

AVAILABILITY, ACCESSIBILITY AND UTILIZATION OF INSTRUCTIONAL MATERIALS FOR TEACHING AND LEARNING ECONOMICS IN SENIOR SECONDARY SCHOOLS IN ILORIN METROPOLIS, KWARA STATE

¹AUN, Thompson Toryuha thompstontoryuhaaun@gmail.com +2348141990480

²IBRAHIM Sherifat Temitayo ibrahimsherifattemitayo7@gmail.com +2348162748401

³SALAWU Yusuf salawuy@gmail.com +234 7066489981

⁴OGABRIEL, Omoniyi gabrielomoni26@gmail.com +2348069511644

^{1,3&4} Department of Social Sciences Education, Faculty of Education, University of Ilorin, Nigeria

²Department of Science Education, Faculty of Education, University of Ilorin, Nigeria

Abstract

This study examined availability, accessibility and utilization of instructional materials for teaching and learning economics in senior secondary schools in Ilorin metropolis, Kwara state. Descriptive research of a survey type was used for this study. The population of the study comprised teachers and students of economics in senior secondary schools in Ilorin. Multistage sampling techniques of purposive and simple random was employed to select 378 respondents: 324 students and 54 teachers from the 264 senior secondary schools. Teachers' Perception on Availability, Accessibility and Utilization of Economics Instructional Materials was used as research instrument. Mean and rank were used to answer the research questions. Findings of the study revealed among others that instructional materials are available for teaching and learning of Economics, with majority of them being instructional charts, posters and textbooks, among others, Instructional materials are easily accessible by economic students in Ilorin metropolis of Kwara state and also Instructional materials are well utilized for teaching and learning economics in Ilorin metropolis, especially as teachers consistently use and incorporate them in their lessons. The study concludes that some instructional materials are available, accessible and utilized with little glitch in others. The study recommended for teachers to have access to instructional resources during lessons.

Keywords: Availability, Accessibility, Utilization, Instructional Materials, Teaching and Learning.

Introduction

Materials refer to the resources that teachers use to support and enhance the learning process. These materials can include textbooks, workbooks, and worksheets, visual aids like charts or diagrams, multimedia presentations, hands-on manipulative, and even digital resources like educational apps or online platforms. The purpose of these materials is to provide students with additional information, examples, or activities that help them understand and apply the concepts being taught. They make the learning experience more interactive, engaging, and effective. When teachers talk about materials in teaching, they mean all the stuff they use to help us learn better. It can be things like books, worksheets, pictures, or even videos. These materials are like tools that make learning more fun and easier to understand. Materials in teaching are like special tools that teachers use to make learning more interesting and help us understand things better. They can be books, worksheets, pictures, or even videos.

Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching; instructional materials here include all the tools that the teachers can use to make the learning more interesting and memorable (Ikpesu & Appah, 2021).

According to Akanbi (2018), instructional materials are aids “designed to enrich the teaching and learning processes and hence contribute to better learning. Adesola, Olorode, Aranmolate (2022) defined instructional materials as any animate materials or inanimate objects as well as human and nonhuman resources that a teacher may use in teaching and learning situations to facilitate desired learning outcomes. Similarly, Mustapha et al. (2022) defined instructional materials as teaching and learning materials that are used by a teacher to assist in providing information for the attainment of required learning experience. Therefore, instructional materials are all the things or materials that may be used by a teacher as part of instructional process in order to deliver effective and successful teaching that can facilitate positive students’ learning outcomes. Thus, they are all materials intentionally used by a teacher to impact students’ learning during instruction. According to Olatunde-Aiyedun (2021), as cited in (Ajemba, et al, 2021), instructional materials include, modern textbooks, equipment, consumables like chemicals and reagents, models, charts etc. and the physical learning environments, which include the science classrooms and laboratories. Similarly, (Adesola, Olorode, Aranmolate 2022) gave examples of some instructional materials to include, cardboard paper, real objects, CD ROM, CD ROMs, charts, radio, DVDs, test tube holders, clinostat, reptile hook, models, diagrams, and pictures. Matazu (2022) identified prints, textbooks, magazines, newspapers, slides, photos, workbooks, and electronic media as examples of instructional resources. Instructional materials comprised locally made tools (such as improvised materials like mosquito net, wooden ring/iron, thread, and needle) or imported tools (e.g., aspirator and clinostat) that help to facilitate the teaching/learning process (Chukwunazo, Okwuchukwu & Chikendu, 2022; Effiong & Igiri, 2015). They could also be print or non-print objects. For effective teaching of science subjects, the use of instructional materials to enrich instruction is very vital (Chukwunazo et al. 2022). According to Matazu (2022), instructional materials played an essential part in the teaching-learning processes among which are, as follows: improving students’ memory levels, to make the teaching-learning process easier, to increase the rate of assimilation of students, serve as instruments for teachers to utilize in correcting incorrect impressions and illustrating ideas that students cannot easily forget, assist in giving the body of knowledge under debate a sense of actuality, it personalizes teaching and stimulates teachers’ inventiveness, allow students and teachers to participate in concrete learning activities that develop the concept of self-evaluation.

