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Evaluation of Operationality and Utilization of Instructional Materials for Teaching and Learning of Economics among Senior Secondary Schools in North-West, Nigeria

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Abstract

The research examined the Evaluation of operationality and extent of utilization of Instructional Materials for Teaching and Learning of Economics in Senior Secondary Schools in North West, Nigeria. The objective of this study is to evaluate the operationality and extent of utilization of instructional materials for teaching and learning of Economics among Senior Secondary Schools in North West, Nigeria; The study established two specific objectives, 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. The study's findings revealed that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were not operational and not utilized in teaching and learning of Economics. The study concluded that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were generally not operational and utilized during teaching and learning of Economics. Based on the findings and conclusion of this study, the following recommendations were made: Governments, school management and stakeholders should promote and encourage the operationality of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. Moreover, Governments, school administrators, and policymakers should encourage teachers and students to make adequate utilization of the available instructional materials during teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. Additionally, workshops, seminars and conferences should urgently be organized for Economics teachers on operationality and innovative utilization strategies of instructional materials in schools.

Key Words: Operationality, Utilization, Instructional Materials, Teaching and Learning.

Introduction

Instructional Materials, covers all types of instructional materials, learning materials, tools, curriculum resources or media which Economics teachers and students can operate and utilize during teaching and learning processes of Economics to



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ease students' learning activities and improve academic performance. The practical nature of Economics makes it unique and requires different types of instructional materials for its effective classroom instructions. This will ease teachers' efforts, encourage decision making skills, enhance practical skills, improve problem solving skills, simplify complex Economics topics, support statistical or mathematical skills, enhance Economics lesson delivery and performance. However, when managed or used appropriately during the teaching and learning of Economics, these instructional resources have the full potential to significantly impact students' learning activities and outstanding academic achievement. Additionally, they can give students the chance to use the most powerful learning resources, enhance their own development, support efficient instruction, make a significant contribution to their academic success, lessen stress, enhance learning, enhance memory retention, and enhance students' practical and manipulative Economics skills. Therefore, in order to maintain lesson delivery, skill development, and academic achievement, mostly in Nigerian North Western Secondary Schools, these instructional resources must be analyzed or assessed to determine their utilization and operationality. However, poor or faulty use, and operational problems of the used instructional materials during teaching and learning of Economics can result in critical issues and challenges, including poor performance, ineffective study habits, mental confusion, and students' dissatisfied academic achievements in school. These are the major issues that the majority of Economics teachers and their students face in most schools. The proper use and operationality of educational resources in the study areas are the only factors that determine how well teaching and learning processes work. The inability of teachers to use appropriate teaching resources, inadequate lesson plans, flawed curriculum objectives, inappropriate teaching methods, and most importantly, ineffective teacher delivery are some of the negative factors that contribute to low student academic performance, issues with curriculum delivery, and ineffective Economics proficiency. However, Some Economics teachers in the North West Geopolitical Zone of Nigeria consistently engage in these unprofessional behaviours and endeavours, which can lead to student distraction, classroom chaos, poor classroom management, subpar academic achievement, and incalculable Economics failures (Hussain, Altine and Muhammad, 2024). Therefore, it was necessary to conduct an investigation to assess their operationality and utilization for Economics instruction in Nigeria's North Western Secondary Schools.

Statement of the Problem

Economics education in the North Western Secondary Schools are facing serious problems of unproductive learning activities, slow rate of learning, poor students' academic performance, inefficient teacher delivery, and massive failures in both internal and external examinations which are largely imputed to the deficient utilization, inadequacy and inaccessibility of instructional materials utilized 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. These alarming problems might distort students' learning activities, academic achievement, retention rate, as well as the effective classroom management in schools. 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 inadequacy of the relevant instructional materials in North Western secondary schools. According to West African Examinations Council (WAEC), (2019) Nigeria recorded the aggregate failures of 47.7% in 2016; 43.47% in 2017 and 51.85% in 2018 across all school subjects, Economics inclusive. Moreover, the reports of National Examination Council (NECO), (2023), also depicted that, 728, 254 candidates sat for Economics examination in 2023, but 4.5% failure were recorded across the country particularly in the North Western secondary schools which revealed the defective Economics pedagogical delivery, slow rates of learning and poor academic performance among students. These are serious and most alarming problems facing Economics educations in all the states in the North West, Geo-Political Zone of Nigeria. These also portrayed the necessity of conducting research to evaluate the operationality and adequacy of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North Western Nigeria.

