

Instructional Material: Level of use in teaching and learning of economics in secondary schools. Mainland Education District IV, Lagos State Nigeria.

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Abstract: *Economic has become a well established subject in Nigerian schools as a subject gains popularity and acceptance among parent, teachers and students. The numbers of candidates that enrolled annually for the subject in senior secondary school certificate examination and the number of schools that teach the subject has increased substantially over the years. (Akindolie layiwola 1996). This research work examined the level of the use of Instruction Material (IM) in the teaching of Economics in Mainland Education District IV, Lagos State, Nigeria. The sample for the study was made up of 200 students and 10 teachers of Economics. Stratified random was employed in selecting the 5 schools in the Districts. A questionnaire and a structured interview was used to collect data from students and teachers. Simple percentage and T – test were used to process the collected data. The result showed that level use of (IM) has significant effect on teacher's effectiveness in the teaching of economics at 95 % level of significance. Also performance of students has significant difference when taught with the use of (IM) in the teaching and learning of economics. The paper recommends the use of stimulating game, pictures, charts, diagram, sketches, caption convey messages to learners without sound but will in no small measure enhance learning in the teaching of Economics.*

Keyword: *Instructional materials, economics, secondary schools.*

I. Introduction

Nigeria as an independent nation recognizes that “education is a national activity which involves an orderly, deliberate and sustained effort to transmit or develop knowledge, concept skills and attitude or habits hence her determination to provide lifelong education for her citizens”. Igwe (1997). The national policy on education (1981) section 1 page 7 aim at amking an individual a useful person to both himself and his society Knowledge and skill in economics which are needed for citizenship will not be learned by most individual unless they are systematically and effectively taught in school. Therefore economics belong to the core curriculum, the common learning experience required of all students as part of their general education Seiter (1989)

Basically all the topics in Economics require one form of instructional materials or the other. According to Jhingan (2000), enriching our knowledge of the functioning of economy involves the practical study of the behavior of National Income, Output, Investment, Saving and Consumption. David and Stanley (1997) highlighted the following as factors inhibiting student's participation and understanding.

- Methods of teaching
- Teachers attitude
- Students attitude
- Inadequacy or non-utilization of instructional materials.

Economics, however, is a broad subject; it cuts across different spheres of the society. One of the major problems facing the educational sector today is the inadequacy of instructional material necessary for effective teaching and learning, this incorporates Economics as a subject taught at the Senior Secondary School. The teaching of economics in Nigeria is characterized by many as inadequate. Nigeria secondary school teachers of economics have few materials on the teaching of economics to work with. For example audio – visual aid for the teaching of economics are either not available is sufficient quality or what is available is usually inappropriate. Adu (2002).

Because economics is a social science which explains human behavior, these are many classroom activities that can be used to make economics come alive for students. Activity based pedagogical techniques include stimulations, role play, active demonstration, group problem solving and so on. Active learning will both enrich instruction and facilitates students understanding. Economics can come alive for students when they see it in action. Donal Jane (2012).

The use of instructional materials is central to the teaching of economics simply because it is an applied subject and it cannot be taught is abstract. The need to involve the learner through the use of various instructional materials cannot be gain-said as it brings about meaningful instruction.

Consequently, 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 Educational emphasizes the teaching of Economics in Nigerian schools as it is linked to the philosophy of education aimed at.

- i. Inculcating national consciousness and national unity.
- ii. Inculcating the right type of attitude for the survival of the individual and the Nigerian society.

In essence, instructional materials are potent weapons in the hands of teachers in terms of driving home his/her point, in the teaching and learning process. Past research on the use of (IM) in teaching and learning is worth mentioning here. Abdu. Raheem (2016) posted that (IM) are essential and significant tool needed for teaching and learning of school subjects to promote teachers efficiency and improve students' performance. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and student to participant actively and effectively in lesson session. (IM) gives room for acquisition of skill and knowledge and development of self confidence and self actualization.

Kochher (2012) submitted that (IM) are very significant learning and teaching tools. (IM) are objects or devices that assists the teachers to present their lessons logically and sequentially to the learners (Isola 2010). In the same vein, Oluwagbohunmi and Abdu Raheem (2014) find out that (IM) are such that are used by teacher to explain and make learning of subjects matter understandable to students during teaching and learning process. From past research, it is observed that researchers do not examine the extent to which teachers of economics use (IM) in the teaching and learning of economics, or whether they make use of it at all. Researches have been on the performance of students before and after the use of (IM) by their teachers.

This study examined the level of use of (IM) in the teaching and learning of Economics In Secondary School, Mainland Education District IV, Lagos State Nig.

