in an understandable way as a result of non-usage of the required instructional materials. On the other hand, students are unable to grasp what has been taught because of the abstract or boring nature of the topic in question, which hinders the desired result. A simple situation that could ordinarily be tackled within few minutes lingers over a long period of time without instructional materials. In the light of the high premium placed on the availability, provision, usage of instructional materials by stakeholders, educationalist, researchers, etc the problem of its availability of instructional material is still lingering. The question now arises, why is the problem of unavailability of instructional materials still persisting? why are teachers not using the required or available instructional materials in teaching? what are the effects of non availability of instructional materials on the students? These and other begging questions prompted this research: Availability of instructional material in teaching business studies in secondary schools in Obio/Akpor LGA of Rivers State. This study is divided into five (5) sections. Section one is the introductory aspect while section two is literature review. Section three is the method of study and section four is presentation of result/ discussion of findings. Finally, section five focuses on summary, conclusion and recommendations.

Purpose of the Study

The main purpose of this study was to look at the availability of instructional materials in teaching Economics in secondary schools in Obio/Akpor Local Government Area of Rivers State.

Specifically, this study sought to:

- i) determine if there is availability of instructional materials for the teaching of economics in the area of study.
- ii) examine if the instructional materials for the teaching of economics is sufficient in the area of study.
- iii) ascertain whether the use of instructional material in teaching economics enhances learning and understanding of students,
- iv) evaluate if instructional materials provided are used for the teaching of economics by the economics teachers in the area of study; and
- v) establish if Instructional materials provided 'for the teaching of economics is appropriate for effective teaching of business studies in the area of study.

Research Questions

- i) How do we determine if there is availability of instructional materials for the teaching of business studies in the area of this study?
- ii) How do we examine if the availability of instructional materials for the teaching of business studies is insufficient for the teaching of business studies in this area of study?

- iii) How can we ascertain whether the use of instructional materials so provided for teaching business studies enhances learning and understanding of students in the area of this Study?
- iv) How can we evaluate if the instructional materials so provided for the teaching of business studies are used by the teachers in teaching business studies in the area of this study?
- v) How can we establish if the instructional materials so provided for the teaching of business studies are appropriate for the study of business studies in the area of study?

Significance of the Study

The finding and suggestions from this research work will be beneficial to teachers in creating an atmosphere of quick understanding and also help them to understand how instructional materials can help in their teaching of economics. It will also solve the problem experienced by not making good use of instructional materials. Again, students in secondary schools will benefit because it will afford them the opportunity of understanding the impact of instructional materials to what they learn or how they learn. Finally, provision of instructional materials to all the schools and all the subjects to achieve effective teaching and learning.

Literature Review

Instructional materials are those tools used in educational lessons, which includes active learning and assessment. Basically, any resources a teacher uses to help him teach his student is an instructional material (Janovsky 2018). Instructional materials are both human and material resources that are used as instrument of impacting knowledge, skills and attitude to learners. Ekpo (2005) clarified that instructional materials are obtained within the environment of the learners and manipulate both by the teacher and learners to meet stated planning objectives. According to Mek (2012) instructional materials covers all the materials and human means, which an instructor or a teacher might use to teach and facilitate pupils in order to achieve the desired result.

Scanlan (2006) in Jutu (2016) added that this may include traditional and modern materials such as chalk boards, handouts, charts, slides, over-head protectors, real objects, videotape and other latest methods such as computer, DVDS, CD-ROMS, the Internet and interactive Video conferencing. According to Amadioha (2009), instructional materials are those alternative channels of communication which a classroom teacher can use to concretize a concept during teaching and learning process. Traditionally, classroom teachers have relied greatly talk-chalk method during teaching and learning. Currently, instructional materials have been introduced to serve in a variety of teaching and learning. A senior advocate, John Comenius installs the use of instructional materials in schools. He wrote a book entitled *Orbis Pictus* meaning "World of Pictures" in which he demonstrates in a practical manner how to use pictures and drawings in teaching. The educator made pictures with the other hand so that children can associate the pictures with the meaning of the words or sentences, as the case may be. Pictures are paintings or images on the screen, whereas drawings are representations on a flat surface.

