ASSESSMENT OF THE AVAILABILITY AND USE OF INSTRUCTIONAL MATERIALS BY SECONDARY SCHOOL ECONOMICS TEACHERS IN KWARA STATE, NIGERIA

BY

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JANUARY, 2016

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA

IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF A MASTER DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION), DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

JANUARY, 2016

DECLARATION

I hereby declare that the work in this dissertation entitled Assessment of the availability and use of instructional materials by secondary school Economics teachers in Kwara State, Nigeria has been performed by me in the Department of Educational Foundations and Curriculum. The Information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Mohammed USMAN Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF THE AVAILABILITY AND USE OF INSTRUCTIONAL MATERIALS BY SECONDARY SCHOOL ECONOMICS TEACHERS IN KWARA STATE, NIGERIA by MUHAMMED USMAN meets the regulations governing the award of the degree of Masters in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Chairman, Supervisory Committee

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Member, Supervisory Committee

Dr. B. A. Maina — Date
Head of Department

Prof. B. Kabiru — Date
Dean, School of Postgraduate Studies

DEDICATION

This Research work is dedicated to my wife. Mrs. Mohammed Memunat and children, Mohammed Memunat, Mohammed Ameer Usman and Mohammed Farouk Umar who stood by me from the beginning to the end of this work. May we live to see the desires of our family fulfilled.

ACKNOWLEDGEMENTS

My greatest thanks go to the Almighty Allah, Who gave me the ability, wisdom and good health to start and finish this thesis work. Unto Him we worship and unto him we seek for help.

I wish to appreciate the efforts of my supervisors, Prof. Raymond, B. Bako and Dr. S U El-Yakub, for their patience and the diligence they exhibited in guiding me at every stage of the work, particularly for making valuable corrections and useful suggestions. I also express my thanks to the Head of Department Dr. B. A. Maina and my Head of Session, Dr. (Mrs.) H.O. Yusuf for their moral contributions since the commencement of this research work. I acknowledge the contributions received from my lecturers, Dr. A. Guga, Dr. A. A. Dada, Dr. A. F. Mohammed, Dr (Mrs.) W. Ehinmidun and Dr. (Mrs.) A. Y. Audi. I pray to God to reward them.

My warmest regards to my course mates and friends especially Mr. Alasoluyi Oluwaseyi Emmanuel and Mallam Abdullahi Abass, for their contributions towards the success of my Work.

ABSTRACT

This study assessed the availability and used of Instructional Materials by secondary school Economics teachers in Kwara State, Nigeria. The study was conducted with four research objectives; also, four research questions were answered while four null hypotheses were tested. The study adopted survey research design. The sample for the study was arrived at using proportionate sampling technique, hence the total of thirty two (32) teachers and three hundred and thirty-six (336) students responded to the questionnaire. The analysis of the data collected was done using both descriptive and inferential statistics. The non-parametric statistic of Chi-square (X^2) was used to test the four null hypotheses at 0.05 alpha level of significance. Findings among others shows that: there is a significant difference in the opinions of teachers and students on the availability of instructional materials in teaching economics in senior secondary schools in Kwara state; and that there is a significant difference in the opinions of the respondents on the availability of instructional materials and students' academic performance in economics in senior secondary schools in Kwara state. Based on the findings, recommendations were made that; adequate instructional materials for the teaching of economics in senior secondary schools in Kwara state should be provided; and since instructional materials can aid students' academic performance in economics, teachers should ensure their availability in the school.

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OPERATIONAL DEFINITION OF TERMS

Academic Performance: Refers to students scores obtained from qualifying examination. A placement examination for students in Senior Secondary School Two before placement into Senior Secondary Three.

Instructional Materials: The physical media through which the intense of curriculum are experienced.

Chart: Chart or block diagram is composed of a number of spaced rectangles, which generally have their major areas vertical (although this is by no means always the case).

Graph: Graphs are diagram that shows economic relationship between the quantities of variables represented by it.

Curve: Is a set of points which, near each of its point, looks like a line, up to a deformation.

Maps: Maps and atlases are important instructional materials for the teaching and learning of Economics. They are good companions when teaching such topics as population and economic growth.

LIST OF ABBREVIATIONS

SSCE	Senior School Certificate Examination
SQE	State Qualifying Examination
WAEC	West African Examination Council
NECO	Nation Examination Council
SES	Socio Economic Status
NCE	National Certificate in Education
FRN	Federal Republic of Nigeria
FME	Federal Ministry of Education
UPE	Universal Primary Education
UBE	Universal Basic Education
ESSR	Education Sector Status Report
STM	Science, Technology and Mathematics
NPC	National Policy on Education
NERDC	Nigerian Education Research and Development Council
NCPE	National Commission for Primary Education
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations International Emergency Fund

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Instructional materials provide the physical media through which the intents of the Curriculum are experienced. They are collections of materials and equipment that processes instruction and training; such materials and equipment may be derived from the objectives of teaching and learning. They assist in putting across information and enable both teaching and learning to be effectively done. The importance of instructional materials in enhancing effective teaching and learning of economics cannot be undermined due to the positive impact it has on the level of assimilation of students. Teaching-learning of Economics in schools without instructional materials such as, chart, maps, curves and graphs etc will not bring out the expected results. Most researchers have discovered the problems of inadequate instructional materials as one of the major problem that lead to poor academic performance of students in Economics.

The materials being used in teaching were called instructional materials teaching aids, they are to assist the achievement of the stated Educational goals and objectives. This means that teaching aids are helping in teaching and learning and also provide help in developing similar skills in solving relevant problems in Economics for instance, students negative attitude to Economics is due to poor perception of the course; Economics as a subject is very simple but because of lack of qualified and experienced teacher to handle the subject makes it difficult to the students in the secondary schools during teaching and learning.

The influence of using instructional materials in promoting students' academic performance in teaching and learning in Educational development is indisputable. The teaching of Economics in Nigerian Secondary Schools needs to be properly handled. Economics contributes to the nation's economic development, hence the need to be

taught thoroughly if it is to meet the educational and economical development. Moreso, that Economics is one of the core subjects in Senior Secondary Schools and as a vocational subject, it cannot be taught effectively without the use of appropriate instructional materials (Ajayi, 2000).

Instructional materials, since the teacher alone cannot provide all the needed conditions for an effective teaching and learning, other supporting materials should be provided. Students as learners, learn better when most of the senses are appealed to the instruction and use of instructional materials has added a new dimension in the positive promotion of the teaching and learning process. It provides the much needed sensory experiences for an effective and meaningful behavioural change. Instructional materials are means for improving the quality of teaching for effective academic performance of Economics students.

Today, teachers under rate the use of instructional materials in most of their teaching exercises and some of these materials are not usually available for teachers' use. Most teachers cling to verbal instruction as the only way to impart knowledge. The researcher is of the view that something has to be done to change teachers' negative attitude towards the teaching of economics. The researcher is also of the view that utilization of instructional materials would make teaching and learning of economics interesting and comparatively easy. This study is of the view that instructional materials for teaching economics should be selected, supplied and be used effectively. The realization of this objective depends on the utilization principles. These principles include; the learner's characteristics, behavioural objectives and instructional constraints.

In making use of any instructional material, such material must be previewed that is, having full knowledge of the material, prepare the environment where it will be used;

prepare audience by means of making sure that the material used will attract attention, arouse, motivate and provide the rationale and finally present which of course, could be used in the beginning, middle or end of a lesson (Tella, 2007). The effectiveness of utilizing appropriate instructional materials in teaching and learning of Economics is not void of quality instructor. In order to give quality Education to the younger generation, there is need for employment of more competent, experienced and qualified economics teachers. The need to identify suitable instructional materials, by which students can be made to trap the extent of the subject easily, is the focus of this study.

However, the use of instructional materials in secondary schools, would help in improving the teaching and learning and academic performance of students in economics respectively. Instructional materials which are Educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales in Richard (2005), was of the opinion that availability and the use of instructional resources would make discovered fact glued firmly to the memory of students. Emmanuel (2008), also added that, a well planned and imaginative use of visual aids in lesson should do much to banish apathy, supplement in adequacy of books as well as arouse students' interest by giving them some thing practical to see and do and at the same time helping to think things out themselves.

Selection of materials can help indepth understanding of lesson by the students in which they make the lesson attractive, thereby capturing their attention and motivating them to learn. Before, the instructional materials are maps, chart, and so on, which are used to enhance the teaching and learning of Economics, but presently there is technological advancement where film slide, Ipad, laptop, projector, television and internet system are the instructional materials which helps in teaching and learning process. With the above reasons, there is need to carry out research to know the

availability and the extent at which instructional materials is being used for the teaching-learning of Economics in secondary schools in Kwara state.

1.2 Statement of the Problem

Instructional materials make teaching and learning more understandable, meaningful and easy. But inspite of the benefits of instructional materials to teaching and learning, the scarcity of the instructional materials has hindered, to some extent, the efficiency of teaching and learning of Economics.

In view of this difficulties, most teachers of economics still resort to the theoretical method of teaching the subject. This undoubtedly, is contrary to the improvement of economics education, which is greatly needed at this period of our development with emphasis on practical oriented learning (Mammudu, 1996). The researcher has taught for a number of years in some secondary schools and had visited a number of secondary schools as a resource person. Through these experiences, the researcher observed that most teachers in secondary schools in the state did not fully make use of instructional materials in the teaching of economics to their students. This negligence of the effective use of the instructional facilities and materials in teaching and learning of economics common to both the trained and untrained teachers affected the academic performance of students in economics in secondary schools in Kwara State.

Hence, the question of academic performance and students' performance in SSCE is therefore usually discussed both in and outside the academic circles. In the last few years, it has been observed in most secondary schools that a high percentage of students are performing very poorly in Economics in National Examinations for example, WAEC and NECO (Examiner's Report, 2009) due to ill motivated behaviour of the students towards the Education, lack of professional teachers, existence of lazy

teachers and lack of teaching facilities and equipment (David, 2014). Some of these reports have shown that there are poor academic activities in secondary schools which obviously leads to rampant failure in external examinations among secondary schools students. It is also observed that student's performance in Economics in the Senior School Certificate Examination (SSCE) has continue to be low over the years. Otanyemi (2000), in Mohammed (2003), states that there has been General outcry about poor students' performance in the Senior Secondary School Examination especially in the social sciences. This study will examine the student's academic performance in Economics as it relates to the availability of teaching resources among senior secondary school students in Kwara state.

1.3 Objectives of the Study

Objectives of this study are to;

1. identify the available instructional materials in teaching economics in senior secondary schools in Kwara state;
2. investigate whether or not the availability of instructional materials has influence on the academic performance of students in economics in senior secondary schools in Kwara state;
3. determine whether teachers use instructional materials in teaching economics in senior secondary schools in Kwara state; and
4. find out whether teachers' improvise instructional materials in teaching economics in senior secondary schools in Kwara state.

1.4 Research Questions

This research work sought to answer the following questions;

1. what instructional materials are available in teaching economics in senior secondary schools in Kwara state?

2. what influence does availability of instructional material has on students' academic performance in economics in senior secondary schools in Kwara state?
3. does teachers use instructional materials in teaching economics in senior secondary schools in Kwara state?
4. do teachers of economics improvise instructional materials in teaching of economics in senior secondary schools in Kwara state?

1.5 Hypotheses

The following null hypotheses were postulated to guide the conduct of this study;

Ho_1 there is no significant difference in the opinions of teachers and students on the instructional materials that are available in teaching economics in senior secondary schools in Kwara state;

Ho_2 availability of instructional materials have no significant influence on the performance of students economics in senior secondary schools in Kwara state;

Ho_3 there is no significant difference in the opinion of the respondent on the teachers use of instructional materials in teaching economics in senior secondary schools in Kwara state;

Ho_4 there is no significant difference in the opinions of the respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara state.

1.6 Basic Assumptions

This study was based on the following assumptions;

1. that non availability of instructional materials affects student academic performance in economics in Kwara state.
2. that availability of instructional materials does not have any influence on students' academic performance in economics in Kwara state.

3. that there is no impact of the teachers use of instructional materials in teaching economics in senior secondary schools in Kwara state.
4. that teachers' improvisation of instructional materials does not have influence in teaching of economics in senior secondary schools in Kwara state.

1.7 Significance of the Study

Findings from this study will be significant to students, teachers, curriculum planners, ministry of education and the society at large.

To the students, the effective use of instructional materials will enable them to effectively learn and retain what they have learnt and thereby advancing their performance in the subject in question because, learning is a process through which knowledge, skills, habits, facts, ideas and principles are acquired, retained and utilized; and the only means of achieving this is through the use of instructional materials. The use of instructional materials will give the learner opportunity to touch, smell or taste objects in the teaching and learning process. Consequently, knowledge passed unto the students at difference levels of educational instructions should be well planned and properly allied with relevant instructional materials for clarity and comprehensibility.

The study will enhance teachers' teaching effectiveness and productivity. The use of instructional materials provides alternative channels of communication which a teacher can use to compress information and make them more vivid to his learners. It also provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more. Also, by providing opportunities for private study and reference, the learner's interest and curiosity are increasingly stimulated. As a result, teacher who makes use of appropriate instructional materials to supplement his teaching will help enhance students'

innovative and creative thinking as well as help them become plausibly spontaneous and enthusiastic.

To the curriculum planners, findings from this study will help them in making proper planning for the place of instructional materials while planning economics curriculum. However, the use of instructional materials in the teaching and learning of economics is not only the issue, but also the appropriateness of the selected materials by the teacher to the topic at hand which sometimes make the lesson less effective and thereby render the materials useless. Findings from this study shall reveal to the curriculum planners that, economics contents must focus not only on making teachers competent at using such instructional materials, but at the same time, promote strategies that enables the integration of instructional materials that enhances teaching and learning of social studies goals and objectives.

This study will recommends the State Ministry of Education through the Universal Basic Education Commission to purchase instructional resources required for effective teaching of Economics and make them available in Schools throughout the State. The finding from the study will encourage the Ministry of Education to ensure that these materials are purchased and supplied to Schools. This will go a long way in ensuring that the pupils and students receive quality education. It will also recommend to the Ministry of Education on the need to train and retrain Economics teachers through workshops on how to use instructional materials, how to improvise and source them from local available resources.

The study is also significant to the society at large. This is because when teachers solidify their teaching with instructional materials and the learners learn effectively, the knowledge acquired will reflect in the society positively. Students will

be able to understand the functioning of the economy, interpret government's economic policies and activity and perform economically better in the choice of life and work.

Finally, this research work will contribute to knowledge as a reference material for scholars in the research field.

