

## **Influence Of Instructional Media On Teaching And Learning Of Economics In Senior Secondary Schools In Jalingo Metropolis, Taraba State**

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### **Abstract**

*The study examined influence of instructional media on teaching and learning of Economics in senior secondary schools in Jalingo metropolis, Taraba State. The study sought the level of availability of instructional media, its usage, by Economics teachers, its influence on teachers and students. The population for the study was 10 SS2 and SS3 Economics students and two teachers from 28 schools. 336 students and teachers; 280 students and 56 teachers were drawn from selected schools. Two researcher designed questionnaire containing 28 items were used to gather data. Descriptive statistics was used to answer research questions one to four while inferential statistics (t-test) was used for the hypotheses. It was revealed that, board and textbooks are often used in teaching and learning of Economics, there is no significant difference in male and female teachers' perception on the availability of instructional media teaching and learning of Economics in Jalingo metropolis, Taraba State.*

**Keywords :** *Instructional-Media; Teaching-Learning; Senior-Schools*

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### **Abstrak**

*Penelitian ini menguji pengaruh media pembelajaran terhadap proses belajar mengajar Ekonomi di sekolah menengah atas di Jalingo metropolis, Taraba State. Penelitian ini mencari tingkat ketersediaan media pembelajaran, penggunaannya, oleh guru Ekonomi, pengaruhnya terhadap guru dan siswa. Populasi penelitian ini adalah 10 siswa SS2 dan SS3 Ekonomi dan 2 guru dari 28 sekolah. 336 siswa dan guru; 280 siswa dan 56 guru diambil dari sekolah terpilih. Dua peneliti merancang kuesioner yang berisi 28 item yang digunakan untuk mengumpulkan data. Statistik deskriptif digunakan untuk menjawab pertanyaan penelitian satu sampai empat sedangkan statistik inferensial (uji-t) digunakan untuk hipotesis. Diungkapkan bahwa papan tulis dan buku teks sering digunakan dalam proses belajar mengajar Ekonomi, tidak ada perbedaan yang signifikan persepsi guru laki-laki dan perempuan terhadap ketersediaan media pembelajaran belajar ekonomi di Jalingo metropolis, Taraba State.*

**Kata Kunci :** *Media Pembelajaran; Belajar Mengajar; Sekolah Menengah Atas*

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## **INTRODUCTION**

Traditionally, education is as old as man itself as learning itself is a continuous process that ends at death. Even now that western education has taken over the teaching learning process, learning does not take place in the school or the four walls of the classroom. Nigeria as an independent nation recognized that education is a national activity which involved an orderly, deliberate and sustained effort to transmit or develop

knowledge concept, skills, attitude or habits therefore her determination to provide lifelong education for her citizens (Igwe, 1997). Thus it is on this note that, Jekayinfa (2010) defined education as the process of developing appropriate behavior and skills that make an individual fit into his society. The scholar further stressed that education is aimed at achieving knowledge of the inner workings of the universe so that the learner may deliberately adjust to what is

real. Abimbola (1999) opined that education is a process by which one learns the way of life which is culture, knowledge, skills and values of the society so as function effectively in the society. That is why in all countries of the world, education industry is never relegated to the background. It is always one of the leading industries since all other industries must build upon it. The importance which most government place on education can be seen. In the colossal sum often budgeted at all levels of government in all development plans.

Amaele (2003) opined that education could be understood to mean the total development of the individual child, through acceptable method and techniques, according to his abilities, interests, as well as the needs of the society. To take his rightful place and contribute adequately to the development of his society. It then follows that education is a worldwide social service, provided with objectives is mind.

In Nigeria setting, the educational objectives are embedded the main national goals of education, which have been endorsed as the necessary foundation for the national policy on education, which are free and democratic society, a just and egalitarian society, a united self-reliant and strong nation, a great and dynamic economy and full of bright opportunities for all citizens (Amaele, 2003). However, Adeyanju (1997) observed that learning can be reinforced with learning aids of different variety because they stimulate, motivate as well as arrest learner's attention for a while, during the instructional process.

Learning involves the acquisition of new knowledge, ideas, skills and experiences which enable the individual to modify and or alter his actions (National Teachers' Institute [NTI] Manual, 2006). Effective teaching and learning requires a teacher to teach the students with instructional materials and use practical activities to make learning more vivid, realistic and pragmatic.