According to Agino (1982) instructional materials are divided into two broad categories. He classified them as printed and non-printed materials. Relatively, Ekpo (2005) also stated that there are two major types of instructional materials, she further classified the categories into:

Observable Instructional materials, which include;

- i. Resources persons
- ii. Book-reference books, workbooks, course books.
- iii. Laboratory tools and equipment.
- iv. Graphic materials-maps, pictures models, specimens' charts, global atlas.
- v. Media equipment-filmstrips and slides motion pictures, television, radio tape recorder.

The non-observation resources which include those that cannot be seen physically but have great impact on the teaching-learning activities. They include methods of teaching, dramatization, role playing and play-

away. The above shows the various means through which the teacher can reach the learners. The duty of the teacher instructor is to put in or choose a particular medium or a combination of media, depending on the subject need, to facilitate understanding in the specific subject. These instructional media will also avoid the learners (pupils) the opportunity to participate actively in the lesson.

Agina-Obu (2005) gave the functions of instructional materials as.

Motivate and stimulate learners' interest and concretize learning.

Provide experiences we can hardly obtain through other materials and accommodate wider audience participation and

It has high degree of interest for the learners, since it offers a reality of life experience.

Facilitate learning; Ekpo (2005) gave the relevance of instructional materials as;

- i. Reduce verbalism
- ii. Keep attention span of pupils
- iii. Makes learning easy
- iv. Make mastery easy
- v. Makes lesson concrete
- vi. Makes it easy to achieve the objective

According to Ekpo (2005) "there must be criteria for selecting materials" she added that, "it is necessary to select resources that are appropriate for the instruction that is to be impacted to pupils in the class. Some of the criteria she gave are.

Objective of the lesson- objectives are statement of desirable outcomes. They are also statements of intention any instructional resource selected should meet stated objectives. Learning resources in this case should help in the achievement of learning objectives.

Learner's ability- the material selected for teaching/learning must cater for pupil's differing learning abilities before it could be selected for use. If this criterion is met learning will become very easy.

Time- Timing of the resource to use to arouse children's attention span should also be considered in the selection of resources. For example, time spent in teaching. Learning of practical agriculture should not be the same with that of religious knowledge. The instructional resources for practical lessons should not be same with that of the critical learning.

Learner's entry behavior- The entry behavior of the learner helps the teacher to make decisions on the type of materials to select for his instruction or make adjustments on the already selected resources.

Size of the class another influential factor is the size of the class. If the class size is large, the teacher needs instructional resources that can cater for the interest and needs of all the pupils in the class, hence he will select such materials that will make every individual in his class achieve the intended learning outcomes, if the class is small, he will also adjust his selection of learning resources to the small class.

Availability supporting Facilities - There are certain instructional materials that may require supporting facilities for effectiveness. For example, media-equipment may require a projector or the teacher must be convinced that such supporting facilities are available before selecting such instructional resources.

Guidance for Planning Instructional Materials

Using the acronym: VAADE

Variety of Activities - the instructional materials selected should be able to provide varied learning experiences to learners.

Accuracy - The information supplies by the instructional materials should be highly precise and channeled toward the subject matter.

Adaptability- the instructional materials must be adaptable to the current environment of teaching situations.

Durability- Most of the materials should be able to last for a long period of time.

Economy- the materials should be less expensive and affordable by the users.

Strategies for Effective Utilization of Instruction Materials

a) Materials are available in the right amount. b) Support materials are available. c) Pupils are aware of the existence of such materials. d) Pupils must be ready to use the instructional materials when these are considered, the materials can be effectively utilized.

Developing Instructional Materials

- i) Identification of the type of instructional materials and relating it to the instructional objectives. The two must correlate.
- ii) The sources of materials to be used must be considered. Are the materials readily available and accessible for usage?
- iii) Determine the type of materials" is it wood, is it a graphic material? This should be taken into consideration also.
- iv) Determine the functionality of the instructional materials.
- v) Attention should be paid to form size and colour combination, while producing the instructional materials. It must be what will motivate the learners.