1.8 Scope of the Study

This study is designed to assess the availability and use of instructional materials on the academic performance of secondary school students in economics in Kwara state, Nigeria. The study aims at finding whether variable like; instructional materials, teachers' improvisation and use of instructional materials are related to students' academic performance. Hence, the study shall be delimited to 32 economics teachers and 336 students in Senior Secondary School two (SSII) in the senatorial district of Kwara North, Kwara South, and Kwara Central in Kwara state.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This research was designed to assess the availability of instructional materials on the academic performance of secondary school students in economics in Kwara state. This chapter presents some relevant studies in relation to instructional materials and academic performance. The review of related literature is presented in this chapter under the following sub-titles: Theoretical framework, Instructional materials, Need for instructional materials in teaching, Types of instructional materials, Traditional Instructional Materials, Modern Instructional Materials, Characteristics of Instructional Materials, Qualities of Instructional Materials, Meaning and History of Economics, Problems of Economics, Methods of teaching Economics, Objectives of learning Economics, Use of Instructional Materials in Economics teaching, Improvisation of instructional materials in teaching Economics, Influence of Instructional Materials in teaching and learning Economics, Parameters for Measuring Academic Performance of Students, Measuring the Academic Performance of Economics students in relation to the availability of Instructional Materials, Empirical Studies, and Summary.

2.2 Theoretical framework

The theoretical framework underlying the design, improvisation and utilization of this study comes from;

(a) Constructivist theory;

(b) The materials-first-rational model; and

(c) The opportunity model of lesson plan

Constructivist Theory

Constructivism posited the notion that learners create or construct new knowledge (Von-Glassersfeld, 1985). According to Nwike (2011), learning is therefore seen as an adaptive and experimental process rather than a knowledge transfers activity, Richardson (2003), opined that as learners access information through sense, the construction of new knowledge comes from an interaction of new knowledge between their existing knowledge and new experiences and ideas with which they come in contact in the natural world and their culture. This learning theory provides anchor to the present research since it involves creativity and construction of new knowledge.

The materials-first-rational model

The materials first-rational model and opportunity model of lesson plan developed by Belland (1981), revised by Ibe-Bassey (2012), which stipulates that the teacher must organize resources which would facilitate learning among the learners. It encourages the use of events of instruction.

The Opportunity model of lesson plan

The model states that the systematically designed and produced materials can teach on their own. It helps pupils develop the right habit of performing all learning activities in their logical sequences.

2.3 Concept of Instructional materials

Instructional materials have been identified as very important variables in the teaching and learning and that effective learning cannot take place without availability of basic relevant instructional materials. Instructional materials according to Maitarfsir (2003), are the teaching aids that facilitate quick understand of the subject matter in the classroom. Instructional materials, including textbooks, educational media (library

media print, nonprint, and electronic resources), computer software, videotapes, films, DVDs, and instructional television programs represent fundamental resources for schools for enhancing instruction, furthering the pursuit of knowledge, and providing experiences of educational significance for class groups or for individual students. It is the shared responsibility of the state and district to provide an adequate number and range of instructional materials and resources in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives. It is also the responsibility of state and district to provide instructional materials that are free of bias, stereotypes, distortions, and prejudices.

The importance of instructional materials cannot be underestimated. Instructional materials are a range of materials and equipment which make a visual impression on the students, assist the teacher in his task, helping him increase his effectiveness in the classroom. Instructional materials communicate information effectively, promote the acquisition and longer retention of knowledge, when they are systematically designed, reproduced, used and evaluated. Maitarfsir (2003), states that lack of instructional materials to serve as teaching aids that facilitate quick understand of the subject matter in the classroom is a great impediment to conducive learning environment for STM Education. He went further to put it that for effective STM learning relevant materials such as equipment in the laboratories, charts, diagrams, chemical, models, specimen, and for technology, technological device like computer, tape recorder and video cassette recorder must be made available in the classroom so as to assist students to have a design of what is taught in their mind.

Various studies have shown that a proper use of teaching materials will positively enhance the teaching and learning process in science (Dale, 2003). Okebukola (2005), and Johnson (2001) also added that, various reasons have been adduced as major factors

among which is lack of necessary teaching materials/aids in schools as responsible for the observed poor trend on students performances for the SSCE for the period 2001 – 2005. (Ajewole 2001 and Ivowi 2001) and Futunbi (2003), put it that laboratory facilities and instructional performance materials to which students have been exposed have contributing factors to the student's academic achievement. Jimoh (2002), observed that poor laboratory facilities and lack of relevant textbooks are among factors that are responsible for low performance of students in physics, chemistry and Biology.

2.3.1 Need for instructional materials in teaching

The skill of producing local instructional materials is applicable to many different abilities across all academic and non–academic discipline. Teaching–learning may not easily be achieved through the mere use of verbal words. As such producing instructional materials becomes very necessary. The focus of teaching is on the natural reciprocating of comprehension and production in communication; on the functional and collaborative practice of language in flexible learning environment; and individual possession of skills. Students find it easy and joyful when learning with instructional materials as such, improvisation reveals that there are possibilities of alternatives to teaching and learning aids. It should therefore meet specific teaching and learning situation. Improvisation in economics has become imperative in teaching and learning because the economic situation makes the cost of facilities and equipment very high amidst decreasing or near lack of purchasing power (Adesoji, 2008).

Therefore, the teacher education programme must integrate material development whereby teachers learn how to design and construct various materials and equipment which could be used for teaching-learning process (Edward, 2000). Improvisations of instructional materials in economics by teacher that are innovative in

concepts encourage students and teachers to be more creative, innovative and original. It also develops skills in the cognitive, affective and psychomotor domains.

2.3.2 Types of instructional materials

Instructional materials can be classified in several ways. For instance, one can distinguish between auditory, visual and reading materials. However, for the purpose of classification, learning materials for teaching economics according to Yusuf (2001) can be classified as follows:-

i.) Printed and reference materials: Textbooks, newspapers, magazines, government documents, teachers' guide, duplicated materials, journals, hand book, bulletins, pictures, work books, pamphlets, leaflets.

ii.) Graphic materials: Graphs, charts, diagram, maps, globes.

iii.) Display materials: Chalkboard, bulletin boards, flat pictures, magnet boards and flannel board.

iv.) Projected materials: Television, video tape, overhead projector, slides and slide projector and transparencies.

v.) Audio and other visual materials: Radio, model, computer, tape recording etc.

According to Blankenship (2000), Economics teaching aids can be classified into two classes. They are:

a. Visual aids.
b. Audio-visual aids.

The visual aids are those teaching aids that can be clearly seen with our eyes vividly. Examples of visual aids are: chalkboard, economics textbooks, charts, model. While audio-visual aids are those that we can hear and see, by producing sound that the sound are expressed in thought. They appeal to our senses of hear and eyes. Audio visual aids include: tape video, television, projectors and motion pictures.

2.3.2.1 Traditional Instructional Materials

In those days, the instructional materials are models, maps, charts and diagrams, which are used to enhance the teaching and learning of Economic but nowadays the instructional materials that enhance he teaching and learning of economics are film slides, I pads, projector, television and internet system and so on.

Models

It is part of the duty of any economics teacher to make models, charts and diagrams (Balogun, 2004). Among the most continuously useful visual aids for the teaching purposes are those the economics teachers made for themselves. Moreover, the students should be encouraged to help, and to make such aids as a hobby especially in science club, handicraft group basket making, local cage making and so on.

Charts and Graphs

According to Omoruyi (1999), chart and graph are useful for the immediate illustration of lessons and should be hung by the side of the chalkboard rather than over it for example when studying various theories of demand and supply.

According to Akande & Azike (2006), a bar chart or block diagram is composed of a number of spaced rectangles, which generally have their major areas vertical (although this is by no means always the case).

Table 2.1: Number of bags of rice sold by farmers from 2005-2009.

Year	Number of Bags of Rice Sold
2005	400
2006	350
2007	450
2008	300
2009	500

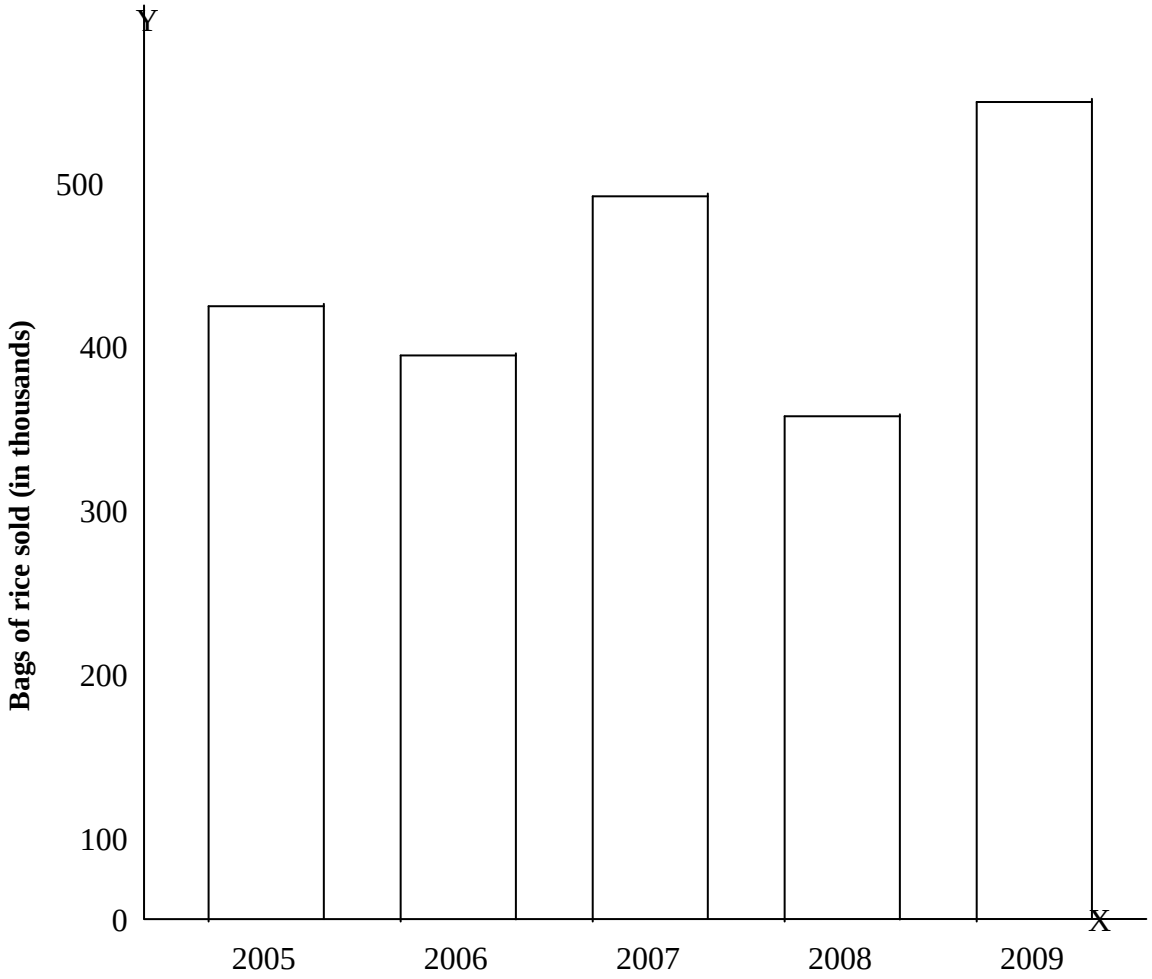


Figure 2.5" Number of bags of rice sold by farmers from 2005-2009

Histogram

A histogram is a diagrammatic presentation of a grouped frequency distribution or any relevant group data. In other words, it is customary to represent a frequency distribution or any appropriate group data diagrammatically in the form of a histogram. It is probably the most important type of statistical diagram (Friedman, 2002).

An Example: The following represent the number of students that offered economics at the senior school certificate examination (SSCE) in Government Day Secondary School (GDSS) Fate, Ilorin from 2006 to 2010.

Table 2.2: Number of economics students at the (SSCE) in GDSS Fate, Ilorin from 2006 to 2010.

Year	Number of economics students
2006	300
2007	450
2008	425
2009	250
2010	350

Present the given schedule in histogram

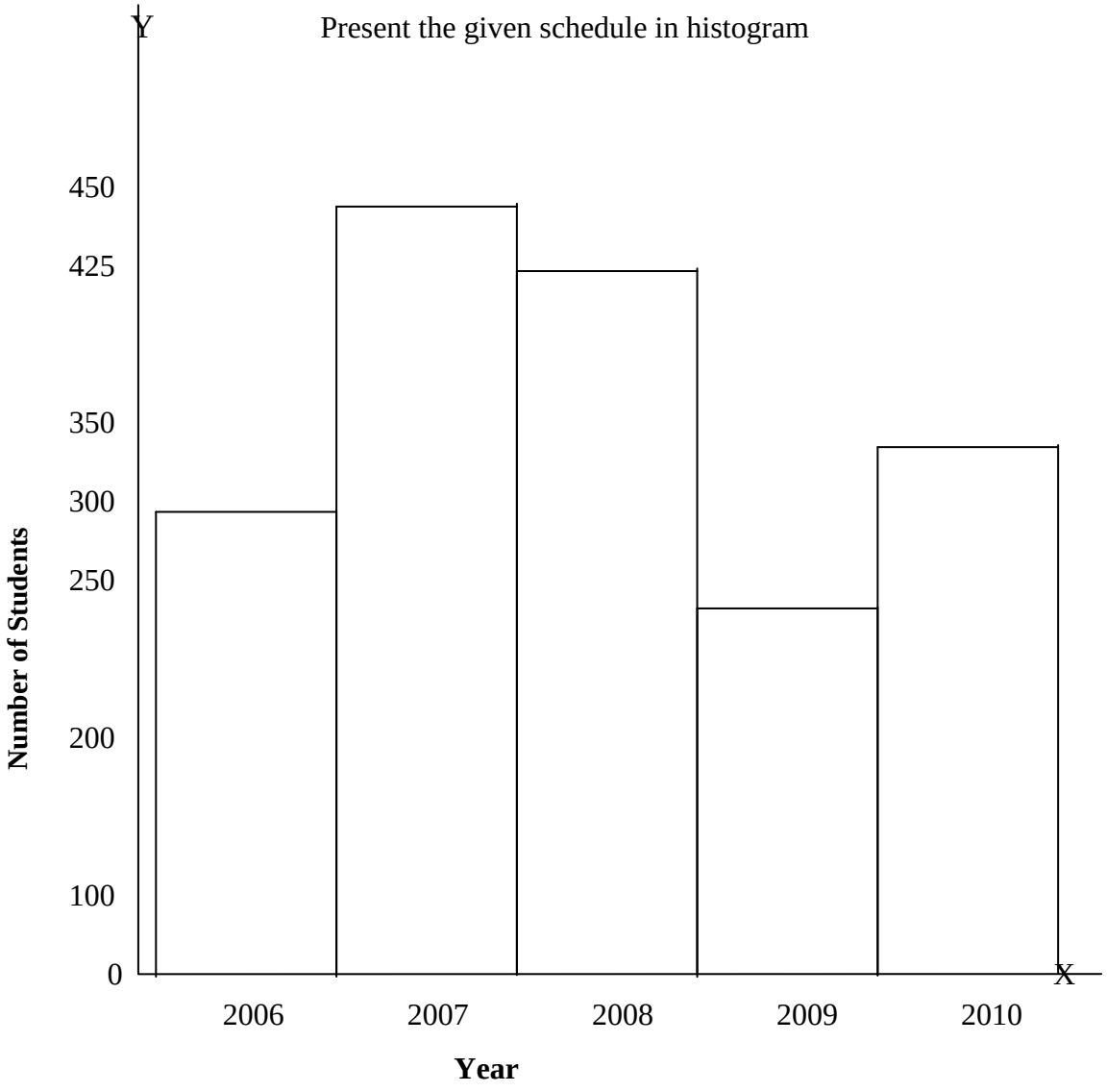


Diagram figure 2.6: Number of Economics students at the SSCE in GDSS Fate, Ilorin from 2006-2010.

