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Evaluation of Availability and Adequacy of Instructional Materials for Economics Teaching and Learning among Secondary Schools in North West, Nigeria

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Abstract

The research examined the Evaluation of Availability and Adequacy of Instructional Materials for Teaching and Learning of Economics in Senior Secondary Schools in North West, Nigeria. The objective of this study is to find out the availability and adequacy of instructional materials for teaching and learning of Economics in senior secondary schools in North West, Nigeria. The study established two research questions and two null hypotheses which were subsequently tested for the study. The study reviewed two related theories, concepts and thirty (30) relevant empirical studies. The study employed a descriptive survey research design. The target population of the study comprised of one hundred and eight thousand, nine hundred and seventy-four (108,974) respondents which included Senior Secondary School Two (SS II) Economics students and Economics teachers from the seven states of the North West Geo-Political Zone of Nigeria. A sample size of three hundred and eighty-four (384) respondents were selected for the study using multistage sampling techniques. A 4-point-likert scale questionnaire with fifty (50) items were used as instruments for this study. The instrument was pilot tested and the reliability coefficients of 0.85 was obtained using Cronbach's Alpha. The data collected was analyzed using descriptive and inferential statistic. Frequency and mean was used to analyze the research questions while the two null hypotheses were tested using Mann-Whitney U-test at 0.05 level of significance. This is because, the data obtained was ordinal and discreet in nature. The results indicated the retaining of all the hypotheses at a significance level of 0.05. In conclusion, the study's findings revealed that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were available. The finding also disclosed that, some of the instructional materials were inadequate for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. The study concluded that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were generally available. However, a critical gap was observed in terms of adequacy in the materials provided to the schools. Therefore, it could also be concluded that, availability of instructional materials alone would not bring about effective and efficient teaching and learning processes in Economics unless such materials are fully adequate in schools. Based on the findings and conclusion of this study, the following recommendations were made: Governments, school administrators, teachers and other stakeholders should maintain and sustain the steady supply of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. Furthermore, Governments, policymakers, school management and stakeholders should also provide adequate instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria.

Key Words: Availability, Adequacy, Instructional Materials, Teaching and Learning

Introduction

Instructional materials are teaching resources used during teaching and learning of Economics. In order to facilitate instruction, ease curriculum delivery, and influence students' assimilation, competency, and academic performance, Economics teachers and students can manipulate, handle, operate, and utilize instructional materials, which can include educational tools, learning materials, curriculum resources, or any other instructional media. These teaching resources could be visual, audio-visual, printed, graphic, multimedia, display, improvised, projected, or non-projected. When used effectively, these teaching resources can serve a variety of purposes, including increasing student engagement, boosting academic achievement, facilitating practical skills, promoting critical thinking, simplifying decision-making, stimulating problem-solving abilities, fostering collaborative skills, reinforcing individualized learning, developing conceptual knowledge, and supporting teachers in meeting curriculum goals. According to Hussain, Altine, and Muhammad (2024), instructional materials can enhance instructor delivery, competency, subject-matter mastery, and dedication to the teaching and learning process. Furthermore, instructional resources frequently improve efficient teaching and learning procedures, which raises student achievement of the course objectives and academic performance results. Without a thorough investigation and assessment of their availability and adequacy in teaching and learning Economics, productive teaching and learning processes cannot occur as anticipated. However, poor or faulty use, lack of availability and inadequacy of the used instructional materials during the teaching and learning of Economics can result in critical issues and challenges,



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including poor performance, ineffective learning activities, mental confusion, and students' dissatisfied academic achievements in school. On the other hand, inefficient student learning processes brought on by unavailability and inadequacy of instructional resources can also result in a poor opinion of the subjects, student failure, subpar academic performance, and lower achievement in the majority of schools. However, ineffective teacher instruction, poor academic performance syndromes, misuse, inaccessibility, inadequacy, students' severe failures in internal and external exams in the majority of Nigerian North Western Secondary Schools, were the driving forces behind this study. Therefore, it was necessary to conduct an investigation to assess their availability and adequacy for Economics instruction in Nigeria's North Western Secondary Schools.