Research Design

The method employed in this study was survey method. The research design for this work was purely descriptive. The researcher considered this research design valid and suitable because it helps to describe systematically the highlights in details the types and relevance of instructional materials on the teaching and learning of Economics in public secondary schools in Obio/Akpor Local Government Area of Rivers State.

Population of the Study

The population of the study was all the 7900 students and 69 economics teachers' 17 public senior secondary schools in Obio/Akpor Local Government Area,

Sample and Sampling Technique

The sample size for this study was 100 respondents; 40 Business studies teachers and 60 students mostly class monitors. Five (5) senior public secondary schools namely; 1) Model Girls Secondary School, Rumueme. 2) Community Secondary School, Ogbogoro.3) Community Secondary School Rumuodornaya 4) Government Secondary School, Eneka; and 5) Community Secondary School, Okporo were selected through random sampling technique.

Method of Data Collection

The work made use of both secondary and primary sources of data. Secondary sources include textbooks, journals, internet materials and other research works on this topic while Primary Sources employed questionnaire method to elicit responses from respondents. This research questions were for both the students and the teachers. These questions take mostly the form of strongly agreed, agreed, strongly disagreed and disagreed.

Data Presentation and Analysis

This section deals with the presentation of data, analysis and discussion of findings.

Table 1. Percentage of questionnaires distributed and retrieved

Questionnaire	Number	Percentage (%)
No of Questionnaire distributed	100	100

No of questionnaire retrieved	97	97
No not retrieved	03	3
Total	100	100

From Table 1, 100 representing 100% questionnaires were distributed 97 representing 97% were returned as a result of the strict monitoring and guidance of respondents while 3 representing 3% were not retrieved.

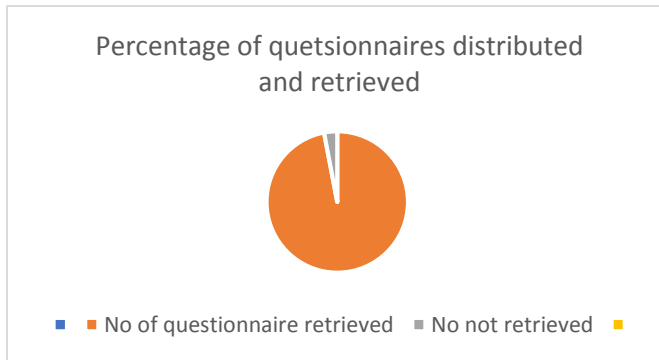
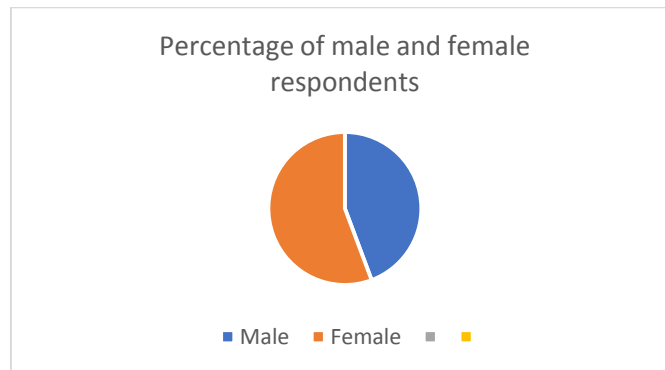


Table 2. Percentage of male and female respondents

Sex	Number	%
Male	43	44.3%
Female	54	55.7%
Total	97	100%

From Table 2, out of the 97 respondents, 43 (44.3%) were male while the remaining 54 (55.7%) were female.