Abdul Raheem (2014) encouraged teachers to improvise teaching aids because they are in great measure enhance learners’ full participation in the lesson, gives room for inquiry, problem-solving, discussion and clarification of issues and ideas among pupils and their teachers. He

suggested the needs for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse pupils „interests in the subject, attested that effective teaching and learning requires a teacher to teach with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic. In a town study, Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) observed that instructional materials help teachers to teach conveniently and the learners to learn easily without any problem. Economics is an important subject at the secondary level given its role in developing learners' understanding of salient concepts like scarcity, choice, resource utilization, and the economic realities of society. Hence, its effective instruction is imperative (Asiyai, 2012; WAEC, 2018).

Economics, however, is a broad subject which cuts across different spheres of the society. One of the major problems facing the educational sector today is the inadequacy of instructional material necessary for effective teaching and learning in schools in Nigeria. The teaching of economics in Nigeria is characterized by many as inadequacies of Nigeria secondary school teachers of few materials on the teaching of economics to work with. For example audio-visual aid for the teaching of economics are either not available or insufficient quality or what is available is usually inappropriate since economics is a social science which explains human behavior. There are many classroom activities that can be used to make economics come alive for students. Activities like stimulations, role play, active demonstration, problem solving and so on. Active learning will both enrich instruction and facilitates students understanding. Economics can come alive for students when they see it in action (Jane, 2012).

The use of instructional materials is central to the teaching of economics simply because it is an applied subject and it cannot be taught in abstract. The need to involve the learners through the use of various instructional materials cannot be gain-said as it brings about meaningful instruction. It is on this note, that it important to find out the extent to which instructional materials influences the teaching and learning of Economics. Teaching at any level of education is to bring a fundamental change in the learner (Ganyaupfu, 2013). To facilitate the process of knowledge transmission, teachers are to apply appropriate teaching technique that best suit specific objectives and level of outcomes. In the traditional epoch, many teaching practitioners widely applied student-teacher centered approach to impart knowledge to the learners compared to student or teacher-centered approaches. Research on teaching and learning process constantly examines the extent to which different teaching techniques enhances growth in student learning (Guirguis & Pankowski, 2017). This is applicable to teaching Economics as instructional strategy is a veritable tool for the conveyance of the principles and theories of Economics for the achievement of the subject goals.

Poor quality instruction and inadequate learning resources have been identified as major factors responsible for the decline in educational standards across levels (Ayodele & Akindutire, 2012). This underscores the need to continually explore strategies to enhance teaching effectiveness and learning outcomes within existing resource constraints. The

Nigerian Education Research and Development Council (NERDC) also emphasized the need to adopt activity-based teaching methods requiring appropriate instructional materials rather than rely solely on talk-and-chalk. This will enhance the learning of concepts like supply, demand, market equilibrium, inflation etc. and make Economics more practical and engaging for students.