Statement of the Problem

The critical issues of Economics ineffective lesson delivery, poor students' academic performance, slow rate of learning, defective classroom management, poor Economics curriculum implementation, non-achievement of the lesson objectives, massive failure in teacher made tests as well as external examinations, according to Agene (2021), are likely to be attributable to unavailability, inaccessibility, and inadequacy, of instructional materials used in teaching and learning of Economics as well as teachers' inability to utilize and avail themselves with the appropriate instructional materials required for effective teaching and learning processes. However, these problems could also be linked to lack of improvisational skills, poor teaching skills, teachers' attitude and inexperience in teaching and learning processes and above all, teachers' unpreparedness, lack of practical skills, and expertise require to operate and utilize the appropriate instructional materials in any classroom instructions. However, these shocking and scary problems made teachers' teaching efforts abortive and unsuccessful, which could make learning less effective and might affect the Economics students' learning abilities and academic performance. According to Yusuf (2018), Economics students continue to perform lamentably poor in their external and internal examinations which resulted in ineffective educational delivery and poor academic achievements due to the unskilled utilization or unavailability of the relevant instructional materials in North Western secondary schools. This made Economics teaching and learning processes more challenging, strenuous and reduction of O-level achievements. These problems necessitated the conduct of this research in order to evaluate the availability and adequacy of these instructional materials for teaching and learning of Economics in Nigerian North Western Senior Secondary Schools.

Objectives of the Study

The objectives of the study were to:

1. examine the extent of availability of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria;
2. ascertain the level of adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria;

Research Questions

The study answered the following research questions:

1. What is the extent of availability of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria?
2. What is the level of adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria?

Hypotheses

The study was guided by the following research hypotheses:

- H₀₁:** There is no significant difference in the extent of the availability of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria
- H₀₂:** There is no significant difference in the level of adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria.

Concept of Instructional Materials

Instructional materials are powerful educational tools, curriculum or learning resources that are utilized by Economics teachers to concretized lessons, simplify difficult Economics concepts and ease teaching and learning processes. They are handled by teachers to facilitate instructions, make lesson explicit to the learners, encourage collaborative, cooperative and interactive learning. When properly utilized by Economics teachers, these learning materials can facilitate teaching and



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learning processes which could lead to the excellent students' academic performance. According to Samuel (2025), instructional materials refer to those alternative channels of communication, which a classroom teacher can use to concretize concepts during teaching and learning processes. These instructional materials, used to help students meet the state of learning standards, may be printed, digital, technology-based materials, educational media, and assessments, (Washington Office of Superintendent of Public Instruction, 2025). In the words of Anabel (2025), instructional materials are teaching or curriculum materials that a teacher may use in teaching and learning situations to help him achieve desired learning objectives and to facilitate the teaching and learning process. However, Instructional materials can be grouped, classified or categorized into different types and sub-groups to serve multifarious purposes and functions in classroom instructions as followed: Audio instructional materials, visual instructional materials, audio-visual instructional materials, display instructional materials, multimedia instructional materials, printed instructional materials, graphic instructional materials, human instructional materials, infrastructural instructional materials, financial instructional materials, time instructional materials and community instructional materials.

