

Evaluation of Relevance of Instructional Materials for ... Zayyanu, A., Et. al. (2026)

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

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Abstract

This research examined the Evaluation of Relevance of Instructional Materials for Teaching and Learning of Economics among Senior Secondary Schools in North West, Nigeria. The main objective of this study is to evaluation the relevance of instructional materials for teaching and learning of Economics in senior secondary schools in North West, Nigeria. The study established one specific objective, one research question and one null hypothesis 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. However, a 4-point-likert scale questionnaire with fifty (50) items was 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 the hypothesis 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 relevant. The study concluded that, instructional materials were generally relevant for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. Based on the findings and conclusion of this study, the following recommendation was made: Governments, policymakers, and school management should provide and sustain the provision of relevant instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. This could be done by ensuring school heads, head of departments, and head of subjects take regular supervision of lessons to ascertain the instructional materials relevance, proper utilization, handling and storage. Furthermore, School heads should also encourage the school PTA for their continuous supply and supports in the aspect of instructional materials.

Key Words: Relevance, Instructional Materials, Teaching and Learning.

Introduction

Instructional materials encompassed all types of teaching and learning materials that can be used to make lesson explicit to the learners. They can be grouped or classified into different forms and types to serve multifarious purposes and functions in classroom instructions. The proper use and accessibility 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,



Evaluation of Relevance of Instructional Materials for ... Zayyanu, A., Et. al. (2026)

ineffective teacher delivery are some of the negative factors that contribute to low student academic performance, issues with curriculum delivery, and ineffective Economics proficiency. It is unethical for some teachers to use traditional teaching methods during class time at the expense of appropriate teaching resources, controlling the activities by making their students passive or unresponsive. Therefore, it is necessary to assess the actual situation in the research region. In order to fill the vacuum, this kind of research must also be conducted. Ineffective teacher instruction, poor academic performance syndromes, misuse, inaccessibility, inadequacy, operational issues, and a lack of instructional materials, along with students' severe failures in internal and external exams in the majority of Nigerian North Western Secondary Schools, were the driving forces behind this study. However, the lack of access, under-utilization, and non-operational conditions of the teaching and learning resources for Economics may also lead to teacher and student dissatisfaction, which may result in poor academic performance and learning challenges for secondary school pupils. In essence, it bemoans the fact that, most Nigerian secondary schools, especially those in the North West, lack teaching materials that are entirely unavailable, irrelevant, inaccessible, non-operational, or non-existent (Yusuf, 2018). While teachers struggle to improvise or have access to the absent ones, some are available but out-of-date. Research on the effects of assessing the availability and use of educational resources on teaching and learning processes is also being called for. These sincerely demanded that this kind of research be done in order to close the gaps that were already there.

Statement of the Problem

The decline of Economics education in senior secondary schools in North West Nigeria is alarming and could likely be attributed to inefficient Economics instructional delivery, poor Economics curriculum implementation, slow rate of learning, poor students' academic performance, massive failures, lack of practical skills, poor teaching skills, lack of improvisational skills, lack of relevant instructional materials, teachers' unpreparedness, as well as teachers' inability to avail themselves with the appropriate and relevant instructional materials required for effective Economics teaching and learning processes. These are serious and most alarming problems facing Economics educations in all the states in the North West, Geo-Political Zone of Nigeria. They also portrayed the necessity of conducting a research to evaluate the relevance of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North Western Nigeria. Furthermore, according to WAEC Chief Examiners' Reports of (2022), candidates showed terrible and unquantified weakness or deficiency in their abilities to draw graphs, read from the drawn graphs or apply graphical representations to Economics analysis during examination. These also unveiled and illustrated the gravity and intensity of the problems associated with unavailability and non-utilization of relevant instructional materials in teaching and learning of Economics in the study area. Azi and Dajan (2022), added that, the dearth of instructional materials has gradually affected lesson delivery, students' learning activities and performance in Economics. Furthermore, Yusuf (2018), disclosed that, 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. These problems necessitated the conduct of this research in order to evaluate the relevance 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 was to:

1. identify the relevance 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 question:

1. What is the relevance 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 hypothesis:

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



Evaluation of Relevance of Instructional Materials for ... Zayyanu, A., Et. al. (2026)

