

## Use of Instructional Resources for Teaching and Learning Economics Education in Secondary Schools in Nigeria

Obasi Hope Onyinyechi

Department of Accounting Education Federal College of Education (Technical)  
[promiseobasi1234@gmail.com](mailto:promiseobasi1234@gmail.com)

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### ABSTRACT

The study analyzed in detail the use of instructional materials for effective teaching and learning economics in public secondary schools in Nigeria. The study explained the concept of instructional materials as any collection of instructive literatures and physical materials used by teachers to achieve desirable educational goals, concept of teaching as a means of transferring knowledge and skills to another and learning as effective ways applied by students to acquire needful knowledge and skills for competent individual in the society. It also discusses concept of economics as a field of study and how important it will help the students to develop a better society and economy, especially developing economy like Nigeria. Types of instructional materials and their use to teach and learn economics in secondary school were x-rayed for better understanding, and challenges facing development and effective utilization of instructional materials were also explained in the study. From the discussion, the study recommended that there should be adequately equipped libraries with modern printed and non-printed (audio-visual resources) available to suit the teaching and learning needs of economics teachers and students in secondary schools.

**Keywords:** Teaching, Learning, Education, Instructional Materials and Schools

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### INTRODUCTION

One important dimension in teacher education that is getting a lot of attention is related to the use of instructional materials. It is held that good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives. When instructional materials are effectively used during teaching and learning, the primary and or specific objectives of each lesson units will be achieved in classroom. Instructional materials both by physical and electronically means may aid a student in concretizing a learning experience after teaching, so as to make learning more exciting, interesting and interactive. They are potent tools used in instructional activities, which include active learning and assessment. Instructional Materials, can be defined as any collection of instructive literatures and physical materials

including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives in the classroom or unconventional settings (Ugwu, Onwukwe and Umah, 2014). The term encompasses all the materials and the physical and electronic means an instructor might use to implement instruction and facilitate students' performance and achievement of instructional objectives. Instructional materials include materials used to facilitate learning for better results (Obi, 2010). In the same vein, Onyia (2012), refer to instructional materials as any device used to assist the instructor in the preparation of a lesson, teaching of the lesson and facilitate students' learning of the subject matter. They include those objects that are commercially acquired or

improvised by the teacher to make conceptual abstraction more concrete and practical to the learner. They are relevant materials utilized by the teacher during instructional proceeds for the purpose of making the contents of the instructions more practical and less vague. Instructional resources are also described as concrete or physical object which provide sound, visual or both to the sense organs during teaching (Babalola, 2011). Thus, instructional materials could be regarded as the information dissemination devices used in the classroom for easy transfer of learning. They provide first-hand experience where possible or vicarious one where only that is feasible. There are different instructional resources available to be used in teaching economics and any other subjects effectively. Hence, instructional resources are classified in different ways and the criteria for classifying these resources include the degree of expertise / technical skills needed for production, nature of the materials, physiological parameter or sensory modality, the place the material is produced and miscellaneous characteristics for teaching and learning in secondary schools' education and or tertiary institutions. Teaching is a systematic, rational and organized process of transmitting knowledge, attitude and skills in accordance with professional principles. Teaching is said to be a complex task. It involves all those activities and processes through which people learn useful and worthwhile ideas and skills. It is a veritable instrument of socialization and education. Teacher is person who has the training and who is saddled with the responsibility of creating the desirable changes in the behaviors of his or her pupils/students. The teacher is someone who helps others to acquire skills, attitudes, knowledge, ideas, techniques etc. the teacher is therefore seen as someone who possesses knowledge and methods of imparting it into the children, (Ejili and Anyanwu, 2006). Teaching is seen as the human effort geared towards transferring values

from one who is more knowledgeable to one who is less knowledgeable, which is called the process of learning.