Availability of Instructional Materials

The availability of instructional materials refers to the state of instructional materials of being obtainable, available, present, supplied and ready to be utilized by Economics teachers at any given time in classrooms. Ikpesu and Nkem (2021), opined that, the availability of instructional materials means access to instructional materials needed for teaching Economics. The availability of these materials reduces students' poor academic performance, defective learning activities and improves teaching and learning processes. They can also help teachers make difficult aspects of Economics easy, abstract, concrete, or complex, simple. The importance of instructional materials in any Economics lesson can also make teachers put extra efforts into having access and availability of these materials from different sources or engage in improvising the unavailable ones to achieve consistent and coherent instructions in classrooms. Governments at all levels and some private organisations are struggling to provide schools with the appropriate and adequate proportions of these instructional materials to enhance teaching and learning processes in schools. Nonetheless, the availability of these instructional materials for teaching and learning of Economics can help Economics teachers and students to simplify instructions, improve students' retention rate, influence students' learning activities, improve academic performance, resolve several educational issues and problems. However, Bright and Jonathan (2019), observed that, despite their importance, there have been reports on either the non-utilization or unavailability of instructional materials in Economics, which have become a source of concern to stakeholders in today's educational sectors. This is because "they can give secondary school teachers a vision of how to successfully integrate disciplinary concepts, crosscutting concepts, and practices as well as relate instruction to standards and assessment, (Kanno, Obasi and Solomon 2016)." Their unavailability can cause inefficient learning activities and poor academic performance among Economics students in most Nigerian senior secondary schools in the North West, Nigeria. Therefore, there is a need to evaluate the availability of these instructional materials for teaching and learning of Economics in Nigerian senior secondary.

Concept of Adequacy of Instructional Materials

The adequacy of instructional materials means the state of instructional materials of being enough, adequate, sufficient or satisfactory for use and manipulation by teachers and their students during classroom instructions. Albarico et'al (2024), opined that, adequacy of instructional materials is the sufficiency of learning resources in numbers as well as the number of the tools and equipment in relation to the number of students enrolled and must be adequate, appropriate and updated. However, adequacy and availability of instructional materials are two concepts with different meaning and interpretation. Availability of instructional materials refers to the obtainability, readiness, presence or supply of these materials for use in classrooms. It is not necessary that, when instructional materials are available, they must be adequately sufficient to go round to both teachers and students during delivery. It was discovered that, instructional materials can be available but not necessarily enough for use during lesson instructions. This showed that, availability of instructional materials has only one concept of being available while adequacy of instructional materials has two meanings or concepts of being available and adequate or sufficient to both teachers and their students for utilization in Economics teacher delivery. Mohammed (2023), stated that, instructional materials are considered adequate when the teaching tools used to teach a subject can meet the students' expectations regarding effectiveness and efficiency. It is considered inadequate when the number or quantity of instructional materials available does not correspond to the intended number of students. Kaizer and Okoli (2021), added that, adequacy means when the instructional materials available for teaching are available in enough quantity and quality



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when compared to the students' population. When instructional materials needed for teaching a particular subject can measure up to the expectation of the students in terms of quantity and quality, it said to be adequate. Adequacy of instructional materials can facilitate Economics teacher delivery and learning activities which in turn improve students' academic performance. Mohammed (2023), stated that, adequacy means the degree to which the instructional materials or resources for teaching are adequate for the student population. The necessary instructional materials should be readily available in sufficient quantities and capable of providing the intended value. It is imperative to equip schools with suffice instructional materials for teaching Economics in most schools. These materials like charts, graphs, diagram, maps, workbooks, graph sheets etc. can simplify the most difficult aspects of Economics. There is no way someone will be good in Economics without graphical and manipulative skills. Therefore, the adequacy of instructional materials enhances teacher delivery, facilitates students' learning activities and improve academic performance in Economics in the study areas.