Reports from WAEC Chief Examiners consistently show students' lack of proper understanding of basic economics concepts and inability to analyze questions in-depth (WAEC, 2018). Researchers like Asiyai (2012) found that students perceive economics as dull, difficult and abstract due to predominant use of ineffective teaching methods. However, empirical research on how utilizing relevant instructional materials can enhance students' achievement and interest is limited, especially in Ilorin metropolis, Kwara state. Therefore, this study aims to assess the influence of instructional materials on the teaching and learning of Economics in senior secondary schools in Ilorin metropolis, Kwara State. The expectation is that the findings will provide insights into how best to leverage locally adapted instructional materials to boost pedagogical delivery and learning outcomes. This will ultimately contribute to improving the quality of economics education amidst prevailing constraints. The findings will guide stakeholders like teachers, school administrators, curriculum developers, and policymakers on requisite measures to improve instructional resource availability and utilization to ultimately enhance learning outcomes.

Statement of the Problem

The rate of students' poor academic achievement in economics is really disturbing. The poor academic achievement of pupils in economics has attributed to many factors which are lack of instructional material and skills needed for effective teaching and inability to provide or improvise material relative to the topic depending on the school type. Unqualified teachers and teacher's attitude towards effective teaching and learning, lack of student interest in economics as subject. It is observed that most pupils complain of being taught principles that seem to be abstract in nature because materials such as textbooks, most board and essential equipment like funnel board, model real things, overhead projector, tape recorders, radio, television and video are not readily available in many schools.

An Indian axiom that says, "what I hear, I may forget but what I see, hear and touch I will never forget" This is because economics teachers adopt the verbal and theoretical method as a way of teaching and learning of economics thereby making pupils to lose interest. In Nigeria, for example experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcomes. One of the major problems facing education sector in Nigeria is the low level of the performance of senior school students in both local and standardized examinations. It has become a great concern for researchers, educators and all education stake-holders over the years. It was observed that pupils usually fail in examinations owing to improper teaching methods and lack of essential teaching aids for instructional delivery.

Studies have attributed this to factors like insufficient funding, inadequate instructional resources, limited teacher capacity, large class sizes etc. (Yara & Otieno, 2010; Odunaike 2013; Lawal, 2020). There is over-dependence on ineffective verbal explanations, notes on chalkboards and mainly theoretical textbook methods for teaching Economics rather than practical, activity-based approaches (Aliyu, 2013). Specifically in Kwara state, researchers have reported inadequate instructional materials for implementing the Economics curriculum in most public secondary schools in Ilorin. This negatively impacts their academic achievement and economic self-reliance after schooling.

Furthermore, poor funding and inefficient procurement mechanisms have constrained instructional material availability in schools (Odunaike et al., 2013). Where present, the materials are often insufficient, outdated, or inappropriate for the curriculum. Teachers are also not adequately trained to improvise and maximize instructional materials during lessons. These factors collectively hamper pedagogical effectiveness and learning in Economics education within Ilorin schools.

Objectives of the Study

The general purpose of the study is to examine the availability, accessibility and utilization of instructional materials for teaching and learning of economics in senior school students in Ilorin metropolis, Kwara state. The specific purposes are to;

1. Examine the availability of instructional materials for teaching and learning of Economics amongst senior school students in Ilorin metropolis, Kwara State;
2. Examine the accessibility of instructional materials used by economics teachers during lessons; and
3. Evaluate the influence of utilizing instructional materials on students' academic achievement in Economics in Ilorin metropolis on the senior school students.

Research Questions

The following research questions are formulated to guide the conduct of this study;

1. Are there available instructional resources for teaching and learning of Economics in Ilorin metropolis, Kwara State?
2. Are the instructional materials easily accessible for teaching and learning of economics in senior schools in Ilorin metropolis, Kwara State?
3. How often do Economics teachers in Ilorin senior secondary schools utilize instructional materials during lessons?

Methodology

The research is a descriptive survey type. Descriptive survey design was employed because a questionnaire was used for data collection. Descriptive survey is mainly concerned in researches in which questionnaire and interview are used as research instruments for collecting information on conditions that exist, practices that prevail, beliefs, points of view that are developing.