Background And Problem

In Nigeria, for example experience has shown that spoken morals alone in the communication of idea are grossly ineffective and inefficient in producing desired learning outcomes. Abdu – Raheem (2011) in her work asserted that non - availability and inadequacy of (IM) are major causes of ineffectiveness of the school system and poor performance of students in school. Ogbonna (2014) observed in his research that there are lot of factors imitating against the effective teaching and learning of economics in secondary school which includes lack of (IM), poor methodology of teaching, attitude and interest of teachers and students in teaching and learning of economics. The problem statement of this research work where there is (IM) material for use by the teachers, the adequate commitment is yet to be shown by teaches of economics on the level of use of (IM) in the teaching of economics at secondary school level.

II. Research Objectives

The main purpose of this study is to investigate on the level of use of (IM) the teaching and learning of economics and /its impact on students performance in economic.

Specific objectives are to:

1. To find out the extent at which teachers of economics make use of (IM)
2. Examine how adequate the material in term of quantity and quality
3. Investigate the impact the use of (IM) have on student's performance in economics

Research Question

The following research question where generated to guide this study:

1. To what extent do teaches of economics make use of IM?
2. How adequate are the material in terms of quantity and quality?
3. Does the use of (IM) have any impact on student's performance economics?

Research Hypothesis

Based on the research questions raised, the following hypothesis gives the research in investigating the level of use of (IM) in the teaching of economic at secondary school level in Mainland Education District IV Lagos State

1. Level of use of (IM) has no significant effect on teachers effectiveness in the teaching of economics
2. Performance of students has no significant differences when taught with the use of IM

Methodology And Sample

A stratified random sampling technique was used in selecting 5 public senior secondary schools in Mainland Education District IV in Lagos State, Nigeria. A total number of 200 students and 10 teachers were selected randomly to participate in the study. This consisted of two teachers and forty students from each school.

Research Instrument

A classroom observation was used to ascertain the use of (IM) in teaching economics. After that, a closed ended questionnaire (Yes / No) was giving to the students and the teachers to provide the necessary information. The teacher questionnaire consisted of ten (10) items based on the level of use of instructional materials in the teaching and learning of economics while, the students questionnaire contained fifteen (15) items found and obtaining information on the level of use and the impact it has on their learning economics.

Method Of Data Analysis

In analyzing the data collected percentages and ‘T’ test statistical technique were used.

Empirical Results

Research Question 1: To what extent do teachers of Economics makes use of instructional material?

Table 1: Table showing the opinions of students on the level of use of instructional materials (IM) by their teachers in teaching economics.

| S/N | Items | Yes | % | No | % | Total |
|-----|---|------------|----|------------|----|------------|
| 1 | Does your Economics teacher make use of instructional materials such as posters, charts, pictures, and flashcards in the class? | 88 | 44 | 112 | 56 | 200 |
| 2 | Do you think your Economics teacher find it difficult to use instructional material in the class? | 58 | 29 | 142 | 71 | 200 |
| 3 | Does your Economics teacher make use of instructional materials for every topic he/she teaches you? | 24 | 12 | 176 | 88 | 200 |
| 4 | Does your Economics teacher ask you questions based on the instructional materials used in the class? | 94 | 47 | 106 | 53 | 200 |
| | TOTAL | 264 | | 536 | | 800 |

III. Discussion

The findings (Table 1) revealed that 88(44%) of the students disclosed their Economics teachers make use of instructional materials in the class, while 112(56%) of the students disagreed. This indicates that the majority of the students were of the opinion that their Economic teachers do not make use of instructional materials. Also, the findings revealed that 58(29%) of the students think that their Economics teacher find it difficult to use instructional materials in the class, while 142(71%) of the students do not agree to this. This implies that majority of the student’s link that their Economics teacher does not find it difficult to use instructional materials in the class. Furthermore, the findings showed that 24(12%) of the students says that their Economics teacher make use of instructional material for every topic taught, while 176(88%) of the students said that their Economics teacher do not make use of instructional materials for every topic taught. This implies that Economics teachers do not make use of instructional material for every topic they teach. Finally, the findings showed that 94(47%) of students are the opinion that their Economics teacher ask them questions based on the instructional materials used in the class while 106(53%) of the students do not agree to this.

Research Question 2

Table 2: How adequate are the materials in terms of quantity and quality? Assessment of the use of (IM) in terms of quantity and quality

| S/N | ITEMS | YES | % | NO | % | TOTAL |
|-----|---|------------|------|------------|------|------------|
| 1 | Does your economics teacher often construct these materials himself/herself for use in the class? | 68 | 34 | 132 | 66 | 200 |
| 2 | Do you help your teacher to construct instructional materials for use in the class | 35 | 17.5 | 165 | 82.5 | 200 |
| 3 | Are you always ready to learn when instructional materials are used in the teaching of Economics? | 192 | 96 | 8 | 4 | 200 |
| 4 | Are the instructional materials bold enough for you to see wherever you are seated in the class? | 117 | 58.5 | 83 | 41.5 | 200 |
| | TOTAL | 412 | | 388 | | 800 |

Discussion

The result from table 2; revealed that 68(34%) of the students said their Economics teacher construct instructional materials himself/herself for use in the class, on the other hand 132(66%) of the student said no to this. This implies that a good number of Economics teachers does not construct instructional materials themselves.