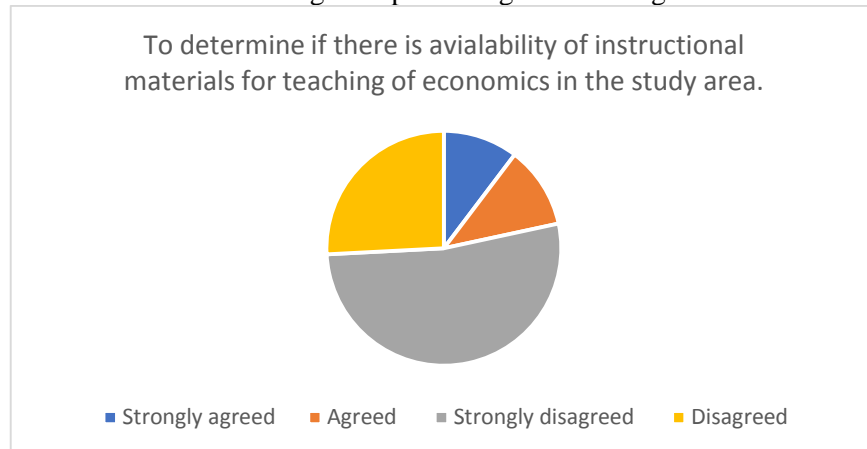
Question One: Have the relevant authorities done very in producing the needed instructional materials?

Table 3: To determine if there is availability of instructional materials for teaching of economics in the study area. Research question one used to tackle it

Response	Frequency	Percentage %
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Strongly agreed	10	10.3%
Agreed	11	11.3%
Strongly disagreed	51	52.5%
Disagreed	25	25.8%
Total	97	100

From Table 3, out of the 97 respondents, 10 representing 10.3% of the respondents strongly agreed that the relevant authorities have done very well in providing instructional materials, 11 representing 11.3% agreed 51 representing 52.5% strongly disagreed that the relevant authorities have done very well in providing instructional materials while the remaining 25 representing 25.8% disagreed to that assertion above.

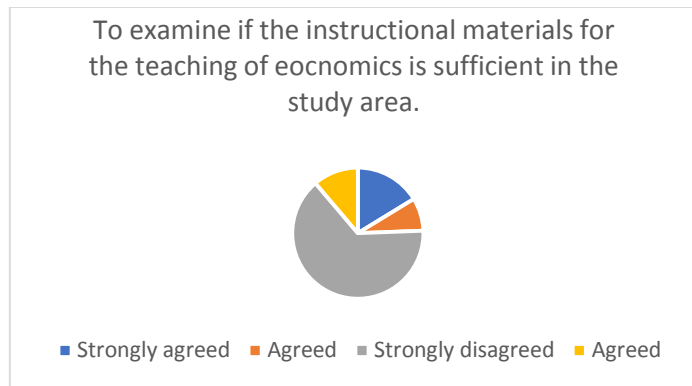


Question Six: Does the relevant authorities provided enough instructional materials as are when do

Table 4: examine if the instructional materials for the teaching of economics is sufficient in the study area, Question Six (6) is used to tackle it

Response	Frequency	Percentage%
Strongly agreed	15	16.4%
Agreed	8	8.2%
Strongly disagreed	63	64.9%
Disagreed	11	11.3%
Total	97	100

From Table 4, out of the 97 respondents, 15 representing 16.4% strongly agreed that the relevant authorities provide enough instructional materials, 8 representing 8.2% disagreed. 63 representing 64.9% strongly disagreed that the relevant authorities provide enough instructional materials while the remaining 11 representing 11.3% did agree that the relevant authorities provide enough instructional materials.

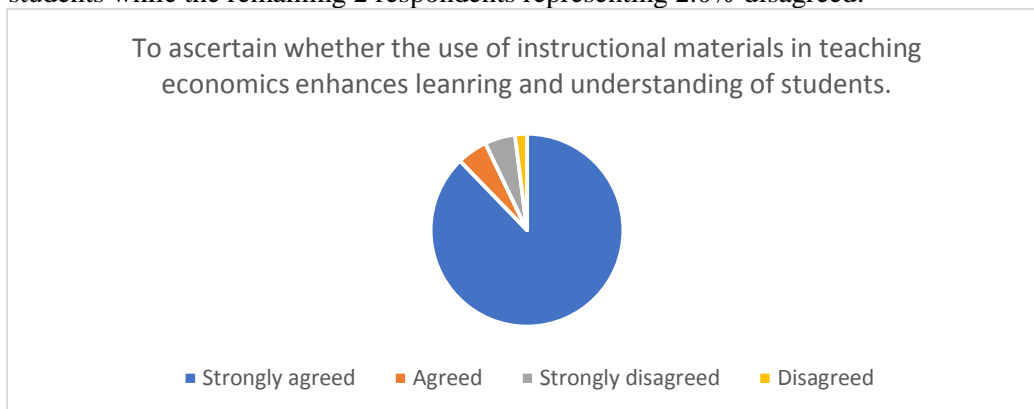


Question ten; can instructional materials simplify abstract and enhance learning and understanding of students?