Objectives of the Study

The objectives of the study were to:



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1. Evaluate the operationality of instructional materials for teaching and learning of Economics among Senior Secondary Schools in North West, Nigeria;
2. Determine the extent of utilization of instructional materials for teaching and learning of Economics among Senior Secondary Schools in North West, Nigeria;

Research Questions

The study answered the following research questions:

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

H₀₂: There is no significant difference in the extent of the utilization of instructional materials for teaching and learning of Economics among Senior Secondary Schools in North West, Nigeria.

Concept of Instructional Materials

Instructional materials are teaching tools that are operated, manipulated and utilized by Economics teachers to effectively communicate learning experiences to students. They also refer to anything, anybody or any non-human resources utilize by teachers to impart knowledge, skills, and attitude to students to assist in achieving certain educational aims and objectives. These learning resources stimulate learning and help students appreciate and understand the curriculum contents taught at school, knowledge, practical skills, and attitudes learned. According to Anabel (2025), instructional materials refer to a spectrum of educational materials that teachers use in the classroom to achieve specific learning objectives. These include the lectures, readings, textbooks, multimedia components, and other resources. Augustine, (2022) added that, instructional materials are print and non-print items that are designed to impart information to students in the educational process. According to Ikpesu and Nkem, (2021) instructional materials are collections of materials and equipment that process instruction and training; such materials and equipment may be derived from the objectives of teaching and learning. Moreover, Jerald (2025), added that, instructional materials are those materials used by teachers to simplify their teaching. They include 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. However, instructional materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. Moreover, 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.

Concept of Operationality of Instructional Materials

Operationality of instructional materials is the workable capability of instructional materials of being operational, applicable, functional or active for utilization in the classroom instructions by both teachers and students. It is also the operative state or conditions of instructional materials to be used by Economics teachers in teaching and learning processes. The operationality of instructional materials could also refer to the ability of instructional materials to be used in classroom for effective teacher delivery, students' comprehension and improvement of academic performance. Instructional materials can be available but not necessarily operative. The operationality of these materials encompasses the condition of being available, functional and at the same time ready to be utilized during lesson delivery. According to Usman (2016), operationality of instructional materials refers to the degree of functionality of instructional materials in teaching and learning of Economics in senior secondary schools. Ikpesu and Nkem (2021), opined that, operationality of instructional materials is the ability of these materials to be used or put into some uses during teaching and learning processes of



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Economics as a subject. To Yusuf (2015), operationality refers to the extent of instructional materials of being usable and operational in any classroom situations.

The operationality state of instructional materials must always be supportive to facilitate students' learning activities, improve academic performance, ease teacher delivery, concretize abstract ideas, make complex concepts simple, be portable, accessible and capable of motivating students, stimulating their interest, usable to the multiple audience and encourage learners' active participation in the teaching and learning processes particularly when they are operated and readily available. However, the operative and available nature of instructional materials essentially promote the development of various skills such as practical skills, life skills and above all, assist Economics teachers to deliver effectively during classroom instructions. To this end, instructional materials can be put into multifarious functions and applicability during lesson delivery. The operationality of instructional materials put the available instructional materials into use which is capable of facilitating class instructions and operational capacities of Economics teachers. This would help to overcome any constraints, obstacles or limitation of instructional materials in teaching - learning environment which will realize the effective delivery in Economics. The operationality of resources enhances students' performance by encouraging active participation and engagement on both teachers and students. Therefore, operationality of instructional materials is the practical and applicable ability of instructional materials of being able to be utilized in Economics teacher delivery which will essentially improve students' academic performance in schools. To this end, the operationality of instructional materials in Economics cannot be over emphasized. Further, Economics teachers and students in Nigerian senior secondary schools particularly in the North West, should applied and make active use of these resources into their classroom teaching and learning processes which often promote students' academic performance.