Also from the findings, 35(17.5%) said they helped their teacher to construct instructional materials for use in the class, whereas, 165(88.5%) do not. This shows that majority of the students do not help their teachers to construct instructional materials. The finding further revealed that 192(96%) of the students said they are ready to learn when instructional materials are used in teaching Economics while 8(4%) said they are not. This indicate that majority of the student are ready to learn when instructional materials are used. Finally, the study revealed that 117(58.5%) of the students see the instructional materials boldly wherever they are seated in the class, while, 83(41.5%) of the student said the instructional materials are not bold enough to see. This implies that majority of the students see the instruction materials clearly wherever they are seated in the class.

Research Question 3: Does the use of instructional materials have any impact on student’s performance in Economics?

Table 3: Instructional Materials(IM) and Student’s Performance

| S/N | ITEMS | YES | % | NO | % | TOTAL |
|-----|--|-------------|-----------|------------|-----------|-------------|
| 1 | Do you have a better understanding of Economics concepts anytime instructional materials are used in the class? | 143 | 71.5 | 57 | 28.5 | 200 |
| 2 | Do you think you can learn Economics better without the use of instructional materials? | 120 | 60 | 80 | 40 | 200 |
| 3 | Do you perform better 22hen taught with the use of instructional materials | 135 | 67.5 | 65 | 32.5 | 200 |
| 4 | Does the use of instructional materials arouse your interest in the learning of Economics? | 159 | 79.5 | 41 | 20.5 | 200 |
| 5 | Does the use of instructional materials help you to remember what you have been taught in Economics? | 166 | 83 | 34 | 17 | 200 |
| 6 | Do you find the class interesting when your Economics teacher make use of instructional materials? | 167 | 83.5 | 33 | 16.5 | 200 |
| 7 | In your own opinion would you suggest that your Economics teacher continue to make use of instructional material in the class? | 174 | 87 | 26 | 13 | 200 |
| | TOTAL | 1064 | 76 | 336 | 24 | 1400 |

Discussion

The findings showed that 143(71.5%) of the students have a better understanding of Economics concepts whenever instructional materials are used in the class, while 57(28.5%) of the students said they don’t. This implies that a good number of students have a better understanding of Economics concepts whenever instructional materials are used in the class. Also from the findings, it showed that 120(60%) of the students think that they can learn better without the use of instructional materials, while 80(40%) think that they cannot. This indicates that a good number of the respondents think they can learn better without the use of instructional materials. The findings also revealed that 135(67.5%) of the students said they perform better when taught with the use of instructional materials, on the other hand 65(32.5%) said they don’t. This implies that a good number of the students think they perform better when taught with the use of instructional materials.

From the findings 159(79.5%) students said that the use of instructional materials arouse their interest in the learning of Economics whereas 41(20.5%) students do not agree. This implies that the use of instructional materials arouse the interest of majority of the students in the learning of Economics. Also from the findings 166(83%) of the students said that the use of instructional materials help them remember what they have been taught in Economics while 34(17%) of the students said it doesn’t. This implies that majority of the students think the use of instructional materials help them to remember what they have been taught in Economics.

The findings revealed that 167(83.5%) of the students find the class interesting when their Economics teachers make use of instructional materials while 32(16.5%) of the students said they don’t. This indicates that a good number of the students find the class interesting when their teacher make use of instructional materials. Finally, the findings revealed that 174(87%) of the respondents suggest that their Economics teacher should continue to make use of instructional materials in the class, on the other hand 26(13%) of the respondents did not agree with this. This implies that majority of the students would like their Economics teacher to continue to make use of instructional materials in the class.

Hypothesis Testing 1

Level of use of (IM) has no significant effect on teacher’s effectiveness in the teaching of Economics ‘T’ – teststatistical method analyses on the level of use of (IM) and teacher’s effectiveness in teaching of economics

H0 :H1 = H2

There will be no significant difference between the level of use of instructional materials and teacher’s effectiveness in the teaching of Economics.

H1 :H1≠H2

There will be a significant difference between the level of the use of instructional materials and teacher's effectiveness in the teaching of Economics.

The criterion of significance is 95% level of confidence which is α 0.025. Two tailed test.