The social science of economics makes extensive use of graph to better illustrate the economic principles and trends it is attempting to explain. Those graphs have specific qualities that are not often found (or are not often found in such combinations) in other sciences. According to Akande and Azike (2006:6-9) graphs are used to present an argument pictorially, for instance appeal to reason through the eye. They indicate tendencies for more quickly and more convenient than two or more pages of figures.

Price (Naira)	Quantity Demanded (in Thousand)
5	1
4	2
3	3
2	4
1	5

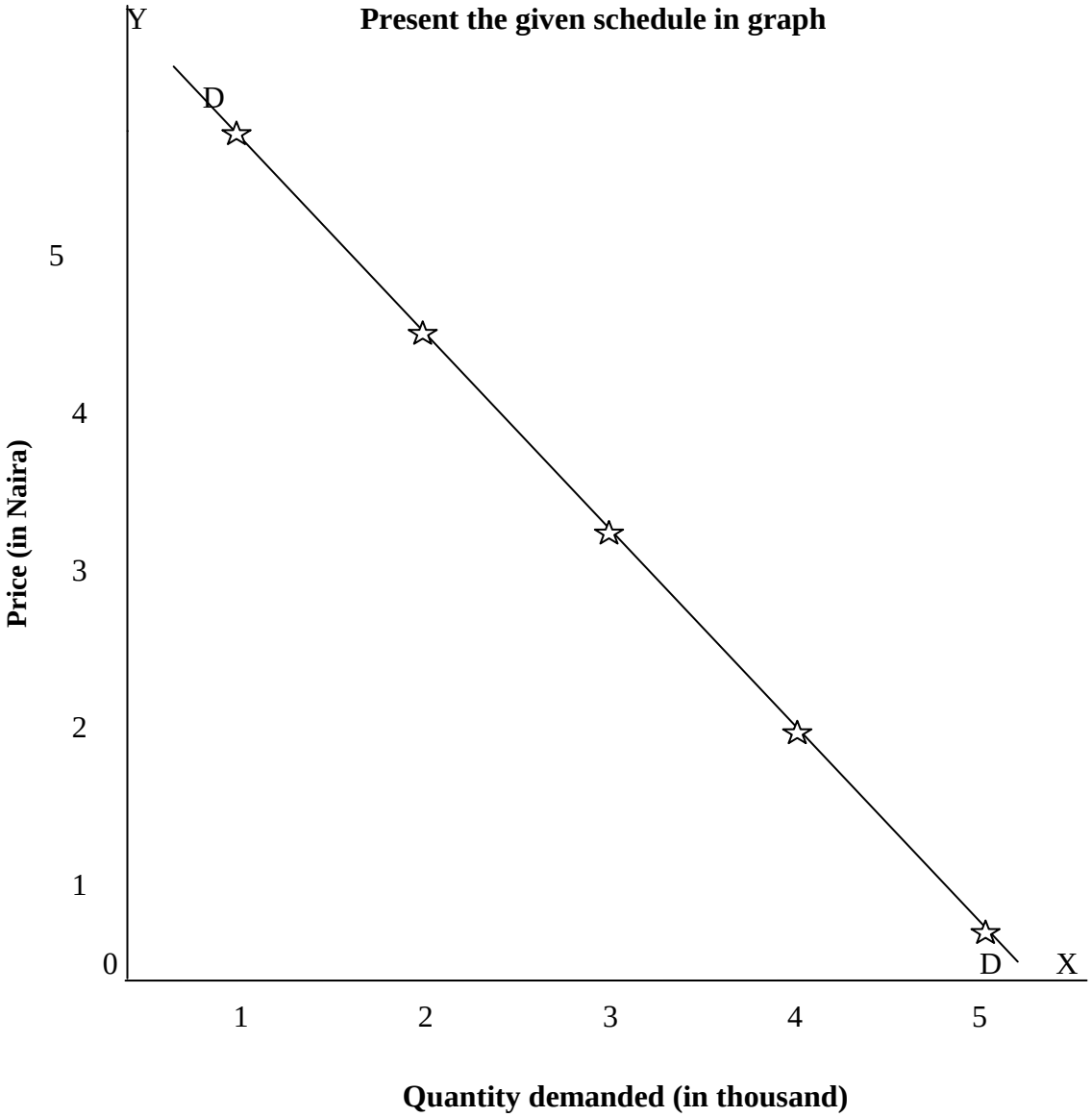
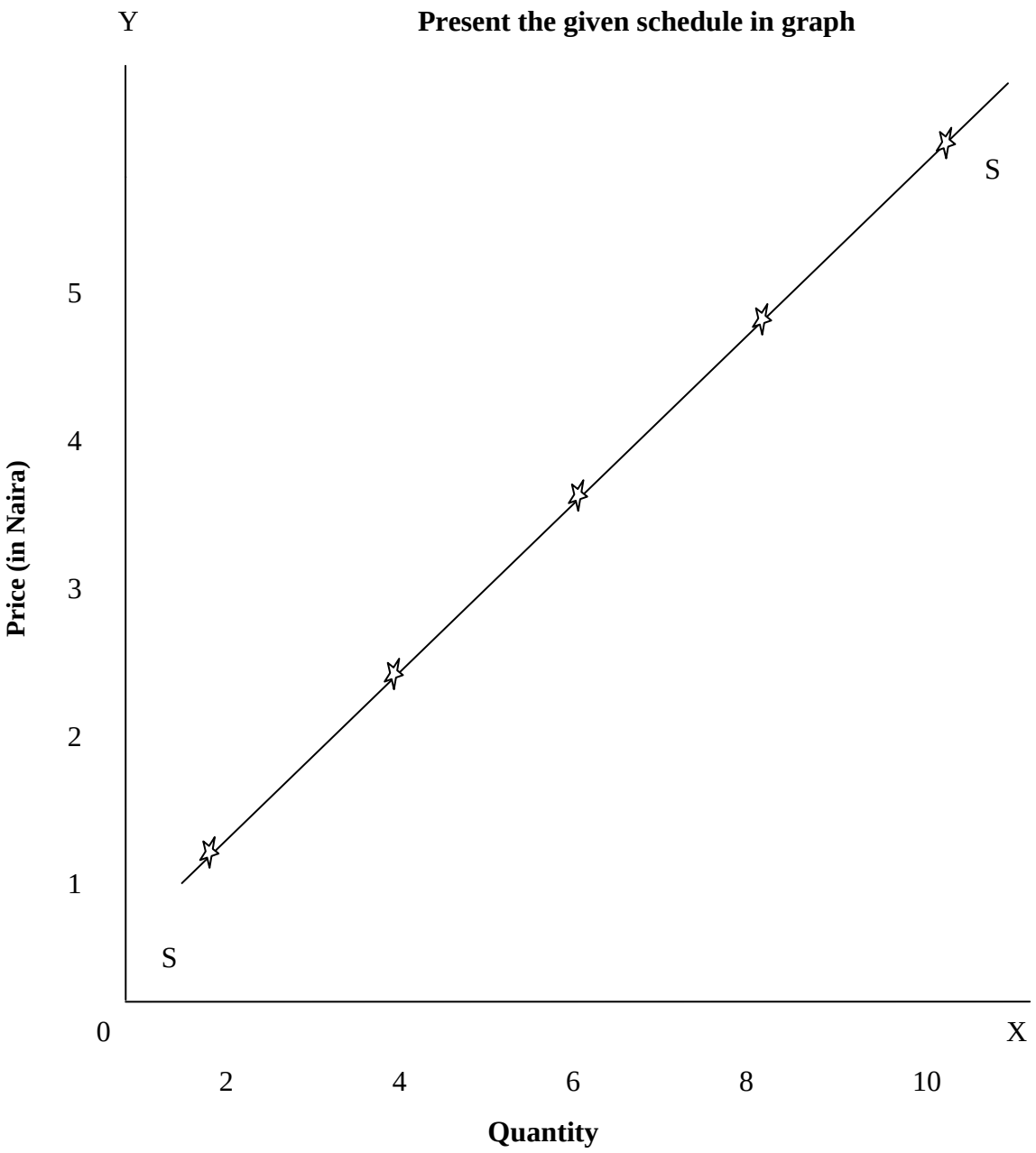


Table 2.4: Supply Schedule

Price (Naira)	Quantity supplied (in Thousand)
5	10
4	8
3	6
2	4
1	2



Maps, Atlases and Textbooks

Maps and atlases are important instructional materials for the teaching and learning of Economics. They are good companions when teaching such topics as population and economic growth.

According to Anyawu *et al* (2003), textbooks are the most common instructional materials that teachers use to disseminate knowledge. Textbooks had variety values, but are too costly for an average Nigerian student to afford. Some ways by which to

ameliorate this problem is for a group of teachers to write jointly and for the school authority to ensure that copies of relevant textbooks are put into the school library to enable economics students who cannot afford these textbooks to get assess to read them.

Use of Journals, Magazines and Handbooks

These are printed materials that can be effectively be used to aid Economics teaching. Economics teachers can use them to:

a. Obtain information which cannot be readily obtained from textbooks.
b. Help to bring the teacher up to date in his/her field. When the above are achieved by the economics teacher, he/she will be able to disseminate the instruction or knowledge gained to the students. This aid effective teaching and learning in Economics (Imogie, 2002).

2.3.2.2 Modern Instructional Materials

Technological advancement came with film slide, Ipad, laptop, projector, television and internet systems are the instructional material which helps in teaching and learning process.

Computer (Ipad, Laptop)

Computer has been defined by Imogie (2002), as a calculator, machine, apparatus, mechanical, electrical or electronic equipment for carrying out especially complex calculations, dealing with numerical data or stored items of other information. A computer refers to a device which automatically performs operations, sorts files, edits, thus making it possible to process information with great speed, accuracy and reliability. It combines the efforts of the hardware, software and personnel to operate. According to Adesina (1998), computers are machines that capture data at source,

record the data, prepare data, inform acceptable to the machine, perform processing requirements and communicate the results of the processing when so required.

The fifth generation computers are seen as having "artificial intelligence" and "thinking ability" as a result of its complexities and diversities. Computer is very useful because of its numerous applications in our personal and educational life. It is quite evident that the modern man is machine dependent (Eyitayo, 1999). This is because every where, computer has made out lives easier and much more comfortable. Projection screens enhance demonstration and allow for shared screen work; local network servers facilities paper transfer of files; access to internet can turn each seat into library; and online conferencing can stimulate active, written participation by every student. According to Eyitayo (1999), computer also can help students visualize objects that are difficult or impossible to view e.g. shift in demand and supply. Computer programmes are interactive and illustrate a concept through attractive animation, sound and demonstration. They allow students to progress at their own pace and work individually or problem solved in a group. Computer provide immediate feedback, letting students know whether their answer is correct, if the answer is wrong the programme shows students how to correctly answer the question, computers offer a different type of activity and a change of pace from teacher-led or group instruction.

Internet

Balogun (2004), opined that globally, information and communication technology has been changing so dramatically in speed and performance that practitioners have rightly referred to the phenomena as a revolution. One of the most spectacular manifestations of this revolution is the internet. The internet is the international network of computers. It is the global information pool as it links hundreds of nations, thousands of companies and over fifty millions of computers, (Lecture

handout). In many parts of the world, the internet is an indispensable tool for business, education, research, commerce, communication and technological development.

The internet often called the NET, has been variously described as the world's largest computer network, conglomeration of thousands of computer networks, the information super-highway and cyber space (Eyitayo, 1999). Physically, internet is a lot of computers and other communication devices and carriers. The internet exchanges, digitized data.

Eyitayo (1999), opined that information is transmitted on the internet when a message is sent over the internet, Transmission Control Protocol (TCP) breaks the message down into more manageable smaller units called "packets" and attaches to each packet contains information which will enable it re-assemble and even check for errors at the receiving end. The Internet Protocol (IP) labels the various packets with information containing address as of their various destinations and puts the packets on the information highway. Each packet travels independently over the internet and may take a different part to arrive at its destination. According to Eyitayo (1999), some of the remarkable features of internet include:

1. Real time information retrieval and transfer by transferring and retrieving in time of communication for such purposes,
2. Global Access – it can be accessed from anywhere in the world as long as connection to a local provider can be made,
3. The internet presents information in a user friendly mode by providing a very enabling environment for information dissemination.
4. Dynamic – Internet content is consistently updated to provide users with current state of the art, technologies and information.

Within the past decade, ICT tools have fundamentally changed the way people communicate and do business. They have potential to transform the nature of education – where and how learning takes place and the roles of students and teachers in the learning process. Teacher education institutions should assume a leading role in the transformation of education or be left behind in the swirl of rapid technological change. For economics education programme to keep the full benefits of ICTs in learning, it is essential that basic ICT tools, skills and competencies are put in place for effective learning of social studies concepts (Balogun, 2004).

2.3.3 Characteristics of Instructional Materials

Odukwe (2001), saw learning materials as essential part of practical teachings as such, in classrooms, pictures, charts and drawings should also be clear and neat. He added that, net it is not good for a teacher to plan a lesson without some ideas of how he/she will stimulate or motivate his/her students by using pictorials illustrations (pictures, diagrams, charts and models) or materials illustrations. Anyanwu (2003), stressed that graphic materials to be used in classroom should be simple, attractive, large enough and not to be crowded with illustrations and colours. Olaitan (2004) pointed out the good instructional materials must have the following characteristics:

a. appeal to the sense (sound and sight);
b. attract and hold attention; and
c. focus attention on essential elements to be learned at the proper time.

In order to achieve the above objectives, any materials to be used as instructional materials must satisfy the following characteristics;

Flexibility: In the college or university, the teacher has been taught different ways of teaching hence, while in the classroom a good economics teacher will attempt to teach his/her lesson using a variety of methods and materials. He/she should therefore, select

or construct instructional materials that can be instantly modified to suit change in the approaches to construction.