Utilization of Instructional Materials

Utilization of instructional materials refers to the act, extent, degree or state of applying, utilizing, implementing and employing the available instructional materials into the classroom teaching and learning processes to facilitate instruction, enhance learning activities and performance in Economics. The use of instructional materials by Economics teachers to accomplish lesson goals and raise student achievement is also referred to as "utilization of instructional materials." According to Ahmed (2019), the act of employing and implementing the available instructional materials in the actual teaching/learning process is known as "utilization of instructional materials." Utilization of instructional materials (teaching aids) is defined by Mohammed and Abdullahi (2019), as the act of using and applying the available teaching aids in the actual teaching/learning process. The utilization of instructional materials also makes education to be more accessible, equal and available to all learners. It also eases learning activities which simplify teachers' educational delivery. The utilization of instructional materials increases the rate of learning, enhances students' learning activities, improves academic performance, encourages students' involvement or participation in the lesson and above all, it makes learning become more effective to the learners. These materials are administered, utilized and controlled by the teachers. Uko (2015), stated that, in managing instructional materials (facilities) and for them to meet the objectives, they must not be underutilized nor over-utilized but optimally used. He outlined various degrees of utilization which include: non-utilization, under-utilization, maximum utilization, optimum utilization and over-utilization. Further, non-utilization occurs when a facility is not put into use at all, under-utilization occurs when facilities are not used in its full capacity, over-utilization occurs when a facility is used more than its capacity, optimum utilization occurs when facilities are used for many purposes. On the other hand maximum utilization occurs when facilities are put into effective use in line with primary objectives. However, the attainment of the lesson objectives by utilizing the instructional materials depends on the proper selection, utilization and the competency of the Economics teachers in handling these materials. The skilled utilization of instructional materials by the Economics teachers can stimulate students' interest, improve students' learning activities, motivate students, improve their understanding, encourage problem-solving skills in students and finally reduce and tackle the problems of poor academic performance of students and misunderstanding among others. For effective utilization of instructional materials to take place in the classrooms, the Economics teacher must provide the materials, study them well and make familiar with them, rehearse, puts limit and be conscious of time provided. He should look at their side effects to his students. These will help effective utilization of instructional materials. Bright and Jonathan (2019), mentioned some strategies for effective utilization of instructional materials which include: Materials are available in the right amount, Support materials are available, students are aware of the existence of such materials and students must be ready to use the instructional materials when these materials are considered, the materials can be effectively utilized. Today, most



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Economics teachers in senior secondary schools are not properly utilizing teaching and learning materials in their instructions. Over the past decades, teaching and learning of Economics is done in traditional way through rote learning which makes instruction to be teacher-centred rather than students-centred; sometimes teachers are not in possession of the appropriate instructional materials talk less of utilizing them to facilitate instructional delivery. They verbally communicate new experiences, skills and knowledge to their students unprofessionally. Augustine (2022), identified criteria for the appropriate utilization of instructional materials in classrooms or lesson delivery as follow: "Practicability, accuracy, effectiveness, they must be educative, the use of materials should be systematic, purposefulness, they should be used in a conducive classroom environment, and preparation for pupils". However, Bara'u (2020), provided guides to skillful utilization of instructional materials. She stated that, instructional materials are professionally used in three different times (places) in a lesson. These include: At the beginning of the lesson, at the middle of the lesson and at the end of the lesson. Moreover, Danladi (2016), stated that, for effective utilization of teaching and learning aids or instructional materials, teachers must be familiar with the aids and should always call the attention of the learners to what they expected to focus. The teacher should also consider the objectives of the lesson and unit to be accomplished in the process of acquiring and utilizing teaching and learning aids. In utilizing instructional materials, Economics teachers need to consider certain number of factors before utilization such as their relevance to the objectives, lesson and learners, some materials are audio, visual or audio-visual. Therefore, effective use of teaching resources can bring cheers, arouse interest, curiosity and motivation among students. However, Kpegi (2019), has delineated the subsequent procedures for using educational materials: "Examine the learning objectives and aims in relation to the students' cognitive abilities, select educational techniques, decide which media is ideal for each of the lesson's components, locate and examine the current course materials, determine whether new materials need to be created or, if applicable, adapt the currently available teaching resources, perform formative assessment, advancement that follow directions and materials and assess the contributions made by the particular guidelines". In light of this, it is essential to take proper measures, while selecting and utilizing educational resources in order to achieve stated learning objectives. However, for efficient utilization of any instructional materials, these materials must be brought to the class and plan ahead. Verily, proper utilization often support teaching and learning in schools, aid teachers to provide useful information to the learners, facilitate practical skills, motivate students' interest, strengthen learning activities and improve academic performance.

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



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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.

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 two (2) 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 1-2 as follow:

Research Question One: What is the operationality 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 operationality 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 Operationality of Instructional Materials for Teaching and Learning of Economics in Senior Secondary Schools in North West, Nigeria.