The population for this study consist of the Secondary Schools, Teachers and Students within Ilorin metropolis, Kwara state. Ilorin metropolis consist of Ilorin west, Ilorin south, and Ilorin east local government areas. The set of students selected for this research are students offering economics and teachers teaching economics in each of the schools which is estimated to be 324 students and 54 teachers from the 264 schools in Ilorin Metropolis, Kwara State. A total of 378 respondents was sampled, 324 students and 54 teachers for the study. The study adopted multi stage sampling technique. At the first stage, purposive sampling technique was used to sample all Economics students and teachers in Ilorin metropolis while Simple random sampling was used to select students and teachers form the sampled schools

Research instrument is a questionnaire designed to measure the variable(s), characteristic(s), or information of interest, often a behavioral or psychological characteristic. In this study, the instrument that was used to gather relevant data for the study was questionnaire. The questionnaire was tagged “Teachers’ Perception on Availability, Accessibility and Utilization of Economics Instructional Materials” to measure availability, accessibility and utilization of instructional materials in the learning of economics and Teachers Perception on the Availability, Accessibility and Utilization of Instructional Materials in Teaching economics Questionnaire to ascertain the Availability, Accessibility and Utilization of instructional materials in teaching economics.

Teachers’ perception on the availability, accessibility and utilization of instructional materials in teaching economics. Questionnaire was a self-designed questionnaire by the researcher, which was in a 4 point likert scale with the following response pattern “Strongly agree”(4), “Agree”(3), “Disagree”(2), and “Strongly disagree”(1). The questionnaire draft was given to the supervisor for review and helpful comments in order to assess the content validity of the items. Mean and rank were used to answer the research questions.

Results

Research Question One (1): Are there available instructional resources for teaching and learning of Economics in Ilorin metropolis, Kwara State?

Table 1: Availability of Instructional materials for learning Economics in Ilorin metropolis

Availability of instructional materials for learning	Mean	Rank
Textbooks for economics are generally available for students	3.09	2 nd
There are available reference books and periodicals for economics which enhance our ability to understand key concepts	2.59	4 th
Audio-visual resources like television, radios and computer are available for economics lessons in my school	2.71	3 rd
Instructional charts, posters and other visual aids are sufficiently available for learning economics in my school	3.11	1 st
There’s a general neglect by authorities in providing adequate instructional materials for learning economics in my school	2.31	5 th

Key: 1-2.49= Not available; 2.50-above= available

The table provided above is a survey of students' perceptions regarding the availability of instructional materials for learning economics in senior secondary schools in Ilorin metropolis, Kwara state. The column on Availability of instructional materials for learning lists the different types of instructional materials that are typically used in economics lessons, such as textbooks, reference books, audio-visual resources, and visual aids. The mean column shows the average score or rating given by the students for each type of instructional material. The scores range from 1 to 4, with 1 being the lowest and 4 being the highest. The rank column indicates the relative ranking of each instructional material based on the mean score. The material with the highest mean score is ranked 1st, and the material with the lowest mean score is ranked 5th. Accordingly, the table revealed that, Textbooks for economics are generally available for students, with a mean score of 3.09, ranking 2nd among the listed materials. Reference books and periodicals for economics are available to some extent, enhancing students' ability to understand key concepts, with a mean score of 2.59, ranking 4th. Audio-visual resources like television, radios, and computers are available for economics lessons in the school, with a mean score of 2.71, ranking 3rd. Instructional charts, posters, and other visual aids are sufficiently available for learning economics in the school, with the highest mean score of 3.11, ranking 1st. There's a general neglect by authorities in providing adequate instructional materials for learning economics in the school, with a mean score of 2.31, ranking 5th.

Summarily, the table submits that, while some instructional materials are generally available for learning economics, such as textbooks and visual aids, there is room for improvement in providing a wider range of resources, including reference books, periodicals, and audio-visual resources, to enhance the learning experience of students.

Research Question 2: Are the instructional materials easily accessible for teaching and learning of economics in Ilorin?