Colour: Since pupils are attracted by bright colours, these should be used in the preparation of teaching also much brightness should be avoided since it may distract students attention from the objectives of the lesson and the instructional materials.

Simplicity: Instructional materials must be simple and present only a far ideas at a time. This is because students cannot comprehend complex ideas presented to them at a short-time. If pictures are used, they should illustrate only a very far words or actions. If more detailed pictures are used, students will not know that they are to notice from the picture displayed.

Visibility: All the smallest detail to be used in instructional materials should be large enough to be seen by every student in the class. So, such should be placed conspicuously in front of the class to present a clear view to every student.

Ogundele (2007), added that the characteristics of good teaching aids can be seen under the followings:

a. Sufficiency: Teaching aids must be sufficient enough for use;
b. Writing and Lettering: The lettering or writing must be bold, clear, neat and readable;
c. Attraction: That the aids must be neat and attractive to arouse the interest of students. All the lettering must be bold and attractive;
d. Purpose: The information in the aids must help students in learning and must be relevant to the lesson;
e. Accuracy: They must be accurate in content and language. There should be no mistakes of facts or spelling that is, misinformation; and

Clarity: All details in the aids for instance, drawings, pictures and so on, should be easily seen by students far away from it. Aids such as radio, tape and television should be clear enough to be heard by all students.

2.3.4 Qualities of Instructional Materials

The resources employed to facilitate effective teaching-learning process are referred to as instructional materials. They are information carriers designed specifically to fulfil objectives in a teaching-learning situation (Akan, 1988 cited in NTI, 2014). Therefore, in the teaching and learning of Economics, many of these learning materials are utilized in making teaching more effective and enhancing permanence in learning. These materials are given different taxonomies viz., visual, a audio, audio-visual, hardware, software and a host of other nomenclatures.

Instructional materials possess some inherent advantages that make them unique in social studies teaching. For one thing, they provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more. Also, by providing opportunities for private study and reference, the learner's interest and curiosity are increasingly stimulated. Further, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. They generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of economy and intellectual development of the learners. Instructional materials grasp the learners' intellect and eliminate boredom. Some of the unique qualities of instructional materials is speedy learning and accuracy. They make the work easier, more appeal, accurate, neater and boosting for clarity of social studies concepts. Effective use of instructional materials requires a lot of creativity as well as sound knowledge of economics in their operation.

Instructional materials are students aids, to help learning, centering on the child. Teacher passes experience to the student by sound (audio) and by sight (visual) and teaching aids helps visual books. The use of instructional materials in economics, prevent parrot learning and encourage active, intelligent participation of the students and provide training in listening. Visual aids make for more effective learning. They discourage memorization. Instructional materials are human and non-human resources that can be use to enhanced teaching and learning. These learning and instructional materials (LIMS) are called teaching and learning aids, audio-visual aids, teaching apparatus and so on. Teachers use these LIMS to assist them in conveying information to the students. One question then arises. How do teachers pick (select) teaching aids that help them in their teaching? The teacher has to first select the appropriate ones (LIMS) before using them in teaching. Some teachers know how to select or pick while others do not know how to do this. What then are the basic factors? Consideration and criteria's that they will need to know so that they will be able to pick well those LIMS to use? The primary purpose of any teacher, whether in a formalized system of education or other wise, is to impart knowledge so that the learner will change their behaviour pattern. According to Blooms taxonomy human knowledge can be classified into three domains. These are cognitive, psychomotor and affective. All the learning experiences that a student has can be categorized under these domains. These learning experiences have their peculiar characteristics, which a teacher must know and take note of when imparting knowledge to the students.

2.4 Meaning and History of Economics

Economics is the social science that analyzes production, distribution, and consumption of goods and services. Harper (2001), says, the term comes from the Ancient Greek word oikovouia (*oikonomia*, meaning, "management of a household,

administration") from oikoc (*oikos*, "house") + vouoc (*nomos*, "custom" or "law"), hence "rules of the house(hold)". Political economy was the earlier name for the subject, but economists in the late 19th century suggested "economics" as a shorter term for "economic science" that also avoided a narrow *political-interest* connotation and as similar in form to "mathematics", "ethics", and so forth (Jevons Stanley in Wikipedia, 2012).

Focus of the subject is how economic agents behave or interact and how economies work. Consistent with this, a primary distinction is between microeconomics and macroeconomics. Microeconomics examines the behaviour of basic elements in the economy, including individual agents (such as households and firms or as buyers and sellers) and markets, and their interactions. Macroeconomics analyzes the entire economy and issues affecting it, including unemployment, inflation, economic growth, and monetary and fiscal policy (Gratton-Lavoie and Stanley, 2009).

Other broad distinctions include those between positive economics (describing "what is") and normative economics (advocating "what ought to be"); between economic theory and applied economics; between rational and behaviour economics; and between mainstream economics (more "orthodox" and dealing with the "rationality-individualism-equilibrium nexus") and heterodox economics (more "radical" and dealing with the "institutions-history-social structure nexus") (Andrew and Andrew, 2008; Davis, 2006).

Economic analysis may be applied throughout society, as *in business,* finance, health, care, and government. Such diverse subjects as crime, education, the family, law, politics, religion, social institutions, war, and science. At the turn of the 21st century, the expanding domain of economics in the social sciences has been described

as economic imperialism. An increasing number of economists have called for increased emphasis on environmental sustainability; this area of research is known as Ecological economics (Friedman, 2002; The World Bank, 2007; Iannaccone, 1998; William, 2002; Arthur, 2008; Edward, 2000).

There are varieties of definitions of economics. However, differences may reflect evolving views of the subject or different views among economists. The philosopher Adam Smith as cited in Wikipedia (2012) defined what was then called political economy as "an inquiry into the nature and causes of the wealth of nations", in particular as: a branch of the science of a statesman or legislator (with the twofold objectives of providing) a plentiful revenue or subsistence for the people (and) to supply the state or commonwealth with a revenue for the public services.

Jean cited in Wikipedia (2012), distinguishing the subject from its public-policy uses, defines it as the science *of* production, distribution, and consumption of wealth.

Alfred Marshall in Wikipedia (2012), provides a widely-cited definition in his book, *Principles of Economics* that extends analysis beyond wealth and from the societal to the microeconomic level: Economics is a study of man in the ordinary business of life. It enquires how he gets his income and how he uses it. Thus, it is on the one side, the study of wealth and on the other and more important side, a part of the study of man.

Economics according to Lionel Robbins (1932), as cited in Wikipedia (2012), has been termed "perhaps the most commonly accepted current definition of the subject": As a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses. Robbins describes the definition as not *classificatory* in "picking out certain *kinds* of behaviour" but rather *analytical* in

"focusing attention on a particular *aspect* of behaviour, the form imposed by the influence of scarcity".

Some subsequent comments criticized the definition as overly broad in failing to limit its subject matter to analysis of markets. From the 1960s, however, such comments abated as the economic theory of maximizing behavior and rational-choice modeling expanded the domain of the subject to areas previously treated in other fields. There are other criticisms as well, such as in scarcity not accounting for the macroeconomics of high unemployment (Mark, 2007).

2.4.1 Problems of Economics

In order to solve the problem of scarcity, all societies, no matter big or small, developed or not, must endeavour to answer three basic questions, which according to Mark (2007: 29) are;

1) What to produce:

This problem is what the economy should produce in order to satisfy consumer wants (as seen by demand curves) as best as possible using the limited resources available. If a country produces goods in a way that maximises consumer satisfaction then the country is allocatively efficient. Societies have to decide the best combination of goods and services to meet their needs. For example, how many resources should be allocated to consumer goods, and many resources to capital goods, or how many resources should go to schools, and how many to defence, and so on.

2) How to produce:

This problem is how to combine production inputs to produce the goods decided in problem 1 as most efficiently as possible. An economy achieves productive efficiency if it produces goods using the least resources possible. A productively efficient economy is represented by an economy that is able to produce a combination

of goods on the actual curve of the Production Possibility Frequency (PPF). Hence, societies also have to decide the best combination of factors to create the desired output of goods and services. For example, precisely how much land, labour, and capital should be used for the production of consumer goods such as computers and motor cars.

3) For whom to produce:

Should the economy produce goods targetted towards those who have high incomes or those who have low incomes? What sort of demographic group should the goods in the economy that are produced be targetted towards? If the economy addresses this problem then it has reached *preto* efficiency or *pareto* optimality. Finally, all societies need to decide who will get the output from the country's economic activity, and how much they will get. For example, who will get the computers and cars that have been produced? This is often called the problem of distribution.

If all these problems are addressed at any one time then the economy has achieved static efficiency. If the economy achieves static efficiency over a period of time then it is dynamically efficient.

All these problems are focused around the problem of unlimited wants and limited resources. Where resources are the factors of production (such as labour, capital, technology, land and so on) which are used to produce the products that satisfy the wants.

The underline Objectives of Economics Curriculum published by Nigerian Educational Research and Development Council (NERDC, 2014) include to enable students:

1. Understand basic economic principles and concepts as well as the tools for sound economic analysis;

2. Contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians;
3. Understand the structure and functioning of economic institutions;
4. Appreciate the role of public policies on national economy;
5. Develop the skills and also appreciate the basis for rational economic decisions;
6. Become sensitised to participate actively in national economic advancement through entrepreneurship, capital market and so on;
7. Understand the role and status of Nigeria and other African countries in international economic relationships and
8. Appreciate the problems encountered by developing countries in their effort toward economic advancement.

Some of these objectives of the Curriculum are not realistic and achievable within the specified time frame based on the reasons that; the time frame for the curriculum does not give room for actual application of the objectives into real life situation and most of the Nigerian secondary schools do not have or have but insufficient modern instructional material to aid the transmission of these experience to the students. Economics is a living subject and has to be taught and learned in a practical and realistic way. But this is not the case in most Nigerian schools, thereby making these objectives unrealistic and unachievable. Furthermore, Teachers' lack of the use of collaborative, interactive and learner-oriented instructional strategies is another reason, why these objectives of the curriculum are not achievable within the specified time frame. One of these objectives is to sensitise the students to participate actively in national economic advancement through entrepreneurship, capital market and so on, but most of the Economics teachers doesn't possess the entrepreneur skills/qualification required to transfer this experience to the students.

2.4.2 Methods of teaching Economics

Economics has a reputation for being a bit of a dry subject. Often referred to as "the dismal science," the subject is difficult for some students who do not have an independent interest in it. Because of this, it can be necessary to employ innovative techniques when teaching the subject to young people. Fortunately, educators can use tools like case studies, experiments, media, interactive learning, service learning and real world application to teach economics in an innovative way (Andrew and Michael, 2014):

1.) **Case Studies:** The case study method of teaching is a popular approach in many subjects and is now beginning to catch on in economics. In the case study method, the teacher reads or shows a case (a historical or hypothetical situation) to the students and then leads a class discussion in which the relevant principles are applied to the situation. Case study can go a long way in showing students that economics is not all about abstract graphs and spreadsheets. Good topics for case study includes the Great Depression, German hyperinflation, the dot com bubble and the late 2000s financial crisis (Andrew and Michael, 2014).

2.) **Classroom Experiments:** While most people do not associate economics with lab work, different kinds of experiments are common in economics. In economics, experiments involved people and situations. In an economics classroom experiment, students become the test subjects in a closed economic system. A classroom experiment might involve giving students Monopoly money and a limited supply of clues to a trivia game and letting students haggle amongst themselves to exchange clues. The dynamics of the situation would teach lessons about currency and value (Andrew and Michael, 2014).

3.) **Simulations:** Simulations are very popular in economics. Teachers can use simulations, computer or otherwise, to show students how abstract economics concepts and equations work when put into practice. These simulations can include games as well as models (Andrew and Michael, 2014). The Economics Network website has a number of simulations listed on its website that are easy to reproduce.

4.) **Media Integration:** Media integration refers to the use of documents, recordings, films and computers in the classroom environment. In economics, the most useful media for teaching include news broadcasts, documentaries and fictional works that deal with economic subject matter. Such media according to Eminah (2009) might include NTA news broadcasts from the late 2000s financial crisis, a History Channel documentary on the Great Depression or a Hollywood film about Wall Street wheelers and dealers.

5.) **Autonomous Learning:** Autonomous learning is an innovative teaching strategy whereby the teacher steps away from his traditional role as lecturer, becoming instead a facilitator of discussion. Autonomous learning can be seen as a kind of "democratization" of the learning process, whereby the teacher becomes the leader in a discussion amongst equals. Autonomous learning can be very effective as a teaching method in economics, as it can get students to think actively about the material, rather than seeing it as a collection of formulas and graphs to memorize (Eminah, 2009).

6.) **Service Learning:** By asking students to engage economics content outside of the classroom, theory can turn into practice. Service learning allows budding economists to teach theories to others and, in the process, solidify their own

understanding. For example, college economics students could be required to teach basic investing principles to interested secondary school students. Such lessons could include not only personal financial advice, but also broad market principles and the fundamentals of a free market system (Iannaccone, 1998). Furthermore, graduate economics students; including doctoral candidates could give selected undergraduate lectures on the basics of microeconomics and macroeconomics. This concept could work at any level, such as having secondary school student's partner with junior school students to learn about the basics of resource management.

7.) **Interactive Learning:** Teaching economics principles through games; engages students and improves the retention of complex concepts. Economics is particularly suited to interactive learning, because many economics concepts are based on cause-and-effect relationships. For example, students could start a company that manufactures a specific product, like hats, then, in groups, they decide how much they can spend on the materials to produce hats, how much they will charge and how they will market the item. They will then compete against other hat companies, made up of classmates, to better understand how pricing strategies, sourcing and competition affect individual companies and entire markets (Cher, 2010). Some Economics teachers in Kwara state have found this approach so effective that they have moved towards teaching entire course through a single game. Creators of the game claim that it enhances student retention of class concepts and creates an engaging and interactive learning experience by connecting theory with application.

8.) **Real World Application:** Starting a school business is a real-world situation that can teach students about microeconomics topics like money management

and business administration (Andrew and Michael, 2014). For example, Fist Bank plc helped secondary school students in Ekiti state to start and manage a school bank where any student could open a small savings account. The venture was managed by students who applied for specific positions, like a branch manager and tellers. Students could have similar experiences through managing product-oriented businesses. Many schools regularly have bake sales and car washes to raise funds for school events. Instead, students could partner with local businesses such as clothing manufacturers to produce exclusive products to be sold at a student store. This would provide experience in product management and marketing, as well as working with vendors and other business partners.