Learning is ways individual can acquire required knowledge and skills for self and societal development. Learning can be ineffective when the students cannot acquire adequate and necessary knowledge and skills needed during his/her studies in school due to one or more factors relating to inadequate availability instructional materials and poor utilization of them directly or indirectly which will always influence his/her studies (Eze, 2009). In secondary schools, some of tendencies of poor learning are superficial attention that skimming over a communication with no attempt to actively process the information in order to generate personal meaning, inappropriate application meaning, blind application of a memorized procedure in a situation where it is not applicable, non-retrieval that is no attempt to retrieve one's own existing views and understandings which are relevant to the school knowledge being presented by the teacher or text and poor manipulative skills in mostly primary and secondary schools where formation stages in learning among students normal take place. Secondary education is the stage of education following after primary education individual attended. It is the next stage of education usually prepare ground for college or university. Secondary education is characterized by transition from primary education for minors to tertiary, "post-secondary", or "higher" education for adults. It is characterized by teen students within ages range of 11-19 years. Secondary education aims at providing the learner with opportunities to: acquire necessary knowledge, skills and attitudes for the development of the self and the nation, promote love for and loyalty to the society they find themselves. These process will be possible with the use of adequate and needed instructional materials for teaching and learning (Tuimur, and Chemwei, 2015).

### Types of instructional materials

Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. The importance of Instructional Materials or Educational resources is to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. Instructional materials use for teaching and learning in secondary school education can be categorized by their nature. These include;

- **Printed Materials** - textbooks, monographs, ephemeras materials, references books, fictions books, serial books, etc.
- **Audio Resources** - microphones, gramophone, public address system, audio-tape recorder, podcast, cassette, etc.
- **Visual Resources** - posters, dimensional resources, charts, photograph, realia (real object), transparencies, microforms, etc.
- **Audiovisual Resources** - television, video, films, slides, motion picture, etc
- **Electronic Resources** - e-books, e-journals, e-newspapers, e-reference, etc. (Ugwu, 2020)

### Secondary Education and use of Instructional Materials for Teaching and Learning in Nigeria

The Nigeria educational system especially at primary and secondary levels need to have adequate quality education delivery through instructional resources due to the facts that, the whole systems need improvement, development and standard to its objectives. In teaching economics, many printed resources written and developed by different authors or scholars in the field are available and have been used to make economics students learning ability to be effective and efficient in our secondary schools. Though, some of these economic printed literatures are lacking in some schools especially public or government-owned secondary schools. The students depend solely on the few economics instructional materials used by the teachers to teach them. Economics is a social science concerned with the production, distribution and consumption of goods and services. It is a science because, it studies the forces of supply and demand that determine the prices that in turn govern how resources might be allocated to optimize the production of the goods and services that we all want or need. It is organized into sections that teach,

reinforce and test students on the concepts of economics, including what is economics, scarcity, economic systems, money, productivity, labor, cost-benefit analysis, economic institutions, trade, exchange, and interdependence. However, when economics was introduced into the Nigeria secondary school curriculum, it has most needed popularity as a social science subject. Just like any science subject, the reasoning procedure in economics for adequate understanding of economics is a pre-requisite for good citizenship. Economics was first taken in the West African School Certificate Examination as a school subject in Nigeria in 1B6 (Fafunwa, 2004). Since school certificate was a two-year course, it may be said that economics came into the secondary school curriculum in Nigeria in 1966, much later than most other secondary school subjects, Economics was, however, taken by private candidates in the General Certificate Examination before it became a secondary school subject. It was recognized that economics problems were at the heart of modern society (Tuimur, and Chemwei, 2015). The included textual (printed) and non-textual

materials such as charts, chalkboards, films, audio and video tapes are necessary for teaching and learning economics education. Others are models, specimens or real object. Manipulative materials like projectors, computer boards, teaching tool kits for economic calculation and statistics are instructional materials which the economic students use to handle economics questions and practical ideas skillfully and expertly to bring about the desired behavioural changes. They express the channel through which the required learning takes place hence cutting across all aspects of skill development and mastering learning for quality delivery on students' economic career (Chaimany, 2009). They include real object or simulators in form of machine operations being demonstrated, learnt and observed through instructional process. Instructional resources of any form which are educational inputs are of vital importance to the teaching of any subject in the school curriculum because of its effect on quality delivery of education in schools.