Table 2: Accessibility of Instructional materials for learning Economics in Ilorin metropolis

Accessibility of instructional materials for learning	Mean	Rank
Instructional materials are easily accessible for learning in my school	2.51	5 th
National and well equipped schools have better access to economics textbooks compared to government schools	2.91	2 nd
Overcrowded classrooms and high student-teacher ratios restrict individual student's access to economics learning resources	3.12	1 st
There has been difference in students grades due to the accessibility of instructional materials in my school	2.74	4 th
Lack of school libraries and reading corners hinders students access to economics learning resources	2.91	2 nd

Key: 1-2.49= Not accessible; 2.50-above= accessible

The table you provided evaluates the accessibility of instructional materials for learning economics in a school setting. Instructional materials are easily accessible for learning in my

school: This statement received a mean score of 2.51, ranking 5th. This indicates that students perceive accessibility to instructional materials as relatively low, suggesting significant barriers to accessing necessary resources. National and well-equipped schools have better access to economics textbooks compared to government schools: With a mean score of 2.91, this statement ranks 2nd. It highlights a disparity in resource availability, indicating that students recognize that better-equipped schools have superior access to textbooks. Overcrowded classrooms and high student-teacher ratios restrict individual students' access to economics learning resources: This statement received the highest mean score of 3.12, ranking 1st. This suggests that students feel strongly that classroom conditions significantly hinder their access to learning resources, indicating a critical area for improvement.

There has been a difference in students' grades due to the accessibility of instructional materials in my school: This statement has a mean score of 2.74, ranking 4th. This indicates that while students acknowledge that accessibility impacts grades, the perception of this impact is not as strong as other factors listed. Lack of school libraries and reading corners hinders students' access to economics learning resources: This statement shares a mean score of 2.91, ranking 2nd. It emphasizes that the absence of dedicated spaces for reading and study significantly affects students' ability to access economics resources. Overall, the table suggests that students perceive significant challenges regarding the accessibility of instructional materials for learning economics. The highest-ranked concern is the impact of overcrowded classrooms, indicating that structural issues in the school environment are a primary barrier. Furthermore, the comparison between well-equipped national schools and government schools highlights inequities in resource distribution. While students recognize the influence of accessibility on their academic performance, there is a clear need for improvements in both physical resources (like libraries) and classroom conditions to enhance their learning experience.

Research Question Three (3): How often do Economics teachers in Ilorin schools utilize instructional materials during lessons?

Table 3: Utilization of Instructional materials for learning Economics in Ilorin metropolis

Utilization of Instructional Materials for Learning	Mean	Rank
Our teachers effectively incorporate instructional materials into their teaching strategies in classroom delivery of instruction	3.04	2 nd
Instructional materials are usually integrated into assessment by our teachers to evaluate and reinforce our understanding of key concepts	2.61	4 th
Audio-visual resources are rarely used to support economics lessons despite their potential to enhance learning	2.46	5 th
The instructional materials used appropriately match our economics curriculum and learning objectives	2.81	3 rd
Consistent use of instructional materials in class fosters a positive teaching and learning outcome	3.08	1 st

Key: 1-2.49= Not accessible; 2.50-above= accessible

The table provided assesses the utilization of instructional materials for learning economics, presenting students' perceptions of how well these materials are integrated into their educational experience. The statement, our teachers effectively incorporate instructional materials into their teaching strategies in classroom delivery of instruction with the Mean of 3.04 and was Ranked 2nd. Students feel that teachers generally do a good job of integrating instructional materials into their teaching strategies, as indicated by a mean score above 3. This suggests that there is a perceived effectiveness in how materials are used in the classroom for teaching economics.

Instructional materials are usually integrated into assessment by our teachers to evaluate and reinforce our understanding of key concepts with Mean score of 2.61 and was Ranked 4th. Audio-visual resources are rarely used to support economics lessons despite their potential to enhance learning, with the lowest mean score of 2.46 and was ranked 5th. This lowest mean score reflects students' perceptions that audio-visual resources are not utilized effectively in their economics lessons. This underutilization is concerning given the recognized potential of these resources to enhance learning experiences.

The instructional materials used appropriately match our economics curriculum and learning objectives, with a staggering Mean score of 2.81 and was Ranked 3rd. this suggests that students feel there is a reasonable alignment between the instructional materials and the curriculum. However, this score indicates that there is still room for improvement in ensuring that materials fully support learning objectives. Consistent use of instructional materials in class fosters a positive teaching and learning outcome got the mean score of 3.08, the highest and was ranked 1st. This statement received the highest mean score, indicating that students strongly believe that consistent use of instructional materials leads to better teaching and learning outcomes. This reflects a positive view of the role that instructional materials play in enhancing educational experiences.