2.4.3 Objectives of learning Economics

Economics is important because it can answer questions such as what causes inflation and why are people unemployed? Economics study of labour, land, investments of money, income, production, taxes and government expenditures. As the world continually focused on business, it takes economists to help decipher trends and to help to make good financial decisions. Objectives of learning economics according to Andrew and Michael (2014), are as follows:

a.) Students will learn how markets and other government structures organize core economic activities, such as production, distribution, and consumption, and the growth of productive resources;

b.) Students will be able to identify and explain economic concepts and theories related to the behaviour of economic agents, markets, industries and firms structures, legal institutions, social norms, and government policies;

c.) Students will learn about the determinants of macroeconomic conditions (national output, employment, inflation), causes of business cycles, and interactions of monetary and financial markets with the real economy, familiarizing themselves in the process with major economic theories of relevance;

d.) Students will be able to describe the main macroeconomic theories of short term fluctuations and long term growth in the economy;

e.) Students will be able to critically evaluate the consequences of basic macroeconomic policy options under differing economic conditions within a business cycle;

f.) Students will become familiar with the origins and implications of processes of international economic integration and differentiation, the basic features of the international financial and monetary systems, and their implications for national economic policy;

g.) Students will become familiar with the history of economic thought and the controversies between its major schools of thought and contrasting theoretical approaches.

h.) Students will develop the communication skills necessary into succeed in securing professional employment or admission to appropriate post-graduate programs;

i.) Students will develop the analytical and empirical skills necessary to succeed in securing professional employment or admission to appropriate post-graduate programs; and

Students will be able to analyze research questions with the use of econometric techniques. To this end, they will be able to identify data and model specification issues; select and implement suitable multiple regression techniques based on their analysis of error structures; and conduct basic analyses of time-series data.

2.5 Use of Instructional Materials in Economics teaching

Instructional materials are the educational resources used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. According to Ajayi, et al (2000), the followings were some of the reasons for using instructional materials.

(i) a good instructional material can supplement spoken or written words;

(ii) It can bring teaching to life in a way that word cannot express;

(iii) Words can describe people, places and objects but a picture immediately brings reality;

(iv) A teaching aid can simplify and clarify what is complex and difficult to express in words;

(v) Instructional materials have motivational value for them to develop the interest of the students;

(vi) Instructional materials can also promote retention as we can understand from the Chinese proverb that says "what I hear I forget, what I see I remember, what I do I understand"; and

(vii) They save time, and energy what you will explain in ten minutes, will be possible in less time with the use of instructional materials.

Aids implied to help in teaching of economics, not to be substitutes for teaching the subject, nor for teachers, rather, it should be used to supplement oral explanation and descriptions.

Ozorehe (2002), stated that economics involve a lot of simple tests and activities while the students must involve in, at the secondary school level so as to acquire the necessary skills and experiences. This can only be enhanced with the aid of instructional materials. Ibrahim (2005), said, "Instructional materials include self-supporting

materials which are used by the teacher to present a complete body of instruction; they make a lesson to become more explicit and interesting. Instructional materials are of prime importance for both slow learners and fast learner (Balogun, 2004).

Adeyemo (2005), considered instructional materials as an essential part of teaching methods which helps the teacher to express his/her subject concept to the learners thus promoting students' academic performance. That, such aids or materials, should be the responsibility of the economics teachers. Fakomogbon (2002), stated that instructional materials are normally used during instruction to enhance proper or effective learning and to encourage retention. They reduce the workload of the economics teacher in the classroom, reinforce and add clarity to learning.

Ajayi *et al*., (2000), said that instructional materials aids teacher's competence and effectiveness of instruction and class control. It makes the learning environment more attractive, appreciable, conducive, bearable and realistic. The learners' attention is better controlled and sustained; National Policy on Education (2004), states that objectives of learning materials are:

(i) to enhance teaching and improve the competence of teachers;

(ii) to make learning more meaningful for students; and

(iii)to develop and promote the effective use of innovative materials in schools.

In the same line, Ogundele (2007), outlined the following reasons for the importance of using teaching aids in teaching and learning process in our educational settings. They aid learning by aiding the senses of seeing, hearing and touching etc. They direct teaching to its goals, makes lesson become interesting, arouse students' interest and motivate them to learn. Teaching aids are valuable in the following situations:

(a) when the object of instruction is either too big or too small or too spread out to be seen by students;

(b) when an object is inaccessible to students;

(c) it object is too expensive, dangerous or delicate for the students to use; and

(d) when a process being studied is very slow the economics teacher may use pictures or diagrams to illustrate the various stages involved.

When using instructional materials, it is important according to Olaitan (2004), that economics teachers consider the following suggestions;

(i) ensure that the material is accurate and acceptable to the students;

(ii) preview such materials before using them in the class;

(iii) arrange the materials in such a way that the students will see from the place they are sitting;

(iv) use the materials in the appropriate time in the lesson and after that remove them;

(v) do not use only one type of instructional materials to the exclusion of others; and

(vi) Always remember that students are different in age/maturity, interest and experience. It is always an advantage to combine the aids to meet the need of various students. The class needs show determination of the types of aids to be use. Do not cause confusion by presenting too much information.

Olatan (2004), observed that instructional materials are versatile tools that are used in different ways for effective teaching and learning. These aids convey facts and ideas in all forms of community. They offer quite an easy way of presenting information. He further outlined some of the importance of instructional materials if the materials are carefully selected and they are:

1. Help to give correct initial concept;

2. Help students to learn more;
3. Spread learning processes;
4. Provide experiences which are not known before;
5. Clarify and give definite meaning of words and the combat verbalism;
6. Intensify expressions;
7. Arouse interest by attracting attention;
8. Build and sustain interest;
9. Motivate, develop and change attitudes;
10. Vitalize instruction and provide variety in teaching;
11. Saves time of economics teachers and students; and
12. Supplement other learning and serves as reminder.

Balogun (2004), stated that instructional materials assist economics teachers in the achievement of stated objectives and also help the teachers to make lesson explicit to the students. Ajayi, et al (2000), also reported that instructional materials possess the quality of influencing the psychological, motivational and structural position of the learners. Likewise, instructional materials aid the achievement of any one of the following in the teaching learning process: Attention and motivation; orderliness in the classroom; lesson presentation; recall and remembering; guidance, active participation and response; feedback, assessment of performance and evaluation. In summary, Bakare (2000), asserted that instructional materials are important tools for enriching, visualizing, simplifying, transmitting and accelerating the teaching and learning processes, thus enhance students' academic performance. He further said that, effective instruction with instructional materials in the classroom requires careful planning by the teachers. This implies that economics teacher should take time to apply special

knowledge and skill with respect to selecting, producing and using different kinds of instructional materials.

2.6 Improvisation of Instructional Materials in teaching Economics

One of the goals of Nigeria educational system is the acquisition of appropriate skills, the development of mental, physical and social abilities and competencies as equipment for individual to live and contribute to the development of the society (Federal Government of Nigeria, 2004). The realization of this goal according to Adeyemo (2005), has been impeded by the non-availability of instructional materials for ensuring effective teaching – learning of economics for better result among students. It has been reported that the non – availability of instructional materials in schools serve as barrier to effective teaching (Adeyemo, 2005), this leads to persistent poor performance of students in economics and many subjects over the years.

Different scholars defined improvised instructional materials in different ways for example. Bajah in Eminah (2009), defined it as the use of substitute equipment where the real one (ready – made) is not available. Kamoru and Umeono (2006), define it as the act of using materials obtainable from the local environment designed by the teacher to enhance instruction. Imogie (2002), says let no Economics teacher supposed that it is impossible to teach economics without most of the (instructional materials). Stringent economies may have to be made, the delivery of models and charts may be long delayed. The poor economics teacher complains, blames lack of equipment for the dullness of his/her lessons, and allow his/her students to revert to the dull monotony of note-taking and passive learning of textbook.

The good economics teacher however finds in the same circumstances a challenge to his ingenuity. With an alert mind he/she adapts his/her lessons to the materials available. With patience, simplified versions of more complicated charts and

models can be made. In fact, “the charts and models, the better is the students able to appreciate the method used and the facts to be illustrated” (Balogun, 2004).

Improvisation is the art of using local resources available within the school environment by a teacher to produce simple but attractive and effective instructional materials for teaching. Locally produced instructional materials contain ideas and photographs of the materials teachers usually prepare to promote the physical, social, emotional and cognitive growth of children. The materials are designed to encourage children to be curious and to take initiative by exploring and Interacting with other children. Young children learn best when their thoughts and experiences interact with materials, ideas, and people, such interaction gives learners meaningful developmental learning experiences (Judy, 2004).

Also, Osuagwu (2010), defined improvisation as the provision of materials locally made by teachers, students or an educational agency to represent the original material or equipment. Improvisation in teaching refers to the act of using alternative materials and resources to facilitate instruction whenever there is lack or shortage of some specific first hand teaching aids (Enaiayeju, 2003). Generally, improvisation could be regarded as the act of using alternative materials or equipment obtainable from the local environment or constructed by the teacher or with the help of local personnel to facilitate instruction (Adesoji, 2008). In this content, the term “local materials” refers to those materials easily obtainable from the immediate environment irrespective of where they are produced.

2.7 Influence of Instructional Materials in teaching and learning Economics

Instructional materials are regarded as the important aspect of students learning resources in the school system. Provision of instructional materials falls within the arena

of authority and power of the National, State, Local Government and the agencies that provided Education in the society. These facilities themselves cannot up-lift the status of the students but only when the human being that has been trained apply these facilities, then the effects of internalization of the facilities, would be shown on the attitude and behaviors' of the students. The effects of these facilities either affect the students negatively or positively depending on the conditions created by the environment of learning. Effects of instructional materials and students academic performance in economics has not been seriously researched in Nigeria. However in the Western World especially America, researchers are now focusing attention on the serious effects the provision and maintenance of instructional materials can have on academic performance (Olubadewo, 2005). Some of these facilities may not be regarded in our schools as deterrents to learning among students but in the real sense of it, they do affect teaching and learning processes either negatively or positively. The negative effects of such facilities mostly are the concern of educational policy makers and planner and psychologist.

Instructional materials according to Storm (2001), have been identified as very important variables in the teaching and learning of vocation programme through the world. Facilities according to the American Association for Vocational Instruction Materials (2002), are the classroom, laboratories, workshop and equipment. Faisal and Annutte (2001), Patrick et al (2001), in their studies observed that decline in the performance of students is due to inadequate facilities.

2.8 Parameters for Measuring Academic Performance of students

Apart from the purely sociological explanation of different academic performance, school quality has also been found to be potent factor to academic performance (Altbach, 1978, Heyneman & Loxley, 1983) in (Richard, 2004). Rechard

(2004) added that instructional resources manage by the school authorities also have an effects on learning outcomes. Regarding to academic performance among pupils, therefore, the research findings indicated that management makes the different in students' performance in school. Opare (1999), Stone and Dayle cited in Evans (2005), point out that when the environment is grossly deficient in stimulation, the development of the child is correspondingly retarded. That the children from slums are likely to suffer from effects of neglect to a greater degree than other children.

Lovell (1962) in Evans (2005), revealed that concept formation is likely to be aided by memories and images of events and object within the environment. As an example, he states that as the child in building up his concept of transport, he is helped by memories of car and train journeys and images from ship seen at seaside and aeroplanes flyover his own home town. Burt (1979), in Evans (2005), suggests that an environment should be conducive for learning so that fresh concept could be formed continually. He also holds the view that young and adolescent people from a stimulating background could easily form concept superior to those that are taught in less favorable background. He added that poor social environment in closely relate to poor school attainment. He then concluded that backward children are greater in number in poor and overcrowded areas.

This clearly shows that for students to attain greater highs academically and since concepts function is aided our environment (school) should be made conducive for teaching both in and out. Stephen (2003), states that good school building are clearly associated with superior attainment. He believes that it is expected of authorities to be keeping the students environment conducive for teaching and learning since good buildings that are decorated and attractive correlate with high attainment. This clearly means that it is a disadvantage to keep our learning environment undecorated because it

will never aid learning. The more conducive, the school environment, the greater the academic performance. Jegede et al., Okeye and Fraser, cited in Akele (2004), all variously agree that learning could be more effective when the right kind of environment is created. These authors further states that the strongest predicting student behaviour in a classroom environment which is conducive for learning experience.

In very impoverished neighborhoods, crime, a lack of positive role models, inadequate social health services, and other factors can create an environment that undermines children's motivation, achievement and mental health (Bechman, 2000; Black *et al*., 1998). These factors according to Gagbarimo (1997), do not doom student to failure, that many children succeed despite the odds Ojo (1997), stated that learning environment is very crucial to the academic performance of a student. It could make a mar learners school achievement. Yoloye (1978) and Bakare (1982) in Bello (2002) have stressed the importance of a rich and stimulating environment in the development of intellectual ability. The more a child sees, hears, touches, the more that child acquires intellectual growth. Abdullahi (2004), revealed in his study that urban children are at greater advantage in intellectual development over and above the low economic status, home and moral children of all races. He went further to argued that poor environment does not enhance good perception. Obiona (2000), found that state of origin, sex and school location were significant predictor of mathematics deficiencies. Hanushek (2004), shows that there is little of no evidence of the relationship between school factors and students achievement, whereas Greenward, et al (1996) reported that the impact of school factors on test scores may be substantial, while Coleman et al (1966) in Richard (2004), were of the view that variation in school characteristics were not associated with, and had effect on variation in students achievement and that school factors and academic achievement of students is a correlational one and not casual

effect. The effect of school structure had been stressed, such as school location and school sector have been found to be significantly related to student achievement. The social composition of students in school according to Bryk and Reudenbuch (1988) in Richard (2004), has also been to influence achievement.

2.9 Measuring the Academic Performance of Economics students in relation to the availability of Instructional Materials

The influence of instructional materials in promoting students' academic performance and teaching and learning in educational development is indisputable. The teaching of Economics in Nigerian secondary schools needs to be properly handled. It has been reported that the non – availability of materials in schools serve as barrier to effective teaching (Adeyemi, 2007), this leads to persistent poor performance of students in many subjects over the year. Different scholars have defined the concept of locally produced learning resources in different ways. Bajah in Eminah (2009), defines it as the use of substitute equipment where the real one (ready – made) is not available. Also Kamoru and Umeono (2006), define it as the act of using materials obtainable from the local environment designed by the teacher to enhance instruction.

Improvisation of learning resources is the art of using local resources available within the school environment by a teacher to produce simple but attractive and effective instructional materials for teaching. Locally produced instructional materials contain ideas and photographs of the materials teachers usually prepare to promote the physical, social, emotional and cognitive growth of children. The materials are designed to encourage children to be curious and to take initiative by exploring and Interacting with other children. Young children learn best when their thoughts and experiences interact with materials, ideas, and people, such interaction gives learners meaningful developmental learning experiences (Judy, 2004).