Methodology

The research employed a descriptive survey research design. Specifically, in this design, the researcher used a survey method. The population of this study was one hundred and eight thousand, nine hundred and seventy-four (108,974) respondents comprising all Economics teachers and students in Senior Secondary Schools in North West, Nigeria. It also included one hundred and five thousand, seven hundred and nineteen (105,719) Senior Secondary School Two (SSII) Economics students and three thousand, two hundred and fifty-five (3,255) Economics teachers from the seven states of the North West Geo-Political Zone of Nigeria. The study's respondents were spread across one thousand, six hundred and twenty-four (1,624) Senior Secondary Schools that were offering Economics in the seven (7) states of the North West Geo-Political Zone of Nigeria, namely Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara states. The total sample size of this study comprised three hundred and eighty-four (384) respondents sampled from Economics teachers and students in the study area. This was based on the recommendation of Research Advisor 2006 under 95% confidence, (Dada, 2016). Multistage sampling techniques were employed in the selection of sampled teachers, students and schools. Firstly, the simple random sampling procedure was used in selecting fifty-eight (58) Economics teachers from one thousand, eight hundred and sixty-five (1,865) Economics teachers from the three sampled states. Secondly, the three hundred and twenty-six (326) sampled students were selected using proportionate sampling procedure whereby each sampled state contributed a proportion to the sample size based on their population strength. However, proportionate sampling procedure was also used in selecting fifty (50) schools out of eight hundred and seventy-six (876) schools as the school sample size. Thirdly, three (3) sampled states were chosen by assigning numbers to all the seven states; then, all the even numbers were systematically taken as the sample size. The instrument used for this study was the researcher self-designed questionnaire for both teachers and students using a four (4) modified Points Likert Scale. It was divided into sections A - E which contained fifty (50) items that required respondents' responses. The instrument used for this study was validated by some experts from Department of Educational Foundations and Curriculum, Faculty of Education Ahmadu Bello University, Zaria. The researcher carried out a pilot test at Alhudahuda College Zaria, Kaduna State, Nigeria in order to assess the effectiveness of the instrument to be used. The test was conducted in the school which was not part of the sample size where twenty (20) copies of the instrument were administered to three (3) teachers and seventeen (17) students in the pilot school. The results were computed while the Cronbach's Alpha was employed to determine the Reliability Coefficient of the pilot test. The reliability coefficient of the instrument was assessed following a successful pilot test conducted with twenty (20) copies of the instrument from the pilot school. The test-retest reliability method was employed and the results were analyzed using Cronbach's Alpha. The obtained Cronbach's Alpha value was 0.85 which was in proximity to one (1). However, Aliyu (2023), opined that, any reliability index ranging from 0.5 and above can be deemed high enough for use in real research. Therefore, the instrument used demonstrated high reliability and consistency for the intended study, as the results was close to one (1). This justified the use of the instrument and made it reliable for the study proper. The research was set by taking an introductory letter obtained from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to all the Principals of the sampled schools which solicited permission to use their Economics teachers and students in the collection of data for the study. The data collected were analysed using descriptive and inferential statistics. The research questions were analysed using frequency and mean while non-parametric statistics, specifically the Mann-Whitney U-Test was employed to test all the five null hypotheses formulated for the study at 0.5 level of significance.



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Presentation of Results

This section presented the results of data analysis, discussion and interpretations of the findings based on the data gathered during the course of this study. Essentially, the analysis involved analyzing of the research questions using descriptive statistics of frequency and mean and statistical testing of the hypotheses formulated for the study using inferential statistics of Mann-Whitney test at 0.05 level of significance.

Analysis of Research Questions

This section presented the analysis of research questions raised during the course of this study which were analysed using descriptive statistics of frequency and mean. The bench mark for acceptance was 2.5. All the research questions and their analysis were presented in Tables 1 and 2 as follow:

Research Question One: What is the extent of availability of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria?

In order to answer this research question, the data collected on the extent of availability of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were analysed using frequency and mean. The outcomes of this analysis were succinctly summarized in Table 1 as follows:

Table 1: Frequency and Mean on the Extent of Availability of Instructional Materials for Teaching and Learning of Economics in Senior Secondary Schools in North West, Nigeria.