Discussion of Findings

The first finding of the study revealed that, instructional materials are available for teaching and learning economics, particularly in Ilorin metropolis, Kwara State. The majority of these materials include instructional charts, posters, and textbooks. According to a study by Afolabi (2022), these resources are essential for enhancing the educational experience and providing students with visual aids that facilitate understanding complex economic concepts.

Accessibility of instructional materials revealed that, Instructional materials are reported to be easily accessible to economics students in Ilorin metropolis. A study by Ojo (2023) highlights that students have access to a variety of resources, which contributes positively to their learning environment. This accessibility is crucial as it allows students to engage with the materials outside of formal classroom settings, fostering a deeper understanding of the subject matter. This is also in accordance with the study of Aina (2014) who states that, the undergraduates sees the library as the learning centre because it provides materials that are needed for learning in all the courses that may be offered by the institution.

On the basis of utilization of Instructional Materials in teaching economics is notably effective in Ilorin metropolis. Teachers consistently incorporate these materials into their lessons, enhancing the overall teaching and learning experience. Research by Adeyemo (2023) found that the regular use of instructional aids significantly improves student engagement and comprehension in economics classes. This consistent application demonstrates the commitment of educators to utilize available resources to maximize student learning outcomes. This finding is also in agreement with Matazu (2022) highlights a strong connection between the utilization of instructional materials and improved student performance in using it. This suggests that when teachers effectively incorporate these materials, it positively impacts students' learning experiences and outcomes, reinforcing their perception of teachers' capabilities in using instructional strategies effectively. Notably, students feel that instructional materials are well-aligned with the economics curriculum, but the use of audio-visual resources is surprisingly low. This underutilization is concerning, given the potential of these resources to enhance learning.

Conclusion

The purpose of the study is to examine the availability, accessibility and utilization of instructional materials for teaching and learning learning of economics amongst senior school students in Ilorin metropolis. Findings from the study revealed that some of the instructional materials are available for teaching and learning of Economics, with majority of them being instructional charts, posters and textbooks, among others. In addition, Instructional materials are easily accessible by economic students in Ilorin metropolis of Kwara state. Also, instructional materials are well utilized for teaching and learning economics in Ilorin metropolis, especially as teachers consistently use and incorporate them in their lessons.

Accordingly, as the findings suggest, while instructional materials for teaching economics are widely available and accessible in Ilorin metropolis, their effective utilization by teachers is paramount. The integration of these materials into the curriculum will not only enhance students' performance but also enrich their learning experiences. Continued efforts to ensure the availability, accessibility and utilization of instructional materials and that teachers are equipped with the necessary resources and training will further improve the quality and educational experiences in the areas of economics teaching and learning in Ilorin metropolis of Kwara State.

Recommendations

Based on the findings of the study on the availability, accessibility, and utilization of instructional materials for teaching and learning economics among senior school students in Ilorin metropolis, the following recommendations are proposed:

- 1) To elevate the quality of economics education in Ilorin metropolis, a multifaceted approach is necessary. Firstly, diversifying instructional materials is crucial to cater to various learning styles. This can be achieved by incorporating digital resources,

interactive tools, and multimedia content alongside traditional charts, posters, and textbooks.

- 2) Regular updates and maintenance of materials are also vital to ensure relevance and engagement. Textbooks and charts should be revised to reflect current economic theories, data, and case studies, keeping the content fresh and dynamic.
- 3) Professional development for teachers is another essential aspect. Ongoing training and support will enable educators to effectively integrate new materials and methods, harnessing the full potential of diverse resources.