Locally produced instructional material is the practice of making and creating in response to the stimulus of one's immediate environment and inner feelings. This can result in the invention of new thought patterns, new practices, and/or new way to act. This invention cycle occurs most effectively when the practitioner has a thorough intuitive and technical understanding of the necessary skills and concerns within the improvised domain. The skill of producing local instructional materials is applicable to many different abilities of forms of communication and expression across all academic and non– academic discipline. Teaching – learning may not easily be achieved through the mere use of verbal words. As such, producing locally made instructional materials becomes very necessary. The focus of teaching is on the natural reciprocating of comprehension and production in communication; on the functional and collaborative practice of language in flexible learning environment; and individual possession of skills (Federal Ministry of Education and Youth Development 2004).

Locally produced instructional material is making the substance from available materials when the real equipment is not available (NERDC, 2005). The use of instructional material in teaching could extend the scope and power of instruction. It could also help to bridge the gap between the teacher and students in terms on understanding different concepts in the lesson, thereby making learning more immediate and more relevant. Balogun (2002) opined that locally produced instructional materials encourages creative expression and foster experimentation, sensitive to tactile and visual experience improves. Creativity in classroom environment communicates to children and teachers what is expected of them and what is happening in the classroom. A well-planned environment is inviting and interesting and conveys a message.

In the absence of ready – made resources, teacher improvises appropriate alternatives to solve the problem. Teachers normally improvise materials in order to promote the

physical, social, emotional and cognitive growth of young children. The materials are designed to encourage children to be curious and to take initiative by exploring and interacting with other children and adults. Young children learn when their thoughts and expectations interact with materials, ideas, and people; such interactions, according to Judy, (2004), ‘’gives children meaningful developmental learning experience’’. Locally produced instructional materials give teacher/pupils the pride of using their talents, allows a teacher to reproduce his potentials, in concrete form and increase teacher’s knowledge of the subject matter.

2.10 Empirical Studies

A number of empirical studies related to this research work were reviewed, with a view to make it clear as to the ‘gap’ existing in the literature for t++his study to fill. They include:

Abdullahi (2004), carried out a research titled “teaching facilities and students performance in chemistry”. The research was conducted with the objectives to; ascertain the availability of teaching facilities and find out the impact of teaching facilities on students’ performance in chemistry. Also, two research questions were formulated and two null hypotheses were postulated. The study was a survey and questionnaire was used for data collection. Data collected were analyzed using t-test, findings shows that students in schools with adequate teaching facilities perform better than those in schools with less or without teaching/laboratory facilities. He went further to state that when teaching facilities are available and used appropriately the students would acquire skills that are vital to them. He concluded that students would normally performed better in chemistry with more practical period teaching/laboratory facilities. The previous study is relevant to the present research as it was carried out on teaching facilities and

students' performance in chemistry. Also, the study uses questionnaire which this study will also use.

Patrick (2004), carried out a study titled: Effect of instructional materials on the performance of Senior Secondary School Biology students. The main thrust of this study among others was to determine the effect of instructional materials on the performance of students in Biology and to ascertain the impact of the use of instructional materials on students' development of creative skills in secondary schools. Four research questions and four null hypotheses were formulated in line with the research objectives. A researcher made test was used for data collection and data collected was statistically analyzed using t-test. Findings from the study revealed a significant difference in the performance of Biology students taught with instructional materials and those who were taught without instructional materials in favour of those taught with instructional materials. The relevance of this study to the present research is that, the study was carried out to determine the effects of instructional materials on the performance of Senior Secondary School Biology students while this study will try to assess the teaching resources on the academic performance of secondary school students in economics. Data collected was also analyzed with the use of t-test which this study will also use for data analysis.

Balarabe and Mannir (2003), surveyed the opinions of the respondents on the impact of teachers' improvisation. The study was carried out with three research objectives and three research questions and hypotheses were postulated in accordance with the research objectives. Questionnaire was used for data collection and data collected were analyzed with the use of Pearson Product Moment Correlation (PPMC). Result revealed that teachers' improvisation of teaching resources has a significant impact on students' academic performance. This study has relationship with the present

study has it deals with teaching resources while the present study will also assess the teaching resources on the academic performance of secondary school students in economics. The study is also relevant has it used questionnaire for data collection which this study will also use.

Yusuf (2003), carried out a research titled: Influence of availability of learning resources on the academic performance of students in the senior secondary schools in Kebbi state. The focus of this study was to identify the available learning resources in the senior secondary schools in Kebbi state; determine the influence of learning resources on the performance students in the senior secondary schools in Kebbi state; and to find out the if differences exist in the performance of male and female students in the senior secondary schools in Kebbi state. Three research questions and three null hypotheses were formulated for the conduct of the study. Data was collected using questionnaire and data collected were analyzed using PPMC statistical tool. Finding shows that availability and utilization of learning resources has a significant effect on the academic performance of students in Agricultural Science. The previous study is relevant to the present study because the research is centred on teaching resources and also the use of questionnaire.

Walter and Thomas (2000), conducted a research titled: Relationship between the use of instructional materials and students' achievement in secondary schools. The study was carried out with four research objectives, four research questions and four null hypotheses were formulated for the study. Data was collected with the use of questionnaire, while data collected were analyzed using ANOVA and Correlation statistics. Result from the study revealed that students' academic performance in English and Mathematics was significantly related to the use of appropriate instructional materials.

Foin (2001), surveyed the opinions of the respondents on the impact of teachers' use of locally made instructional material on students' academic achievement in Mathematics in secondary schools. The study was conducted with the objectives to; find out if teachers produce instructional material locally; determine the impact of locally made instructional material students' academic achievement in Mathematics in secondary schools; and to ascertain the influence of locally made instructional material on students' development of creative thinking skills. Research questions and hypotheses were postulated in line with the objectives. Questionnaire was used for data collection and data collected were analyzed using t-test. Finding from the study shows that there is a significant difference in the mean achievement scores of students when taught with the use of locally made instruction. This study is relevant to the present study, as the present research will be assessing the influence of teaching resources on the academic performance of secondary school students in economics. Both study are also relevant in the area of methodology used.

2.11 Summary

This chapter reviewed relevant literatures on the availability of instructional materials on academic performance of secondary school students in economics, Kwara state. In view of the literature reviewed, instructional materials has been seen as something that give teacher the pride of using their talents, allows a teacher to reproduce his potentials, in concrete form and increase teacher's knowledge of the subject matter.

On the empirical studies, the work of Abdullahi (2004), Patrick (2004), Balarabe and Mannir (2003), Yusuf (2003), Adepoju and Akinwemi (2002), Walter and Thomas (2000) and Foin (2001), were reviewed and it was revealed that young and adolescent

people from a stimulating background could easily form concept superior to those that are taught in less favorable background. They added that shortage of learning resources in schools relate to poor school attainment. They also found that there was a significant relationship between location of Secondary Schools and academic performance of students, in favour of urban secondary schools. The present study is therefore geared towards filling the gaps (such as methodology, instrumentation and statistical tool for data analysis) used in the previous study in order to make teachers of economics become very effective in instruction and to improve the performance of the secondary school students in economics. Hence, the literature reviewed guided the researcher in selecting suitable methodology for carrying out the present study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures adopted in the conduct of this study. The presentation will be done under the following sub-headings: Research Design, Population, Sample and Sampling Technique, Research Instruments, Validity of the Instrument, Pilot Study, Reliability of the Instrument, Data Collection Procedure and Data Analysis.

3.2 Research Design

The research design adopted for this study is the descriptive survey method. Survey method is a method characterized by the selection of random sample from a large and small population in order to obtain empirical knowledge of contemporary nature. The survey method was adopted because the research involved collecting data from teachers and students hence, make generalisation. Babbie (2001) justifies that survey research is the most frequently used mode of observation in social science today. Kerlinger (1973) in Evans (2005) describes survey method as the study of large and small population by selecting and studying population to discover the relative incidence, distribution and interrelation of sociological and psychological variables.

3.3 Population

The population for this study consist of economics students and teachers in secondary schools in Kwara state. The economics students' population is eight thousand, one hundred and forty two (8,142) with the total of four thousand, two hundred and eleven (4,211) male Economics students and three thousand nine hundred and thirty one (3,931) female Economics students. Also a total of seventy-three (73) Economics teachers comprising of forty-one (41) male Economics teachers and thirty-

two (32) female Economics teachers. The table 3.1 represents the population distribution of economics students and economics teachers in each of the three senatorial district of Kwara state.

Table 3.1: Population Distribution

S/N	Senatorial District	No. of Secondary Schools	Total Students Population	Total Population of Teachers
1.	Kwara South	88	2,850	30
2.	Kwara Central	79	2714	20
3.	Kwara North	68	2578	23
	Total	**235**	**8,142**	**73**

Source: Kwara State Ministry of Education, Science and Technology (MOEST), Ilorin, (2014).

3.4 Sample and Sampling Technique

A total number of thirty (30) schools out of two hundred and thirty five (235) senior secondary schools in Kwara state was used for the study. Hence, ten (10) schools were sampled from Kwara Central and eight (8) from Kwara North, likewise, twelve (12) schools were sampled from Kwara South. Proportionate sampling technique was adopted in the selection of schools sampled while the population for each sampled schools was determined using 20% of the entire school population of SS II students. This according to Nwana (1997), who stated that 20% can be used to select the sample size. The researcher therefore adopted 20% sample for this study as suggested. The names of the schools were written on pieces of papers and folded. All the papers were mixed together in a container according to the number of senior secondary school in Kwara state. The assistance of SSI economics students was sought to pick out papers containing the names of the schools from the container.

Table 3.2: Sample Size for the study

S/N	Senatorial Districts	Sampled Secondary Schools	Sampled Economics Teachers	Male Teachers	Female Teachers	Sampled Students	Male Students Sampled	Female Students Sampled	Sample Econs Teachers and Students
1.	Kwara Central	10	11	5	6	118	64	54	129
2.	Kwara North	8	8	7	1	93	44	49	101
3.	Kwara South	12	13	8	5	125	68	57	138
	Total	**30**	**32**	**20**	**12**	**336**	**176**	**160**	**368**

3.5 Instrumentation

The instrument used for this study was questionnaire constructed by the researcher which was subjected to validity. The researcher used two sets of questionnaire; one set for students, and one for teachers. The student's questionnaire was divided into two sections, A and B. Section A contains the bio-data of the student soliciting responses on name, age, sex, school, school type, course of study, number of students per class, school location, father's occupation and mother's occupation. Also considered was father's Educational qualifications. Section B of the questionnaire solicits responses on school practices and facilities. The teachers' questionnaire was divided into two sections A and B. Section A of the questionnaire on teacher demographic data which include name, age, sex, marital status, Educational qualification, area of specialization, subject taught, years of experience, number of lessons taught per week, lesson duration and number of students taught per class. Section B of the questionnaire solicits responses on learning and teaching facilities.

3.5.1 Validity of the Instruments

A measuring instrument is considered valid only when it measures truly and accurately what it intends to measure. In this case, content/face validity of the

instrument was determined by given two experts who confirmed that the items were well structured inline with the hypotheses and they elicited the required information. Experts in this case are persons who possessed high knowledge and degree of competence in the area of educational curriculum and instruction in the Department of Educational foundations and curriculum, Ahmadu Bello University, Zaria, for assessment and validation. The decision of the researcher to employ experts is based on remarks by Kerlinger in Evans (2005) that validation by others was an effective method for content validation of research instrument.

3.5.2 Pilot Study

A pilot study was carried out with the total of twenty (20) respondents of Government high school in Ilorin West Local Government Areas, Ilorin. The twenty respondents were not in any way form part of the main study. The respondents were requested to indicate their response to each of the item by ticking one of the alternative responses. The researcher distributed the questionnaire after obtaining permission from the principals of the schools in Ilorin West Local Government Area of the state. The responses of the test was scored; computed and the Pearson Product Moment Correlation Coefficient (PPMCC) was used to determine the reliability coefficient of the pilot study.

3.5.3 Reliability of the Instruments

The data collected from the pilot study were statistically analyzed for the purpose of determining the reliability coefficient. The reliability coefficient of the questionnaire instrument was determined using Pearson Product Moment Correlation Coefficient (PPMCC) which revealed the reliability coefficient of 0.89. Hence, this result showed that the instrument was reliable because the closer the result to positive one (1) the more reliable the instrument becomes.

3.6 Procedure for Data Collection

After collecting an introductory letter from the Head of Department of Educational foundations and curriculum in the Faculty of Education, Ahmadu Bello University, Zaria, sets of questionnaires and introductory letter was taken to the principal of the sampled schools. While in the schools, the researcher solicited the permission of the school Principals to use their students and teachers in collecting data from them for the study. The researcher also asked for the assistance of teachers to assist in administering questionnaires to the students. The researcher was involved in the administration of the questionnaire to students. Teachers' questionnaire was administered to them in the staff rooms. Explanation was equally done by the researcher on how to respond to the questionnaire before students were asked to respond to the items on the questionnaire. The researcher collected responses of the students after three days the questionnaires were administered to them so as to avoid loss of the questionnaire by the students. That of the teachers, a week was given to them for response to the questionnaire because of their tight schedules. The return rate of the questionnaires administered was 100%. The responses of the students and teachers on teachers' improvisation of instructional materials and academic performance was obtained from the questionnaire given.

3.7 Procedure for Data Analysis

The data taken from the students was carefully examined and scrutinized by the researcher. The careful distribution of the survey questionnaires was managed by the researcher. In analyzing the bio-data, data collected was presented in a tabular form and responses were calculated in percentages followed by detailed interpretation. Also, descriptive statistics such as mean and standard deviation was used to analyze the research questions while chi-square (X^2) was used to test the four null hypotheses at

0.05 level of` significance. The chi-square (X^2) for contingency table was used to measure if there exists significant dependency or independency of one variable on another. Hence, hypothesis that was greater than 5% or p = > 0.05 was rejected, while hypothesis that was less than 5% i.e p = < 0.05% was retained.

CHAPTER FOUR
ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presented the summary of the results found for the study. Research questions were answered using means and standard deviations, while the hypotheses were tested using non-parametric test of chi-square (X^2) for contingency table at 0.05 level of significance. The analysis of the data was presented according to each specific research question and hypotheses. A summary of the result obtained was made at the end of each question and each hypothesis. They are presented in the following sub-headings; Analysis, Summary of Major Findings, and Discussion.

4.2 Presentation of Biographical Information

The following tables show the frequency and percentage of the bio-data of the respondents:

Table 4.1: Classification of the respondents by Status

	Frequency	Percentage
Teacher	32	8.7
Students	336	91.3
Total	368	100

Table 4.1 shows the classification of the respondents by status where 32 or 8.7% of the respondents are teachers while 336 or 91.3% are students.

Table 4.2: Gender classification of Teachers

Variables	**Frequency**	**Percentage**
Male	20	62.5
Female	12	37.5
Total	**32**	**100**

Table 4.2 revealed that the total of 20 or 62.5% male teachers responded to the study, while the 12 or 37.5% females responded to the questionnaire instrument. This shows that the population distribution was favourably distributed.