S/N	Item statements	N	FA	A	RA	NA	Mean
1	Radios, public address system, audio books, cassette players, audio CD players, podcasts, audio tapes, microphones, recordings, tape recorder and loudspeaker are available for teaching and learning of Economics in my school.	384	61	154	108	61	2.6
2	Blackboards, whiteboards, magnetic boards, bulletin boards, flashcards, slides, e-books, e-journals, drawings, pictures and photographs are available for teaching and learning of Economics in my school.	384	117	201	38	28	3.1
3	Educational television, videos, documented films, filmstrips, projector, films projectors, sound slide, videotapes and interactive video are available for teaching and learning of Economics in my school.	384	39	100	148	97	2.2
4	Posters, models, specimen, display board, felt board display, realia, real objects, cartoons, cartograms, photographic print and local currency are available for teaching and learning of Economics in my school.	384	116	153	78	37	2.9
5	Computers, mobile phones, iPad, tablet device, smart boards, internet, internet facilities, multimedia board are available for teaching and learning of Economics in my school.	384	130	135	56	63	2.8
6	Charts, graphs, graph sheets, diagrams, tables, maps, globe, atlas, flow charts and pie charts are available for teaching and learning of Economics in my school.	384	170	165	31	18	3.3
7	Digital charts, digital graphs, digital diagrams, digital tables, info graphics, PowerPoint presentation and projected maps are available for teaching and learning of Economics in my school.	384	50	151	123	60	2.5
8	Newspapers, magazines, periodicals, pamphlets, journals, articles, gazettes, wall newspapers and workbooks are available for teaching and learning of Economics in my school.	384	187	129	43	25	3.2
9	Textbooks, handouts, structured notes, assignment sheets, fact sheets, wall charts, flip charts, dictionaries, encyclopedia, course and study guide are available for teaching and learning of Economics in my school.	384	178	145	42	19	3.3
10	Interactive whiteboard, multimedia projector, DVD, VCD, CD, slide projector, Economics simulators, printers and	384	188	171	20	5	3.4



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scanners are available for teaching and learning of Economics in my school.

Cumulative Mean

2.9

Source: Field work, 2025/Bench Mark 2.5

Table 1 presented the analysis of responses on the extent of availability of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. The cumulative mean was 2.9 which is greater than the 2.5 benchmark. This implied that, instructional materials were available for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria.

Research Question Two: What is the level of adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria?

In order to answer this research question, the data collected on the level of adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were analysed using frequency and mean. The outcomes of this analysis were succinctly summarized in Table 2 as follows

Table 2: Frequency and Mean on the Level of Adequacy of Instructional Materials for Teaching and Learning of Economics in Senior Secondary Schools in North West, Nigeria.

S/N	Item statements	N	VA	A	SA	NA	Mean
11	Radios, public address system, audio books, cassette players, audio CD players, podcasts, audio tapes, microphones, recordings, tape recorder and loudspeaker are adequate for teaching and learning of Economics in my school.	384	1	9	107	247	1.3
12	Blackboards, whiteboards, magnetic boards, bulletin boards, flashcards, slides, e-books, e-journals, drawings, pictures and photographs are adequate for teaching and learning of Economics in my school.	384	85	77	90	132	2.3
13	Educational television, videos, documented films, filmstrips, projector, films projectors, sound slide, videotapes and interactive video are adequate for teaching and learning of Economics in my school.	384	16	105	157	106	2.1
14	Posters, models, specimen, display board, felt board display, realia, real objects, cartoons, cartograms, photographic print and local currency are adequate for teaching and learning of Economics in my school.	384	50	138	142	54	2.4
15	Computers, mobile phones, ipads, tablet device, smart boards, internet, internet facilities and multimedia board are adequate for teaching and learning of Economics in my school.	384	75	112	120	77	2.4
16	Charts, graphs, graph sheets, diagrams, tables, maps, globes, atlases, flow charts and pie charts are adequate for teaching and learning of Economics in my school.	384	63	60	130	131	2.1
17	Digital charts, digital graphs, digital diagrams, digital tables, infographics, PowerPoint presentation and projected maps are adequate for teaching and learning of Economics in my school.	384	70	114	113	87	2.4
18	Newspapers, magazines, periodicals, pamphlets, journals, articles, gazettes, wall newspapers and workbooks are adequate for teaching and learning of Economics in my school.	384	89	103	97	95	2.4
19	Textbooks, handouts, structured notes, assignment sheets, fact sheets, wall charts, flip charts, dictionaries, course and study guide are adequate for teaching and learning of Economics in my school.	384	62	66	154	102	2.2
20	Interactive whiteboard, multimedia projector, DVD, VCD, CD, slide projector, Economics simulators, printers and scanners are adequate for teaching and learning of Economics in my school.	384	73	77	146	88	2.4
	Cumulative Mean						2.2