Table 5: to ascertain whether the use of instructional materials in teaching economics enhances learning and understanding of students. Questions ten (10) is used to tackle it

Response	Frequency	Percentage%
Strongly agreed	85	87.6%
Agreed	05	5.1%
Strongly disagreed	05	5.1%
Disagreed	02	2.0%
Total	97	100

From Table 5, out of 97 respondents, 85 respondents representing 87.6% strongly agreed that instructional material enhance learning understanding of students, 5 representing 5.1% agreed, 5 respondents representing 5.1% strongly disagreed that instructional materials enhances learning and understanding of students while the remaining 2 respondents representing 2.0% disagreed.



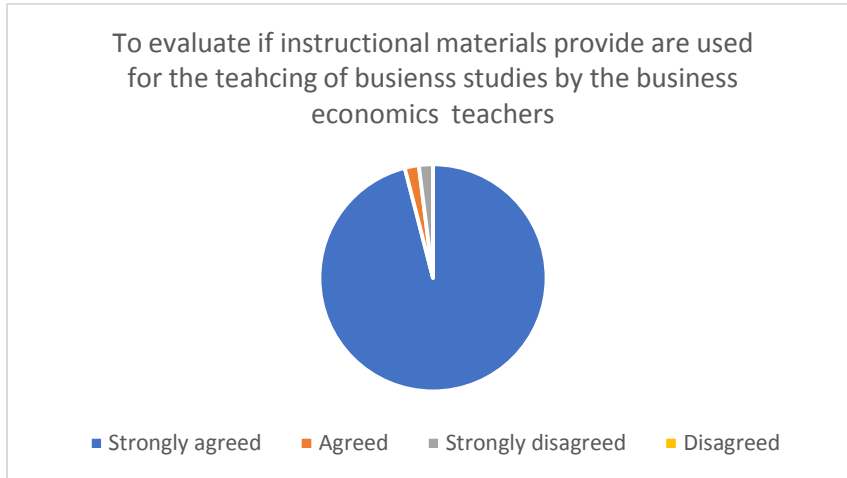
Question fifteen: Teachers instructional materials always in teaching business studies:

Table 6: evaluate if instructional materials provided are used for the teaching of economics by the teachers. Question in used fifteen (15) to tackle it

Response	Frequency	Percentage%
Strongly agreed	93	95.8%
Agreed	02	2.0%
Strongly disagreed	02	2.0%
Disagreed	-	-

Total	97	100
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From Table 6, out of the 97 respondents, 93 respondents representing 95.8% strongly agreed that economics teachers always make good use of the instructional materials available. 2 respondents representing 2.0% agreed 2 respondents representing 2.0% strongly disagreed that economics teachers always make good use of the instructional materials available while none of the respondents disagreed that teachers make good use of them.