Table 4.3: Gender classification of Students

Variables	Frequency	Percentage
Male	196	58.3
Female	140	41.7
Total	**336**	**100**

Table 4.3 shows that 196 or 58.3% male students responded to the study, while the 140 or 41.7% females students responded to the questionnaire instrument. This shows that the population distribution was fairly distributed.

4.3 Response to Research Questions

This section presents response to the various research questions raised in chapter one of this research.

Research Question1: Are there adequate instructional materials in teaching economics in senior secondary schools in Kwara state?

To answer this research question, opinion of teachers and students were sought, analyzed and interpreted as contained in the table below.

Table 4.4: Opinion of teachers and students on adequate instructional materials in teaching economics in senior secondary schools in Kwara state

Respondents	N	Mean	Std. Dev.	Std. Error
Teachers	32	6.98	3.57	.94373
Students	336	14.16	8.70	1.0077
Total	368	10.57	6.135	
Mean		2.5		

Table 4.4 shows the respondent's opinion on the adequate instructional materials in teaching economics in senior secondary schools in Kwara state. The table revealed the

total mean of 10.57 which is higher than the standard mean of 2.5. This shows that difference exists in the opinions of the respondents on the availability of instructional materials in teaching economics in senior secondary schools in Kwara state.

Research Question 2: What influence does availability of instructional material has on students' academic performance in economics in senior secondary schools in Kwara state?

In respect of the research question two, opinion of teachers and students were sought, analyzed and interpreted as contained in the table below.

Table 4.5: Opinion of teachers and students on the influence of availability of instructional materials on students' academic performance in economics in senior secondary schools in Kwara state

Respondents	N	Mean	Std. Dev.	Std. Error
Teachers	32	13.92	3.4643	.47251
Students	336	22.43	2.6429	.82450
Total	368	18.175	3.0536	
Mean		2.5		

Result of the respondent's opinion on table 4.5 on the influence of availability of instructional materials on students' academic performance in economics in senior secondary schools in Kwara state revealed the total mean of 18.175 which is higher than the standard mean of 2.5. This result represents the fact that differences exist in the opinions of the respondents on the availability of instructional materials and students' academic performance in economics in senior secondary schools in Kwara state.

Research Question 3: Are teachers using instructional materials in teaching economics in senior secondary schools in Kwara state?

To answer this research question, opinion of respondents were sought, analyzed and interpreted as contained in the table below.

Table 4.6: Opinion concerning teacher's use of instructional materials in teaching economics in senior secondary schools in Kwara state

Respondents	N	Mean	Std. Dev.	Std. Error
Teachers	32	16.872	1.6057	2.6079
Students	336	5.3452	3.0452	.97491
Total	368	11.1086	2.3254	
Mean		2.5		

Table 4.6 presents the descriptive analysis of the respondents' opinion concerning teacher's use of instructional materials in teaching economics in senior secondary schools in Kwara state. Specifically, the table revealed the total mean of 11.1086 which is higher in value than the standard mean of 2.5. This result signifies that there is difference in the opinion of the respondent on the teacher's use of instructional materials in teaching economics in senior secondary schools in Kwara state.

Research Question 4: What impact does the teachers' improvisation of instructional materials have in teaching of economics in senior secondary schools in Kwara state?

In respect of the research question four, opinion of teachers and students were sought, analyzed and interpreted as contained in the table below.

Table 4.7: Opinion on the impact of teachers' improvisation of instructional materials have in teaching of economics in senior secondary schools in Kwara state

Respondents	N	Mean	Std. Dev.	Std. Error
Teachers	32	9. 485	3.6000	.1017
Students	336	18.057	7.5714	. 0152
Total	368	13.771	5.5857	
Mean		2.5		

Table 4.7 presents the descriptive analysis of the respondents' opinion on the impact teachers' improvisation of instructional materials have in teaching of economics in senior secondary schools in Kwara state. Specifically, the table revealed the total mean of 13.771 which is higher in value than the standard mean of 2.5. This result signifies

that differences exist in the opinions of the respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara state.

4.4 Testing of Hypotheses

The four null hypotheses were tested using non parametric statistics of Chi-square (X^2) at 0.05 level of significance.

Hypothesis One: There is no significant difference in the opinions of teachers and students on the instructional materials that are available in teaching economics in senior secondary schools in Kwara state.

Table 4.8: Summary of the non parametric statistics of Chi-square (X^2) on the opinions of teachers and students on the instructional materials that are available in teaching economics in senior secondary schools in Kwara state

Respondents	*N*	*Mean*	*Std. Dev*	*CalX^2*	*df*	α	*CriticalX^2*	*Remark*
Teachers	32	6.98	3.57	11.27	8	0.05	5.596	Rejected
Students	336	14.16	8.70					

Table 4.8 shows the result of the non-parametric statistics where P< 0.05 due to the fact that X^2 calculated (11.27) is greater than X^2 critical (5.596), this means that there is a significant difference in the opinions of teachers and students on the instructional materials that are available in teaching economics in senior secondary schools in Kwara state. Consequently, the null hypothesis which states that there is no significant difference in the opinions of teachers and students on the instructional materials that are available in teaching economics in senior secondary schools in Kwara state, is hereby rejected.

Hypothesis Two: Availability of instructional materials have no significant influence on the performance of students economics in senior secondary schools in Kwara state.

Table 4.9a: Summary of the non parametric statistics of Chi-square (X^2) on the opinions of respondents on the influence of availability of instructional materials on students' academic performance in economics in senior secondary schools in Kwara state

Respondents	*N*	*Mean*	*Std. Dev*	*CalX^2*	*df*	α	*CriticalX^2*	*Remark*
Teachers	32	13.92	3.4643	7.524	8	0.05	3.480	Rejected
Students	336	22.43	2.6429					

Table 4.9 of the non-parametric statistics test show that P< 0.05 due to the fact that X^2 calculated (7.524) is greater than X^2 critical (3.480), this means that there is a significant difference in the opinions of the respondents on the availability of instructional materials and students' academic performance in economics in senior secondary schools in Kwara state. Consequently, the null hypothesis which states that there is no significant difference in the opinions of the respondents on the availability of instructional materials and students' academic performance in economics in senior secondary schools in Kwara state, is hereby rejected.

Hypothesis Three: There is no significant difference in the opinion of the respondent on the teachers use of instructional materials in teaching economics in senior secondary schools in Kwara state.

Table 4.10: Summary of the non parametric statistics of Chi-square (X^2) on the opinions of respondents on the teacher's use of instructional materials in teaching economics in senior secondary schools in Kwara state

Respondents	*N*	*Mean*	*Std. Dev*	*CalX^2*	*df*	α	*CriticalX^2*	*Remark*
Teachers	32	16.872	1.6057	4.761	9	0.05	2.078	Rejected
Students	336	5.3452	3.0452					

Table 4.10 of the non-parametric statistics test show that P< 0.05 due to the fact that X^2 calculated (4.761) is greater than X^2 critical (2.078), this means that there is a significant difference in the opinion of the respondent on the teachers use of instructional materials in teaching economics in senior secondary schools in Kwara

state. Consequently, the null hypothesis which states that there is no significant difference in the opinion of the respondent on the teachers use of instructional materials in teaching economics in senior secondary schools in Kwara state, is hereby rejected.

Hypothesis Four: There is no significant difference in the opinions of the respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara state.

Table 4.11: Summary of the non parametric statistics of Chi-square (X^2) on the opinions of respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara state

Respondents	*N*	*Mean*	*Std. Dev*	*CalX^2*	*df*	α	*CriticalX^2*	*Remark*
Teachers	32	9.485	3.6000	12.69	9	0.05	4.181	Rejected
Students	336	18.057	7.5714					

Table 4.11 of the non-parametric statistics test show that P< 0.05 due to the fact that X^2 calculated (12.69) is greater than X^2 critical (4.181), this means that there is a significant difference in the opinions of the respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara state. Hence, the null hypothesis which states that there is no significant difference in the opinions of the respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara State, is hereby rejected.

4.5 Summary of Findings

The following findings emerged from the study that;

(1) there is a significant difference in the opinions of teachers and students on the instructional materials that are available in teaching economics in senior secondary schools in Kwara state due to the fact that X^2 calculated (11.27) is greater than X^2 critical (5.596).

(2) there is a significant difference in the opinions of respondents on the influence of availability of instructional materials on students' academic performance in economics in senior secondary schools in Kwara state as X^2 calculated (7.524) is greater than X^2 critical (3.480).

(3) there is a significant difference in the opinion of the respondent on the teachers use of instructional materials in teaching economics in senior secondary schools in Kwara state due to the fact that X^2 calculated (4.761) is greater than X^2 critical (2.078).

(4) there is a significant difference in the opinions of the respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara state as X^2 calculated (12.69) is greater than X^2 critical (4.181).

4.6 Discussions of Findings

Result of the non-parametric statistics on table 4.8 shows that $P< 0.05$ due to the fact that X^2 calculated (11.27) is greater than X^2 critical (5.596), this means that there is a significant difference in the opinions of teachers and students on the instructional materials that are available in teaching economics in senior secondary schools in Kwara state. Consequently, the null hypothesis which states that there is no significant difference in the opinions of the respondents on the availability of instructional materials in teaching economics in senior secondary schools in Kwara state was rejected. Also, table 4.4 shows the descriptive statistics of the respondent's opinion on the adequate instructional materials in teaching economics in senior secondary schools in Kwara state. The table revealed the total mean of 10.57 which is higher than the standard mean of 2.5. This shows that difference exists in the opinions of the respondents on the availability of instructional materials in teaching economics in senior

secondary schools in Kwara State. This finding correlate with the study of Yusuf (2003), which shows the availability and utilization of learning resources in Agricultural Science.

Table 4.9 of the non-parametric statistics test show that P< 0.05 due to the fact that X^2 calculated (7.524) is greater than X^2 critical (3.480), this means that there is a significant difference in the opinions of the respondents on the influence of availability of instructional materials on students' academic performance in economics in senior secondary schools in Kwara state. Consequently, the null hypothesis which states that there is no significant difference in the opinions of the respondents on the availability of instructional materials and students' academic performance in economics in senior secondary schools in Kwara state was rejected. Similarly, result of the descriptive statistics of the respondent's opinion on table 4.7 on the influence of availability of instructional materials on students' academic performance in economics in senior secondary schools in Kwara state revealed the total mean of 18.175 which is higher than the standard mean of 2.5. This result represents the fact that differences exist in the opinions of the respondents on the availability of instructional materials and students' academic performance in economics in senior secondary schools in Kwara state. This finding supported the claim of Walter and Thomas (2000); Abdullahi (2004), which says that, when teaching facilities are available and used appropriately the students would acquire skills that are vital to them.

Table 4.10 of the non-parametric statistics test show that P< 0.05 due to the fact that X^2 calculated (4.761) is greater than X^2 critical (2.078), this means that there is a significant difference in the opinion of the respondent on the teachers use of instructional materials in teaching economics in senior secondary schools in Kwara state. Consequently, the null hypothesis which states that there is no significant

difference in the opinion of the respondent on the teachers use of instructional materials in teaching economics in senior secondary schools in Kwara state was rejected. Also, table 4.8 presents the descriptive analysis of the respondents' opinion concerning teacher use of instructional materials in teaching economics in senior secondary schools in Kwara state. Specifically, the table revealed the total mean of 11.1086 which is higher in value than the standard mean of 2.5. This result signifies that differences existed in the opinion of the respondents on the teachers use of instructional materials in teaching economics in senior secondary schools in Kwara state. This confirmed the finding emanating from the work of Patrick (2004).

Table 4.11 of the non-parametric statistics test show that $P< 0.05$ due to the fact that X^2 calculated (12.69) is greater than X^2 critical (4.181), this means that there is a significant difference in the opinions of the respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara state. Hence, the null hypothesis which states that there is no significant difference in the opinions of the respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara State was rejected. Likewise, table 4.9 presents the descriptive analysis of the respondents' opinion on the impact teachers' improvisation of instructional materials have in teaching of economics in senior secondary schools in Kwara state. This result is in agreement with the finding of Foin (2001) and disagrees with the study of Abdullahi (2004). Specifically, the table revealed the total mean of 13.771 which is higher in value than the standard mean of 2.5. This result signifies that differences existed in the opinions of the respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara state.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The main thrust of the present study is to assess the availability of Instructional Materials on academic performance of secondary school students in Economics in Kwara State, Nigeria. The study was conducted with four research objectives; also, four research questions were answered while four null hypotheses were tested. The total of thirty two (32) teachers and three hundred and thirty-six (336) students responded to the questionnaire. The analysis of the data collected was done using both descriptive and inferential statistics. The non-parametric statistic of Chi-square (X^2) was used to test the four null hypotheses at 0.05 alpha level of significance. Findings have therefore revealed that, there is a significant difference in the opinions of the respondents on the availability of instructional materials in teaching economics in senior secondary schools in Kwara state; there is a significant difference in the opinions of the respondents on the availability of instructional materials and students' academic performance in economics in senior secondary schools in Kwara state; there is a significant difference in the opinion of the respondent on the teachers use of instructional materials in teaching economics in senior secondary schools in Kwara state; and there is a significant difference in the opinions of the respondents on the teachers' improvisation of instructional material in teaching of economics in senior secondary schools in Kwara state.

5.2 Conclusion

From the findings of the study, it can be concluded that availability of instructional materials have influence in teaching economics in senior secondary schools in Kwara state and that instructional materials have impact on students' academic performance in

economics in senior secondary schools in Kwara state. Also, based on the finding, it can be inferred that teachers use instructional materials in teaching economics in senior secondary schools in Kwara state.

5.3 Recommendations

Based on the findings from the study, the researcher recommends as follows.

1. Adequate instructional materials for the teaching of economics in senior secondary schools in Kwara state should be provided by the ministry of education and school management.
2. Teachers should improvise where instructional materials are not available to teach economics in the senior secondary schools in Kwara state.
3. Teachers of economics should make constant use of instructional materials in teaching economics in senior secondary schools in Kwara state.
4. Teacher education programme should integrate materials development whereby teachers learn how to design and construct various materials and equipment which could be used for teaching-learning process.

5.4 Suggestions for further Study

This study did not address all variable that may relate to academic performance. It becomes therefore, more challenging for researcher to direct their research effort towards more variables not addressed in this study. The more this research, the more solution to poor academic performance would be proffered. Hence, there is need for further research to be carried out on the;

1. Relationship between the use of instructional materials and students' academic performance in economics.

2. Influence of availability of learning resources on the academic performance of students in economics in the senior secondary schools.

3. Effect of instructional materials on the performance of Economics students in private and public Senior Secondary Schools.