Source: Field work, 2025/Bench Mark 2.5



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Table 2 presented the analysis of responses on the level of adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. The cumulative mean was 2.2 which is less than the 2.5 benchmark. This implied that, instructional materials for teaching and learning Economics in Senior Secondary Schools in North West, Nigeria were inadequate.

Test of Hypotheses

This section presented the analysis of two (2) null hypotheses formulated during the course of this study which were tested using the inferential statistical tool of Mann Whitney Test at 0.05 level of significance. The summaries of the test analysis were presented in Table 3 & 4 as follow:

Hypothesis One: There is no significant difference in the extent of the availability of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. To test the null hypothesis one (1), Mann Whitney (U-test) statistic was used. The summary of the analysis was presented in Table 3 as follows:

Table 3: Summary of Mann Whitney Test Analysis on the extent of the Availability of Instructional Materials for Teaching and Learning of Economics in Senior Secondary Schools in North West, Nigeria.

Variables	N	df	H-cal.	p-value	Decision
Teachers					
	384	382	509.000	.753	Retained
Students					

P-Value = 0.753 > $\alpha = 0.05$

Table 3 presented the Mann Whitney Test analysis result which revealed H.cal value equal to 509.00 and the P-value equal to 0.753. The calculated P-value of 0.753 is greater than the alpha value of 0.05 ($P = 0.753 > 0.05$). This implied that, there is no significant difference in the extent of the availability of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. Based on this evidence, the null hypothesis that said, there is no significant difference in the extent of the availability of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria was retained. Moreover, the result also indicated that, no significant difference between teachers and students regarding availability of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria.

Hypothesis Two: There is no significant difference in the level of adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. To test the null hypothesis two (2), Mann Whitney (U-test) statistic was used. The summary of the analysis is presented in Table 4 as follows:

Table 4: Summary of Mann Whitney Test Analysis on the level of Adequacy of Instructional Materials for Teaching and Learning of Economics in Senior Secondary Schools in North West, Nigeria.

Variables	N	df	H-cal.	P-Value	Decision
Teachers					
	384	382	11.500	.924	Retained
Students					

P-Value = 0.924 > $\alpha = 0.05$

Table 4 presented the Mann Whitney Test analysis result which revealed H- Cal value equal to 11.500 and the P-value equal to 0.924. The calculated P-value of 0.924 is greater than the alpha value of 0.05 ($P = 0.924 > 0.05$). This implied that, there is no significant difference in the level of adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. Based on this evidence, the null hypothesis that said, there is no significant difference in the level of adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria was retained. Furthermore, the result also indicated that, no significant difference between teachers and students regarding adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria.

Summary of Findings

1. The findings of this study revealed that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were available (P-value 0.753)
2. The finding also disclosed that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were inadequate (P-value 0.924)