Degree of freedom (df) = N-K

Where N=10

K=1

..10-1

(df) = 9

Mean of the responses

$$\pi = \frac{\sum X}{N}$$

$$\mu = \frac{69}{10} = 6.3$$

$$\mu_2 = \frac{31}{10} = 3.1$$

to calculate the critical

S= Thus the calculated critical value for 't' = 4.051

In order to make decision it is necessary to calculate the critical value from the 'T' table at 0.025 level of significance of a two tailed test.

df = 9

Tabulated = 2.262

| Grouping | df | Mean | S.D | (Calculate) | T(tabulated) |
|----------|--------|------|------|-------------|--------------|
| Group 1 | K-1 | 6.3 | 2.49 | 4.051 | 2.262 |
| Group2 | N-K | 3.1 | 1.67 | | |
| Total | 10-1=9 | | | | |

Here the calculated score is 4.051 it is greater than the tabulated score 2.262 at 95% level of significance of a two tailed test. Therefore we accept the alternative hypothesis (H1) i.e. $H_0 : \mu_1 \neq \mu_2$

This implies that there was a significant difference in the availability of instructional materials and teacher's effectiveness in the teaching of Economics.

Therefore, level of the use of IM play an important role in effective of economics

Hypothesis Testing 2

The statistical method that was used in testing this hypothesis was 'T' – test.

H0: $\mu_1 = \mu_2$

There will be no significant difference between the performance of students taught with instructional materials and students taught without the use of instructional materials.

H0: $\mu_1 = \mu_2$

There will be a significant difference between the performance of students taught with instructional materials and students taught without the use of instructional materials.

The criterion of significance is 95% level of confidence which is α 0.025, two tailed test.

Degree of freedom (df)= N-K

Where

N=10

K=1

10-1

(df)=9

Mean for the responses

Variance= α

To compute the critical value the following formula is applied.

In order to make decision, it is necessary to calculate the critical value from the 't' table at 0.025 level of significance, two tailed test.

Critical value on the 'T' table = 1.960 And critical value on the 'z' table = 0.4750

| Grouping | Df | Mean | Variable | (Calculated) | T(tabulated) |
|----------|--------|------|----------|--------------|--------------|
| Group2 | K=1 | 4.82 | 4,609.7 | 0.604 | 0.4750 |
| Group2 | N-K | 1.74 | | | |
| Total | 10-1=9 | | | | |

The tabulated score was 0.4750 it is less than the calculated score which is 0.604 meaning that we reject H0 which is the null hypothesis and accept H1 (alternative hypothesis).

H1: $\mu_1 \neq \mu_2$

This implies that there was a significant difference in the performance of students taught with instructional materials which implies that the use of (IM) will improve the performance of students in economics.

Discussion

The findings of the study indicated that the use of (IM) in teaching economics at secondary school have a good impact on their understanding on their subject matter. According to Abdu – Raheem (2016), the use of (IM) makes learning more interesting, practical, realistic and appealing. It enables both the teachers and the student to participate actively and effectively in the lesson session. It gives room for acquisition of skills and knowledge and the development of self confidence and self actualization. Agina (2005) that (IM) of all kinds appeal to the sense organ during teaching and learning. Layiwola (1991) also confirmed that (IM) are capable of playing key roles in the teaching and learning process which involves: Motivation of the teachers and the student, transformation of the abstract of reality; facilitation of the comprehension of the subject matter

IV. Conclusion

The essence of teaching is that the teachers and the students are able to communicate with themselves. The place of communication in the human society is obvious. It has also been found out that effective communication can no longer be possible with words alone. Kemp (1963) points out that the very nature of our language coupled with limited experiences of most people often make it difficult to convey ideas and information effectively without resources beyond words. The need for teachers of Economics to enrich their teaching with the use of instructional materials becomes imperative – therefore; (IM) in the teaching of economics being a living and dynamic field has the potential to provide as many solutions as these are problems in educational practice

V. Recommendation

There is a nationwide call for education to emphasized class. Based in the findings of this study, the following suggestions are as follows: Teachers of Economics should be exposed to periodic in-service training so that they can be kept abreast of some of the changes and developments that take place in their field. Also, emphasis should be placed on teaching Economics with the use of instructional materials during the training of student teachers. This will help them to imbibe the habit, so that when they eventually become professional teachers they will not find it difficult. Furthermore, some instructional materials require the use of electricity. The school should ensure that electricity I made available so that the teacher of Economics will effectively utilize these materials for teaching.

Since learners are more likely to retain and recall with ease a greater percentage of what they hear, see and manipulate at the same time, emphasis should be placed on use of pictures, charts, diagram, sketches, caption to enhance learning activities Students should be involved in the preparation of the instructional materials for their Economics teachers as this will help them to understand and internalize subject matter. There is also the need to assist both teachers and students in developing positive attitude towards the use of instructional materials through enlightenment, incentives and provision of infrastructural amenities. Also, it is essential that adequate funds are made available by government for the preparation of instructional materials required for the teaching of Economics in schools. Finally, through purposeful and integrated planning it could be possible to work out strategies that would make instructional materials necessary for the teaching of Economics available to and be effectively used in the schools.

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