Concept of Instructional Materials

Instructional materials encompassed all types of teaching and learning materials that are used by Economics teacher to facilitate instruction, make lesson explicit to learners, promote problem solving, collaborative and decision making skills. Guga (2019), explained that, instructional resources are all materials the teacher uses to facilitate and concretize learning. These instructional resources are further classified into tangible and intangible materials. At the same time, Uyagu and Bara'u (2018), opined that instructional resources refer to all things (human and non-human) that are purposefully used to make teaching and learning more meaningful and productive. Further, Mohammed and Abdullahi (2019), opined that, the instructional materials teachers and students utilize to facilitate effective teaching and learning are known as teaching aids. Different information carriers are used as instructional resources or materials to record, store, preserve, transfer, or retrieve information for educational purposes, (Yusuf, 2018). Bara'u (2020), added that, instructional materials refer to a collection of human and non-human resources that a teacher can utilize in a teaching and learning environment to achieve the intended set objectives in a particular session. However, instructional materials have significant influence on teaching and learning of Economics and academic performance when properly utilized. They can also make learning interactive and collaborative, motivate learners, facilitate instructions and students' retention rate. 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 Relevance of Instructional Materials

The relevance of instructional materials refers to the qualitative natures of instructional materials of being appropriate, relevant, satisfied, adequate and applicable to all Economics teaching and learning processes. For instructional materials to be relevant, they must be simple, available, adequate, audible, visible, durable, practicable and accurate in any teacher delivery which enhances learning and students' active participation. When properly sorted out, instructional materials help teachers to make lesson explicit to the learners, help students improve their academic performance, study habits and practical skills. It is parts of instructional materials relevance to assist teachers in imparting knowledge and information to learners, by facilitating instructions and clarifying ideas or difficult Economics concepts. The irrelevance and inappropriateness of instructional materials distract Economics classroom instructions, dull the class and render teachers' efforts useless and abortive. Umeohana (2024), stated that, instructional materials are fundamental, their relevance are contingent upon how well they align with the curriculum objectives. The relevant choice of instructional materials in Economics teacher delivery and facilitate the alignment of the curriculum elements such as objectives, contents, instructional methodology and evaluation. Umeohana (2024), added that, the relevance of instructional materials signifies appropriateness, significance and importance of instructional materials in designing educational contents, learning objectives and competencies in enabling hands-on learning and practical application of concepts. Essentially, teachers' efforts in ensuring effectiveness in teaching and learning processes must comply to the rules and regulations guiding the relevance of instructional materials. Moreover, the relevance of instructional materials often ease instructions, simplify difficult concepts, strengthen effective learning activities, improve academic performance, stimulate students' interest, boost retention rate, save time and help clarify complex concepts in Economics. Tety (2016), revealed that, the schools that possess adequate or relevant teaching and learning materials such as textbooks, charts, pictures, real objectives for students to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones. Therefore, the relevance of instructional materials in teaching and learning of Economics cannot be over emphasized.

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



Evaluation of Relevance of Instructional Materials for ... Zayyanu, A., Et. al. (2026)

twenty-four (1,624) Senior Secondary Schools that were offering Economics in the seven (7) states of the North West Geopolitical 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.

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 Question

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

Research Question One: What is the relevance 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 relevance of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria was analysed using frequency and mean. The outcomes of this analysis was succinctly summarized in Table 1 as follows:



Evaluation of Relevance of Instructional Materials for ... Zayyanu, A., Et. al. (2026)