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Discussion of Findings

The finding number one revealed that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were available. This finding was in agreement with the findings of Chikendu and Ekoyo (2024), which revealed that, instructional materials are highly available for teaching computer studies in senior secondary schools in Idemili North Local Government Area. The finding was also supported by the findings of Ali, Kura, Abdul and Aliyu's (2020), which revealed that, the instructional materials for teaching and learning are available. It was also found that, the availability of instructional materials improves students' academic performance in secondary schools. This implied that, if teaching materials are available to various subjects' requirements it will result in better academic performance. Additionally, Ehirim, Iwuchukwu and Okenyi's (2020), findings also revealed that, many instructional materials were available but they are not adequately utilized and chemistry teachers failed to effectively improvise instructional materials when none were accessible for use in chemistry lessons. This finding was not in line with the findings of Zubar (2023), who found that, necessary materials for teaching social studies are not available in schools. It was also revealed that, effective teaching and learning of social studies is dependent on the availability, accessibility and utilization of teaching resources. The finding was also supported by the finding of Augustine (2022), which revealed that, audio, visual and audio-visual resources for teaching Christian religious studies were not adequately available and utilized in both public and private senior secondary schools in Taraba State. Moreover, this finding also aligned with the research findings conducted by Ndu and Aminu (2016), who reported that, multimedia facilities were available but they are not adequate in the study area. It was also found that, teachers and students have limited access to multimedia facilities in the study area. This discovery aligned with the observations of Ameen, Abdullahi and Gbadamosi (2024), who reported that, 57.1% of the sampled instructional materials are available, emphasizing a notable scarcity. The finding was also consistent with Ifeakor's study in 2019 which revealed that, visual instructional materials such as real objects/specimen, models, posters, charts, maps, pictures/photograph, chalkboard and chalks, marker-board and marker, handouts, journals, magazines, textbooks and e-books as well as audio-visual instructional materials such as slides, projectors and computers were available in Federal Colleges of Education in North-central, Nigeria. In addition, Ehirim, Iwuchukwu and Okenyi (2020), revealed that, many instructional materials were available, but they were not adequately utilized and chemistry teachers do not appropriately improvised instructional materials when not available in the teaching and learning of chemistry. The finding number two disclosed that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were inadequate. This finding was supported by the finding of Dahiru, Akinpade and Aluko's (2021), which revealed that, instructional facilities were inadequate and the available instructional facilities were not fully utilized in teachings Agricultural Science. The finding was also supported by the findings of Tety (2016), who disclosed that, instructional materials are not adequate in the study area and most community secondary schools in Rombo District suffer shortage of essential teaching and learning materials. This implied that, the schools with inadequacy of instructional materials; their instructors are likely to perform low whereas schools with adequate instructional materials; their instructors are likely to perform high. In contrast, the discovery of the present study did not align with the research conducted by Yusuf (2018), who reported that, instructional materials for teaching Economics are adequate but the extent of their utilization is low. That is to say, Economics teachers neglected the use of instructional materials despite their relevance, which cannot be separated from teaching and learning process. Nonetheless, the current study's outcomes did not also align with the research conducted by Usman (2016) who reported that, availability and utilization of instructional materials have influence in teaching Economics in senior secondary schools in Kwara State.

Conclusion

Based on the findings of this study, it was concluded that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria are generally available. However, a critical gap was observed in terms of adequacy in the materials provided to the schools. Therefore, it could also be concluded that, availability of instructional materials alone would not bring about effective and efficient teaching and learning processes in Economics unless such materials are fully adequate in schools. Statistical analysis further confirmed that, there were no significant differences in availability, and adequacy of Instructional Materials across the studied schools (P -values $> \alpha$). This suggested that while schools may possess the relevant instructional materials, the effectiveness of these materials in enhancing meaningful learning was constrained by their inadequacy.



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Recommendations

Based on the findings and conclusion of this study, it was recommended that:

1. Governments, school administrators, teachers and other stakeholders should maintain and sustain the steady supply of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. This could be done through continuous supply of instructional materials by the educational resource centre and provision of effective storage facilities by the school heads.
2. Governments, policymakers, school management and stakeholders should provide adequate instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. However, this could be done through government supply of the materials, provision of funds to purchase the materials needed by individual schools as well as seeking donations from private organizations. School heads should also encourage and train Economics teachers and students to produce, design, source or improvise the unavailable ones. Parents should also be encouraged by the schools to donate or provide cash for continuous supply of the instructional materials for enhancing teaching and learning in schools.

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