S/N	Item statements	N	FO	O	PO	NO	Mean
21	Radios, public address system, audio books, cassette players, audio CD players, podcasts, audio tapes, microphones, recordings, tape recorder and loudspeaker are operational for teaching and learning of Economics in my school.	384	9	115	144	116	2.1
22	Blackboards, whiteboards, magnetic boards, bulletin boards, flashcards, slides, e-books, e-journals, drawings, pictures and photographs are operational for teaching and learning of Economics in my school.	384	144	110	60	70	2.8
23	Educational television, videos, documented films, filmstrips, projector, films projectors, sound slide, videotapes and interactive video are operational for teaching and learning of Economics in my school.	384	43	128	144	69	2.4
24	Posters, models, specimen, display board, felt board display, realia, real objects, cartoons, cartograms, photographic print and local currency are operational for teaching and learning of Economics in my school.	384	53	109	134	88	2.3
25	Computers, mobile phones, I-pads, tablet device, smart boards, internet, internet facilities and multimedia board are operational for teaching and learning of Economics in my school.	384	48	108	132	96	2.3



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26	Charts, graphs, graph sheets, diagrams, tables, maps, globes, atlases, flow charts and pie charts are operational for teaching and learning of Economics in my school.	384	102	133	70	79	2.7
27	Digital charts, digital graphs, digital diagrams, digital tables, infographics, PowerPoint presentation and projected maps are operational for teaching and learning of Economics in my school.	384	48	147	127	62	2.4
28	Newspapers, magazines, periodicals, pamphlets, journals, articles, gazettes, wall newspapers and workbooks are operational for teaching and learning of Economics in my school.	384	21	114	120	129	2.1
29	Textbooks, handouts, structured notes, assignment sheets, fact sheets, wall charts, flip charts, dictionaries, course and study guide are operational for teaching and learning of Economics in my school.	384	35	139	134	76	2.3
30	Interactive whiteboard, multimedia projector, DVD, VCD, CD, slide projector, Economics simulators, printers and scanners are operational for teaching and learning of Economics in my school.	384	89	169	67	59	2.7
Cumulative Mean							2.4

Source: *Field Work, 2025/Bench Mark 2.5*

Table 1 presented the analysis of responses on the operationality of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. The cumulative mean was 2.4 which is less than the 2.5 benchmark. This also implied that, instructional materials were not operational during teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria.

Research Question Two: What is the extent of utilization 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 utilization 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 Extent of Utilization of Instructional Materials for Teaching and Learning of Economics in Senior Secondary Schools in North West, Nigeria.

S/N	Item statements	N	FU	AE	NU	AN	Mean
41	Radios, public address system, audio books, cassette players, audio CD players, podcasts, audio tapes, microphones, recordings, tape recorder and loudspeaker are utilized for teaching and learning of Economics in my school.	384	18	95	149	122	2.0
42	Blackboards, whiteboards, magnetic boards, bulletin boards, flashcards, slides, e-books, e-journals, drawings, pictures and photographs are utilized for teaching and learning of Economics in my school.	384	17	134	97	136	2.1
43	Educational television, videos, documented films, filmstrips, projector, films projectors, sound slide, videotapes and interactive video are utilized for teaching and learning of Economics in my school.	384	21	70	164	129	2.0
44	Posters, models, specimen, display board, felt board display, realia, real objects, cartoons, cartograms, photographic print and local currency are utilized for teaching and learning of Economics in my school.	384	34	133	119	98	2.3
45	Computers, mobile phones, I-pads, tablet device, smart boards, internet, internet facilities and multimedia board are utilized for teaching and learning of Economics in my school.	384	18	116	117	133	2.0
46	Charts, graphs, graph sheets, diagrams, tables, maps, globes, atlases, flow charts and pie charts are utilized for teaching and learning of Economics in my school.	384	49	166	113	56	2.5
47	Digital charts, digital graphs, digital diagrams, digital tables, infographics, PowerPoint presentation and projected maps are utilized for teaching and learning of Economics in my school.	384	71	129	101	83	2.5



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48	Newspapers, magazines, periodicals, pamphlets, journals, articles, gazettes, wall newspapers and workbooks are utilized for teaching and learning of Economics in my school.	384	70	122	99	93	2.4
49	Textbooks, handouts, structured notes, assignment sheets, fact sheets, wall charts, flip charts, dictionaries, course and study guide are utilized for teaching and learning of Economics in my school.	384	55	178	99	52	2.6
50	Interactive whiteboard, multimedia projector, DVD, VCD, CD, slide projector, Economics simulators, printers and scanners are utilized for teaching and learning of Economics in my school.	384	60	172	111	41	2.7

Cumulative Mean

2.31

Source: *Field work 2025/Bench Mark 2.5*

Table 2 presented the analysis of responses on the extent of utilization of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. The cumulative mean was 2.31 which was less than the 2.5 benchmark. This implied that, instructional materials were not utilized during teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria.