Teachers use instructional materials like; chalkboard, funnel board, model real things, overhead projector, tape recorders, radio, television, etc, to affect the performance of economic students in secondary schools in Nigeria. To teach economics, teachers use the chalk to write with the use of economics text books and demonstrate salient points for economics students be able to comprehend the lesson objectives at the end of the lesson (Onyia, 2012). Instructional materials in are what make teaching interesting, enjoyable and impressive. It makes teaching effective and well assimilated. They can also be used at the

#### **Challenges facing Instructional Materials Utilization for Economics Education**

The teaching of economics in Nigeria is characterized by many inadequacies. Nigerian Secondary school teachers of economics have few materials on the teaching of economics to work with. For example, audio-visual aids for the teaching of economics are either not available in sufficient quantity or that what is available is usually in-appropriate.

beginning, during and at the closure. Instructional resources usually fall into one of two categories: student-centered and teacher-centered. In the student-centered model, instructional resources can be used for tutorials, problem solving, discovery, and review. In the teacher-centered model, resources are used for presentations of supplementary or primary material in the classroom as described in some examples. Sometimes, instructional Materials are classified according to their technology and functions (Onyia, 2012). Instructional Materials are physical tools that facilitate teaching and learning. They could be in the form of auxiliary tools in text, visual or audio media both in print and digital format, human and non-human forms. Instruction is the facilitation of another person's learning. Instructors in primary and secondary institutions are often called teachers, and they direct the education of students and might draw on many subjects like reading, writing, mathematics, science and history. Instructors in post-secondary institutions might be called teachers, instructors, or professors, depending on the type of institution; and they primarily teach only their specific discipline with the information materials available.

The use of instructional materials can enhance the learning achievement among of economics students in secondary schools. They provide a common experience upon which late learning economic students can be developed. They stimulate and motivate students to learn. They are mostly used by economics students to develop ideas and practical economics viewpoints that are needed in our developing society.

With the exception of a few, the economics textbooks written in Nigeria are badly written, sketchy, and lacking in in-depth for economics analysis. While, some of them that are good and accessible for use among economics teachers and students have become obsolete textbooks and cannot serve the

need of modern teaching and learning of

economics in secondary schools.

### CONCLUSION

The study discussed how economics instructional materials can be applicable and effectively utilized for teaching and learning in secondary schools in Nigeria. The study in explanation focused on the concept of instructional materials which means any collection of instructive literatures and physical materials used by teachers to achieve desirable educational goals, concept of teaching as a means of transferring knowledge and skills to another and learning as effective ways applied by students to acquire needful knowledge and skills for competent

individual in the society. It also discussed concept of economics as a field of study and how important it will help students to develop a better society and economy especially developing economy like Nigeria. Types of instructional materials and their use to teach and learn economics in secondary school were analyzed for better understanding, and challenges facing development and effective utilization of instructional materials for teaching and learning of economics were explained in the study.

### RECOMMENDATIONS

From discussion and conclusion, the following were recommended to further guide the study:

1. There should be adequately equipped libraries with modern printed and non-printed (audio-visual resources) available to suit the teaching and learning needs of economics teachers and students in secondary schools.
2. Adequate training and retraining of teachers on use modern instructional materials to teach in

classroom should be part of the compulsory educational policies of the government starting from the grassroots. This will help to improve standard of using instructional materials for teaching and learning in classrooms.

3. Adequate funds should be made available to effectively provide equipment and improve school facilities audio-visual resources used for teaching and learning in classrooms.

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