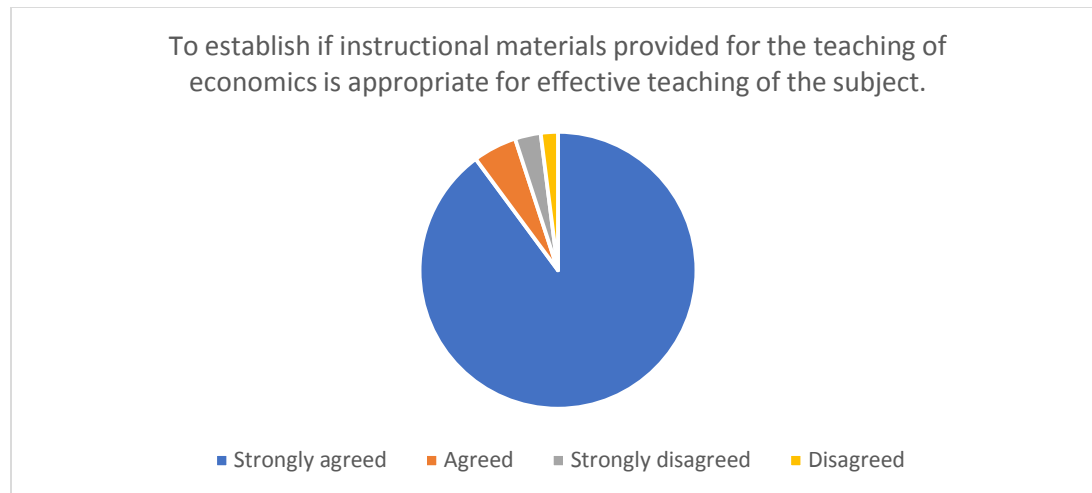


Question Nineteen: instructional materials provided are always related to the topic

Table 7: To establish if instructional materials provided for the teaching of economics is appropriate for effective teaching of the subject. Question Nineteen (19) is used to tackle it

Response	Frequency	Percentage%
Strongly agreed	87	89.6%
Agreed	05	2.1%
Strongly disagreed	03	3.0%
Disagreed	02	2.0%
Total	97	100

From Table 7, out of the 97 respondents, 87 respondents representing 89.6% strongly agreed that the instructional materials provided for the teaching of economics is appropriate for effective teaching of the subject, 5 respondents representing 5.1% merely agreed 3 respondents representing 3.0% strongly disagreed that instructional materials provided for the teaching of economics is appropriate for effective teaching of the subject while the remaining 2 respondents, representing 2.0% disagreed.



Discussion of Findings

From the analysis Table 3, 51 respondents out of 97 respondents strongly disagreed and 25 disagreed that there is availability of instructional materials for teaching economics in secondary schools in the area of study. This implies that the relevant authorities are not doing anything tangible to check this trend and make provision where necessary. From the analysis in Table 4, 63 respondents out of 97 respondents strongly disagreed and 11 disagreed that the relevant authorities provide enough instructional materials for the teaching of business studies. This implies that relevant authorities provide little or insignificant number of instructional materials to schools to justify the allocation for such purposes. From the analysis in Table 5, 85 respondents out of the 97 respondents strongly agreed and 5 agreed that instructional materials enhance learning and understanding of the subject. The implication here, is that when instructional materials are fully available and utilized students will learn, understand and perform better in the subject. From the analysis in Table 6, 93 respondents out of 97 respondents agreed that economics teachers usually make use of instructional materials provided to them by the relevant authorities in teaching economics. By implication, this trend should be encouraged and maintained for efficiency. From the analysis in Table 7, 87 respondents out of 97 respondents strongly agreed and 5 merely agreed that the instructional materials provided for the teaching of economics is appropriate for effective teaching and learning of the subject. This implies that government and other relevant agencies should support the use and provision of instructional materials.

Conclusions

From the foregoing, it is quite obvious that the relevant authorities have not done very well concerning the issue of instructional materials in economics. The situation has made classroom teachers to retain the traditional talk-chalk method of teaching which is not helping teaching and learning in this jet age. This trend has not helped learners in achieving so much as expected. To this end, the relevant authorities should brace up with the responsibility of providing instructional materials which facilitates teaching and learning in secondary school.

Recommendations

- 1) The relevant authorities should make the availability of instructional material top on their priority during budget preparation.
- 2) Sufficient instructional materials that will cover all the topics should be provided in all the school.

- 3) Since instructional materials enhances learning and understanding by simplifying abstract concept, more attention should be paid to its provision.
- 4) Teachers should always be encouraged to make good use of the available instructional materials in teaching economics.
- 5) There should be regular training and retraining of teachers in the usage and application of instructional material for effective teaching and teaming,
- 6) Teachers welfare should be taken care of in order to increase improvisation where there is shortage.

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