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

S/N	Item statements	N	ER	R	SR	NR	Mean
1	Radios, public address system, audio books, cassette players, audio CD players, podcasts, audio tapes, microphones, recordings, tape recorder and loudspeaker are relevant for teaching and learning of Economics in my school.	384	155	108	3	118	2.9
2	Blackboards, whiteboards, magnetic boards, bulletin boards, flashcards, slides, e-books, e-journals, drawings, pictures and photographs are relevant for teaching and learning of Economics in my school.	384	21	210	143	10	2.6
3	Educational television, videos, documented films, filmstrips, projector, films projectors, sound slide, videotapes and interactive video are relevant for teaching and learning of Economics in my school.	384	160	126	18	80	3.0
4	Posters, models, specimen, display board, felt board display, realia, real objects, cartoons, cartograms, photographic print and local currency are relevant for teaching and learning of Economics in my school.	384	151	115	18	100	2.8
5	Computers, mobile phones, I pads, tablet device, smart boards, internet, internet facilities and multimedia board are relevant for teaching and learning of Economics in my school.	384	144	107	21	112	2.7
6	Charts, graphs, graph sheets, diagrams, tables, maps, globes, atlases, flow charts and pie charts are relevant for teaching and learning of Economics in my school.	384	40	210	116	18	2.7
7	Digital charts, digital graphs, digital diagrams, digital tables, infographics, powerpoint presentation and projected maps are relevant for teaching and learning of Economics in my school.	384	146	124	28	86	2.9
8	Newspapers, magazines, periodicals, pamphlets, journals, articles, gazettes, wall newspapers and workbooks are relevant for teaching and learning of Economics in my school.	384	126	108	16	134	2.6
9	Textbooks, handouts, structured notes, assignment sheets, factsheets, wall charts, flipcharts, dictionaries, course and study guide are relevant for teaching and learning of Economics in my school.	384	138	144	21	81	2.9
10	Interactive whiteboard, multimedia projector, DVD, VCD, CD, slide projector, Economics simulators, printers and scanners are relevant for teaching and learning of Economics in my school.	384	104	181	47	52	2.9
Cumulative Mean							2.8

Source: *field work (2025)/Bench Mark 2.5*

Table 1 presented the analysis of responses on the relevance of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. The cumulative mean was 2.8 which is greater than the 2.5 benchmark. This implied that, instructional materials were relevant for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria.

Test of Hypothesis

This section presented the analysis of the formulated null hypotheses 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 2 as follow:

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



Evaluation of Relevance of Instructional Materials for ... Zayyanu, A., Et. al. (2026)

Table 2: Summary of Mann Whitney Test Analysis on the Relevance 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					
Students	384	382	81.000	.266	Retained

P-Value = 0.266 > α = 0.05

Table 2 presented the Mann Whitney Test analysis result which revealed H.cal value equal to 81.000 and the P-value equal to 0.266. The calculated P-value of 0.266 is greater than the alpha value of 0.05 ($P = 0.266 > 0.05$). This implied that, there was no significant difference in the relevance 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 relevance 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 relevance of instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria.

Summary of Findings

The summary of the finding of this study disclosed that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were relevant (P-value 0.266).

Discussion of Findings

The finding discovered that, instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria were relevant. This finding agreed with the findings of Umeohana (2024), who found that, a diverse range of instructional materials, including posters, organ tissue specimens, maps, plasma specimens, and others, were relevant for Biology education in the study area. The result also aligned with the discovery of Azi and Dajan (2022), who discovered that, instructional materials were relevant in the teaching and learning of Economics in secondary schools, which was seen in the increase in the academic performance of students in the experimental group over control group and those in post-test over pre-test. This implies that, the use of instructional materials is necessary in teaching Economics in secondary schools. The finding was also supported by the study of Ali, Kura, Abdul and Aliyu (2020), which discovered that, instructional materials were relevant in Teaching and Learning in Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria. In support of this finding, Ikpesu and Nkem's (2021) research disclosed that, instructional materials are very important factors in teaching and effective teaching cannot take place without the availability and utilization of basic relevant instructional materials. Additionally, Otu's (2020), findings also revealed that, the crucial role of instructional materials in influencing students' academic performance across various educational settings and geographical locations in the 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 relevant. The relevance of these instructional materials might bring about effective and efficient teaching and learning processes in Economics. Statistical analysis further confirmed that, there were no significant differences in relevance of instructional materials across the studied schools (P-values > α).

Recommendations

Governments, policymakers, and school management should provide and sustain the provision of relevant instructional materials for teaching and learning of Economics in Senior Secondary Schools in North West, Nigeria. This could be done by ensuring school heads, head of departments, and head of subjects take regular supervision of lessons to ascertain the instructional materials relevance, proper utilization, handling and storage. Furthermore, School heads should also encourage the school PTA for their continuous supply and supports in the aspect of instructional materials.



Evaluation of Relevance of Instructional Materials for ... Zayyanu, A., Et. al. (2026)

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