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 operationality 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 is presented in Table 3 as follows:

Table 3: Summary of Mann Whitney Test Analysis on the Operationality 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	44.500	.932	Retained
Students					

P-Value = 0.932 > $\alpha = 0.05$

Table 3 presented the Mann Whitney Test analysis result which revealed H.cal value equal to 44.500 and the P-value equal to 0.932. The calculated P-value of 0.932 is greater than the alpha value of 0.05 ($P = 0.932 > 0.05$). This implies that, there is no significant difference in the operationality 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 operationality 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 operationality 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 extent of the utilization 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 extent of the Utilization 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	6096.500	.297	Retained
Students					

P-Value = 0.297 > $\alpha = 0.05$

Table 4 presented the Mann Whitney Test analysis result which revealed H.cal value equal to 6096.500 and the P-value equal to 0.297. The calculated P-value of 0.297 is greater than the alpha value of 0.05 ($P = 0.297 > 0.05$). This implied that, there is no significant difference in the extent of the utilization of instructional materials for teaching and learning of



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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 utilization 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 utilization of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria.

Summary of Findings

This section presented the summary of the findings of this study:

1. The finding disclosed that, instructional materials for teaching and learning of Economics among Senior Secondary Schools in North West, Nigeria were not functional (P-value 0.932)
2. The finding also revealed that, instructional materials for teaching and learning of Economics among Senior Secondary Schools in North West, Nigeria were not utilized (P-value 0.297).

Discussion of Findings

The finding number one disclosed that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were not functional. This finding was in agreement with the finding of Ali, Kura, Abdul and Aliyu (2020), which revealed that, instructional materials were mostly not operational in Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria. The finding was also supported by the findings of Kaizer and Okoli (2021), whose findings revealed that, instructional materials were not operational and eight out of the ten identified instructional materials were neither available nor adequate for the teaching of office skills in Business Studies at the secondary school's level in Delta State, Nigeria. The result also aligned with the findings of Dahiru, Akinpade, and Aluko (2021), who found that, instructional facilities are not operational and need to be improved. It was also discovered that, the available facilities were not fully utilized in teaching Agricultural Science. However, in support of this finding, Salihu, Ibrahim and Tigga's (2020), research disclosed that, the findings of the study revealed that, majority of respondents agreed that they don't always use any instructional materials during lecture period, no supplied of instructional materials available in their school. The finding number two revealed that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were not utilized. In support of this finding, Chikendu and Ekoyo's (2024), research disclosed that, the available instructional materials are not utilized for teaching Computer Studies in senior secondary schools in Idemili North Local Government Area. The finding was also backed up, by the findings of Bukoye (2019) who found that, the available instructional materials were not utilized by the teachers in most schools and majority of the teachers did not take cognizance of the importance derived from the use of instructional materials while teaching. Those that adopted the utilization did not use them appropriately. The finding was also supported by the findings of Yusuf (2018), which revealed that, instructional materials for teaching Economics were sufficient, but their utilization was relatively low. However, the current study's outcome also found reinforcement in the research conducted by Ehirim, Iwuchukwu and Okenyi (2020), who observed that, many instructional materials were available, but they were not adequately utilized and chemistry teachers do not appropriately improvise instructional materials when not available in the teaching and learning of chemistry. In support of this finding, Ile and Ndubuisi's (2021), research disclosed that, Business subject teachers rarely utilized modern instructional materials for teaching Business subjects. Moreover, the discovery of this study also aligned, with the research conducted by Isma'il and Lukman (2022), who reported that, some of the required instructional materials are fairly available but are not regularly use by Biology teachers. The finding was also supported by the findings of Odinakachi, Mbalisi, Ukhurebor, Opataye and Leonard (2023), who also reported that, teaching without instructional resources was ineffective; thus, for efficient teaching and learning teachers should make use of the instructional materials that are already accessible.

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 were generally not operational and utilized during teaching and learning of Economics. Statistical analysis further confirmed that, there were no significant differences in operationality and utilization of Instructional Materials across the studied schools (P-values > α). This constrained the effectiveness of these materials in enhancing meaningful learning and efficient teaching processes in Economics.

Recommendations



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

1. Governments, school management and stakeholders should promote and encourage the operationality of instructional materials for teaching and learning of Economics among Senior Secondary Schools in North West, Nigeria. This could be done by ensuring school heads supervise the effective functionality of instructional materials, regular maintenance, servicing, storage and replacement of instructional materials so they can be functional again in schools. They should also ensure Economics teachers and students have access to the said materials when needed.
2. Governments, school administrators, and policymakers should encourage teachers and students to make adequate utilization of the available instructional materials during teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. This could be done through organizing workshops, seminars, conferences and webinars by government and school authorities for Economics teachers on selection, skillful and innovative utilization strategies of instructional materials. They should also encourage Economics teachers to utilize the relevant instructional materials every time they have lessons. However, teachers and students that emphasize on using instructional materials should be recognized and motivated by the school heads.

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