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APPENDIX I
LETTER OF INTRODUCTION

Depart of Edu. Found. & Curr,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir/Madam,

The researcher is a Postgraduate student of Ahmadu Bello University, Zaria. In partial fulfillment of the requirements for the award of Masters degree in Education (Curriculum and Instruction), the student is conducting a research on "assessment of the availability and use of instructional materials by secondary school economics teachers in Kwara state".

The questionnaire that follows was designed to obtain information from you. You are therefore requested to go through the questionnaire carefully and respond to all items. All information provided will be used mainly for the purpose of this study and strictly treated as confidential.

Thank you for your cooperation.

Usman Muhammed

APPENDIX II

INSTRUCTIONAL MATERIALS QUESTIONNAIRE

(PART A)

This is a study on the assessment of instructional materials on the academic performance of secondary school students in economics in Kwara state.

Please complete the questionnaire by ticking the relevant box or filling the blank spaces. If you have any question, please ask before you start. Provide the details below and then proceed to answer the questions. Please note that the information you are giving would be used for research purposes and would be treated with confidentiality.

SECTION A: BIOGRAPHICAL INFORMATION

1. Sex: Male ( ) Female ( )
2. School: ……
3. Class: ……...

SECTION B:

Instruction: Please respond to each item and tick (√) in the appropriate box.

Are there adequate instructional materials in teaching economics in senior secondary schools in Kwara state?

S/N	Item Statement	SA	A	D	SD
1	Adequate economics instructional materials enable both teaching and learning to be effectively done.				
2	Most of the instructional materials for teaching of economics in the secondary schools in Kwara state are locally made.				
3	Inadequate instructional materials are one of the major problems that lead to poor academic performance of students in Economics.				
4	Instructional materials help in developing similar skills in solving relevant problems in Economics for instance, students negative attitude to Economics due to poor perception of the subject.				
5	Instructional materials to be used must be visible to every student in the class.				
6	Adequate instructional materials help students to develop the right habit of performing all learning activities in their logical sequences.				

7	Availability of physical facilities and community resources influence students' academic performance in agricultural science.				
8	The importance of instructional materials in the teaching of economics cannot be underestimated.				
9	Improvisation involves sourcing, selection and deployment of relevant instructional materials into the teaching-learning.				
10	Adequate instructional materials promote strategies that ensure the integration of technology in the teaching of economics.				

What influence does availability of instructional material has on students' academic performance in economics in senior secondary schools in Kwara state?

S/N	Item Statement	SA	A	D	SD
1	Teaching-learning of Economics in secondary schools without instructional materials such as, chart, maps, curves and graphs etc will not bring out the expected results.				
2	The use of instructional materials in teaching of economics has positive impact on the level of assimilation of students.				
3	Availability of instructional materials in schools assists in the achievement of the stated Educational goals and objectives.				
4	Students' interest determines their academic performance.				
5	Students understanding of the subject can be improved if government provides relevant instructional materials.				
6	Pictures, models, drawings and specimens influence students academic performance in agricultural science.				
7	Community resource places – industrial establishments, market place, and game reserves centres influence students academic performance in agricultural science.				
8	Good relevant textbooks were necessary to influence the academic performance of students in economics.				
9	Instructional materials can simplify and clarify what is complex and difficult to express in words.				
10	Instructional materials arouse interest by attracting attention of economics students.				

Are teachers using instructional materials in teaching economics in senior secondary schools in Kwara state?

S/N	Item Statement	SA	A	D	SD
1	Our Economics teacher is very punctual to his lesson and work generally.				
2	Economics teachers always use modern instructional materials while teaching.				
3	Economics subject teacher's report encourages the students learning process during the lesson.				
4	Teachers use of instructional materials assist the teacher in his task, helping him increase his effectiveness in the classroom.				
5	Economics teachers in our school are competent and academically sound to influence students' performance in Economics.				
6	Economics teachers in our school can only use locally made instructional materials in teaching Economics.				
8	Teachers uses appropriate charts and diagrams for the immediate illustration of economics lesson.				
9	The use of instructional materials by teacher helps communicate information effectively, promote the acquisition and longer retention of knowledge.				
10	When instructional materials are systematically designed, reproduced, used and evaluated increase teachers' effectiveness in the classroom.				

What impact does the teachers' improvisation of instructional materials have in teaching of economics in senior secondary schools in Kwara state?

S/N	Item Statement	SA	A	D	SD
1	Adequate improvisation of instructional materials improves teaching and learning process in Economics.				
2	Teacher's improvisation of instructional materials will arouse student's interest by giving them something practical to see and do also to find things out themselves.				
3	Economics teachers are lacking skills for improvising instructional				

	materials.				
4	Adequate improvisation of instructional materials promotes strategies that ensure the integration of technology in the teaching and learning process of economic.				
5	Most of the instructional materials improvised are not relevant to the teaching of Economics in secondary schools.				
6	Improvisation of instructional materials encourages students and teachers to be more creative, innovative and original.				
7	Students motivation and interest of economics teachers in improvising instruction materials influence the academic performance of students in economics.				
8	Improvised instruction materials of low technological materials and resource-centred learning can enlarge the limited knowledge base of economics and enrich instruction to a guaranteed quality.				
9	Improvisation of materials helps bridge gaps in course appraisals of contents, enrich existing curriculum and replace teacher-centred instruction.				
10	Improvisation would promote local sourcing of instructional materials thus encouraging and sustaining creativity and innovativeness among teachers and learners.				

APPENDIX III

INSTRUCTIONAL MATERIALS QUESTIONNAIRE

(PART B)

This is a study on the assessment of instructional materials on the academic performance of secondary school students in economics in Kwara state. Please complete the questionnaire by ticking the relevant box of filling the blank spaces. If you have questions, please ask before you start. Provide the details below and then proceed to answer the questions. Please note that the information you are giving would be used for research purposes and would be treated with confidentiality.

SECTION A: BIOGRAPHICAL INFORMATION

1. Sex: Male ( ) Female ( )
2. Marital status: Married ( ) Single ( ) Divorce ( ) Widow ( )
3. Educational qualification: (Tick your highest qualification).

(a) Teachers' Grade II ( ) (b) S.S.C.E ( ) (c) N.C.E ( ) (d) Diploma ( )

(e) B.Ed ( ) B.Sc.Ed ( ) B.Sc ( ) B.A ( ) M.Ed ( ) M.A. ( ) Ph.D ( )

4. Your area of specialization …….
5. Subject taught …….

SECTION B:

Instruction: Please respond to each item and tick (√) in the appropriate box.

Are there adequate instructional materials in teaching economics in senior secondary schools in Kwara state?

S/N	Item Statement	SA	A	D	SD
1	Economics as a vocational subject cannot be taught effectively without the use of appropriate instructional materials.				
2	Most of the instructional materials in the secondary schools in Kwara state are locally made.				
3	Adequate instructional materials help students to develop the right habit of performing all learning activities in their logical sequences.				
4	The use of instructional materials has added a new dimension in the positive promotion of the teaching and learning process.				
5	Improvisation involves sourcing, selection and deployment of				

	relevant instructional materials into the teaching-learning.				
6	Instructional materials help in developing similar skills in solving relevant problems in Economics for instance, students negative attitude to Economics due to poor perception of the subject.				
7	The importance of instructional materials in the teaching of economics cannot be underestimated.				
8	Students, learn better when most of the senses are appealed to the instruction and use of instructional materials.				
9	Availability of physical facilities and community resources influence students' academic performance in agricultural science.				
10	Adequate instructional materials promote strategies that ensure the integration of technology in the teaching of economics.				

What influence does availability of instructional material has on students' academic performance in economics in senior secondary schools in Kwara state?

S/N	Item Statement	SA	A	D	SD
1	Teaching-learning of Economics in schools without instructional materials such as, chart, maps, curves and graphs and so on may not bring out the expected outcome.				
2	Instructional materials are means for improving the quality of teaching for effective academic performance of Economics students.				
3	Pictures, models, drawings and specimens influence students academic performance in economics.				
4	Availability of instructional materials in school assists in the achievement of the stated Educational goals and objectives.				
5	Availability and the use of instructional resources would make discovery of facts glued firmly to the memory of students.				
6	Community resource places – industrial establishments, market place, and game reserves centres influence students academic performance in economics.				
7	Instructional materials can simplify and clarify what is complex and difficult to express in words.				
8	Students' understanding of the economics can be improved if				

	government provides relevant instructional materials.				
9	Good relevant textbooks were necessary to influence the academic performance of students in economics.				
10	Instructional materials arouse interest by attracting attention of economics students.				

Are teachers using instructional materials in teaching economics in senior secondary schools in Kwara state?

S/N	Item Statement	SA	A	D	SD
1	There is adequate provision of teaching aids by my school management.				
2	Improvisation of instructional materials in economics allows teachers to reproduce his potentials in concrete form and increase their knowledge of the subject matter.				
3	Economics teachers in our school can only use locally made instructional materials in teaching Economics.				
4	Improvisation of instructional materials makes the lesson in economics attractive, thereby capturing students' attention and motivating them to learn				
5	Teachers uses appropriate charts and diagrams for the immediate illustration of economics lesson.				
6	Improvisation of instructional materials in economics gives teacher the pride of using their talents.				
7	The use of instructional materials by teacher helps communicate information effectively, promote the acquisition and longer retention of knowledge.				
8	Improvisations of instructional materials in economics encourage students and teachers to be more creative, innovative and original.				
10	When instructional materials are systematically designed, reproduced, used and evaluated increase teachers' effectiveness in the classroom.				

What impact does the teachers' improvisation of instructional materials have in teaching of economics in senior secondary schools in Kwara state?

S/N	Item Statement	SA	A	D	SD
1	There is adequate provision of teaching aids by my school management.				
2	Improvisation of instructional materials in economics allows teachers to reproduce his potentials in concrete form and increase their knowledge of the subject matter.				
3	Improvisation of instructional materials encourages students and teachers to be more creative, innovative and original.				
4	Improvisation of instructional materials makes the lesson in economics attractive, thereby capturing students' attention and motivating them to learn				
5	Students motivation and interest of economics teachers in improvising instruction materials influence the academic performance of students in economics.				
6	Improvisation of instructional materials in economics gives teacher the pride of using their talents.				
7	Improvisation of materials helps bridge gaps in course appraisals of contents, enrich existing curriculum and replace teacher-centred instruction.				
8	Improvisations of instructional materials in economics encourage students and teachers to be more creative, innovative and original.				
9	Improvisation would promote local sourcing of instructional materials thus encouraging and sustaining creativity and innovativeness among teachers and learners.				
10	Improvised instruction materials of low technological materials and resource-centred learning can enlarge the limited knowledge base of economics and enrich instruction to a guaranteed quality.				

APPENDIX IV

INTERVIEW SCHEDULE FOR ECONOMICS STUDENTS

1. Do you think teaching and learning of Economics in schools without instructional materials such as, chart, maps, curves and graphs and so on may not bring out the expected outcome?
2. Are the instructional materials available in your school?
3. In your view, do you think pictures, models, drawings and specimens influence students academic performance in economics?
4. Do you think Instructional materials are coherent and consistent with the standards?
5. How do you think availability of instructional materials in school can assists in the achievement of the stated educational goals and objectives?
6. Do you think Community resource places – industrial establishments, market place, and game reserves centres influence students academic performance in economics?
7. Do you think that availability and the use of instructional resources would make discovery of facts glued firmly to the memory of students?
8. How do you think the use of Instructional materials can arouse the interest of economics students by attracting attention?
9. Do you think Improvisations of instructional materials in economics encourage students and teachers to be more creative, innovative and original?
10. Do you think Instructional materials can simplify and clarify what is complex and difficult to express in words?

APPENDIX V

RESEARCHER'S OBSERVATION SCHEDULE

Availability and the use of Instructional Materials

Item Statement	Yes	No	N/A
A. Available instructional materials are coherent and consistent with the Standards	___	___	___
B. Materials are designed and teachers and students spend sufficient time working with engaging applications of the economics, without losing focus on the major work.	___	___	___
C. Materials assist teachers in engaging students in constructing viable arguments and analyzing the arguments detailed in the economics content standards.	___	___	___
D. The use of instructional materials gives clear directions	___	___	___
E. The use of instructional materials ensure appropriate time management in the class	___	___	___
F. The use of instructional materials stimulates students' interest in economics	___	___	___

Comments:_____

_____

_____ _____

Observer's Signature Date

APPENDIX VI

POPULATION OF THE STUDY

S/N	List of Secondary Schools	Total Students Population		Male Students Population	Female Students Population	Total Population of Teachers	Pop. of Male Teachers	Pop. of Female Teachers
1.	GDSS. Afon (Unity)	A	160	88	72	3	2	1
2.	GDSS Otte	B	146	97	49	2	2	-
3.	GSS (Science School) Ilorin	C	501	501	-	4	4	-
4.	GDSS, Fate Ilorin	D	267	167	100	3	-	3
5.	GGDSS Okesuna, Ilorin	E	298	-	298	2	-	2
6.	GDSS Gaa-Akanbi, Ilorin	F	301	132	169	3	2	1
7.	CSS Baboko, Ilorin	G	437	117	320	5	3	2
8.	GDSS	H	279	-	279	4	-	4
9.	GDSS, Idofin	I	172	105	67	3	1	2
10.	CHS, Ilofa	J	240	151	89	3	2	1
11.	GSS, Gwanara	K	161	99	62	1	1	-
12.	GSS Lafiagi	L	275	160	115	3	3	-
13.	CSS, Tsaragi (Unity)	M	272	119	153	2	2	-
14.	GSS, Kaiama	N	179	115	64	1	1	-
15.	GSS, Jebba	O	335	144	191	2	1	1
16.	GSS Bode Sa'adu	P	218	138	80	1	1	-
17.	GSS, Gadaworo	Q	146	95	51	1	1	-

18.	CSS, Tankpafu	R	166	100	66	2	2	-
19.	(former TC) Obbo Aiyegunle (Unity)	S	473	196	277	3	1	2
20.	CSS, Etan	T	314	205	109	2	1	1
21.	GSS, Babanla	U	190	107	83	2	2	0
22.	CSS, Babanloma	V	251	129	122	2	1	1
23.	GSS, Agbamu	W	344	182	162	3	1	2
24.	GDSS, Rore	X	209	108	101	2	2	-
25.	Isin,CSS, Egi-Owu	Y	269	122	147	1	1	-
26.	CSS, Olla	Z	224	129	95	1	1	-
27.	GSS (former TC) Offa	AA	522	277	245	4	2	2
28.	GDSS, Offa	AB	251	153	98	3	1	2
29.	GSS (former TC) Igosun	AC	308	142	166	3	2	1
30.	GDSS, Igbomina	AD	234	133	101	2	1	1
	Total		**8,142**	**4,211**	**3,931**	**73**	**41**	**32**