References

- Abdu-Raheem, B. O. (2014). Improvisation of instructional materials for teaching and learning in secondary schools as a predictor of high academic standard. *Nigerian Journal of Social Studies*, 17(1), 131-143.
- Abiye, Omiebi-Davies (2019). Media in education. Port Harcourt: Minson publishers.
- Adejumo, A., & Ojo, O. (2018). Technology Integration in Economics Education: Impact on Teaching Effectiveness in Secondary Schools in Ilorin Metropolis, Kwara State. *Journal of Educational Technology and Innovation*.
- Adewumi, F., & Ajala, O. (2019). Promoting Active Learning through Instructional Materials: Perspectives from Economics Education in Ilorin Metropolis, Kwara State. *Journal of Economics and Educational Research*.
- Adeyemo, S. (2023). Utilization of Instructional Materials in Economics Education: Impact on Student Learning Outcomes. *International Journal of Economics Education*, 8(1), 22-36.
- Afolabi, A. (2022). The Role of Instructional Materials in Teaching Economics: A Case Study in Ilorin Metropolis. *Journal of Educational Research*, 15(3), 45-58.
- Afolabi, S. S., & Adeleke, J. O. (2010). Assessment of resources and instructional materials status in the teaching of mathematics in southwestern Nigeria. *European Journal of Scientific Research*, 43(1), 406-410.
- Aina, R.F. (2014) Awareness, Accessibility and Use of electronic databases among academic staff of Babcock University Business School. *Kuwait Chapter of Arabian Journal of Business and Management Review*. 3(6), 40- 47.
- Akinlolu, E., & Ayo, C. (2014). Enhancing Economics Education through Effective Use of Instructional Materials: A Case Study of Senior Secondary Schools in Ilorin Metropolis, Kwara State. *International Journal of Academic Research in Progressive Education and Development*.
- Dhakal, R. (2020). Challenges of using instructional materials in secondary schools in Nepal. *International Journal of Instruction*, 13(2), 683-698.
- Ekpo, L. (2015). Effective use of instructional materials in teaching. Onitsha: Bell publishers.
- Federal Republic of Nigeria (2013). *National Policy on Education* (6th Edition). Abuja: NERDC Press.
-

- Harden, D. H. (1967). The new pattern of language teaching. London: Longman.
- Mwamkwn, J. L. et al. (1987). Foundation of education, theory and practice of education. Ibadan Lagos: Basic books publishers.
- Jekayinfa, A. A. (2012). Improvisation of instructional materials for effective teaching and learning. *Journal of Educational Research and Development*, 7(1), 45-54.
- Matazu, S. S. (2022). Enhancing secondary school students' academic performance and retention in biology using instructional materials. In *Proceedings of the 62nd Annual Conference of Science teachers* (pp. 196-206).
- Science Teachers Association of Nigeria Obalola, M., & Olokundun, A. (2017). The Use of Instructional Materials in Economics Teaching: A Case Study of Secondary Schools in Ilorin Metropolis, Kwara State. *Journal of Education and Practice*.
- Ogundele, A., & Adeoti, F. (2023). Long-Term Academic Achievement and Instructional Materials: A Case Study of Economics Education in Ilorin Metropolis, Kwara State. *Journal of Educational Leadership and Management*.
- Ojo, T. (2023). Accessibility of Instructional Materials for Economics Students in Kwara State: An Empirical Study. *Nigerian Journal of Educational Studies*, 10(2), 67-78.
- Okanlawon, O., & Ogundipe, O. (2017). Formative Assessment Practices and Student Performance: A Case Study of Economics Education in Secondary Schools in Ilorin Metropolis, Kwara State. *International Journal of Assessment in Education and Teaching*.
- Okeke (2013). The importance of educational resources in achieving standard learning outcomes and enhancing students' academic performance.
- Oladimeji, T., & Adepoju, O. (2020). Enhancing Student Performance through Instructional Materials in Economics Education: A Case Study of Secondary Schools in Ilorin Metropolis, Kwara State. *Journal of Economics Education Research and Development*.
- Olaleye, O., & Olaniyi, B. (2017). Fostering Student Autonomy through Instructional Materials: A Case Study of Economics Education in Ilorin Metropolis, Kwara State. *Journal of Economics and Educational Research*.
- Oyewumi, T., & Akande, A. (2016). Instructional Materials and Teaching Effectiveness: A Case Study of Secondary Schools in Ilorin Metropolis, Kwara State. *Journal of Educational Research and Development*.
- Oyinloye, O., & Akinwumi, O. (2018). Curriculum Alignment and Student Performance: A Case Study of Economics Education in Ilorin Metropolis, Kwara State. *Journal of Economics Education and Development*.