Akinleye (2010) the teacher is therefore expected to use all within his/her reach to make the learner learn by using instructional materials.

Abdul-Raheem (2016) defined instructional materials as essential and significant tools needed for teaching and learning of school subjects to promote efficiency and improve students' performance. This definition is in tandem with Isola (2010) who stated that instructional materials are objects or devices that assist teachers to present their lesson logically and sequentially to the learners. While Abiodun-Oyebanji and Adu (2007) added that instructional materials are all things that are used to support, facilitate, influence or encourage acquisition of knowledge, competency materials and skills. Instructional materials can be divided into three major categories, namely audio, visual and audio-visual.

As good and necessary as instructional materials are Enaigbe (2009) observed that basic materials such as text books, chalkboard and essential equipment like computer, projector and television are not readily available in schools thereby making the teachers to improvise. Olumiran, Ajidagba and Jekayinfa (2010) noted that instructional materials have direct contact with the sense organs.

Instructional materials are vital to teaching and learning process because they generate interest which in turn triggers learning and promotes technology transfer. Obanya (2004) observed that several studies carried out in some areas in Nigeria indicated that the results of senior secondary school certificate examinations were completely bad in nearly all subjects. This upholds the assertions of Ahmed (2003) that in most secondary schools in Nigeria, teaching and learning take place under a most unconducive environment without access to essential materials. Ibitoye (2001) believed that the improvisation of instructional materials will certainly lead

to the utilization of such materials. This implied that accessibility of instruction materials tantamount to its utilization.

Eniayewu (2005) in his submission asserted that, it is very important to use instructional aids for instructional delivery to make students acquire more knowledge and to promote academic standard. Resourceful and skillful teachers should improvise necessary instructional materials to promote academic standard in Nigerian schools (Abdu-Raheem & Oluwagbohunmi, 2015). This calls for commitment on the part of teachers, as they have to improvise where and when none is available. Ibitoye (2001) expressed that no matter how generous and rich the educational authorities might be they are generally not always in position to provide their schools with all they need. The best way for teachers to make use of their manipulative skills is to improvise so as to achieve their lesson objectives at least to a reasonable extent (Oso, 2011). Therefore schools and teachers should make instructional materials accessible by making the most of what they can get or construct from available materials.

The availability of instructional material whether real or improvised, the teaching of Economics in Nigerian secondary schools needs be properly handled. The study of economics is categorized into two major part via; micro economics and Macro Economics, while micro economics studies the behavior and operations of the individual units (households, firms and government agencies) in the economy. Macro Economics studies the entire economy in aggregates and averages (Umoh, 2007). Basically all the topics in Economics require one form of instructional media or the other. According to Jhingan (2000), enriching our knowledge of the functioning of economy involves the practical study of the behavior of national income, output, investment, saving and consumption. David and Stanley (1997) highlighted the following as factors

inhibiting student's participation and understanding: Methods of teaching; Teachers attitude; Students attitude; and Inadequacy or non-utilization of instructional materials.

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, use-to which Economics as a subject taught at the senior secondary school. The teaching of economics in Nigeria is characterized by many as inadequacies 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 is sufficient quality or what is available is usually inappropriate (Adu, 2002) since economics is a social science which explains human behavior, these are many classroom activities that can be used to make economics come alive for students. Activity based pedagogical techniques include 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 media 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 media influences the teaching and learning of Economics.

### **Statement of the Problem**

In Nigeria, experience has shown in recent times that spoken morals alone in the communication of idea are grossly ineffective in producing desired learning

outcomes. There are lots of problems encountered by the students in the teaching learning process. One of such problems is the challenge of assimilation due to inability of the teachers to use adequate instructional media to supplement their teaching. For the reason that these instructional media are not available in schools and this brings about failure at the end of the session or secondary school level. In order for effective and efficient teaching to take place, the teachers will have to improvise since the original materials may be difficult to get or costly to purchase.

Economics is a social science, which touches almost all aspects of human endeavor. It uses some concepts, which are abstract in nature such as price, utility, demand and supply etcetera in the analysis of human activities. Economics teachers have neglected the important instructional materials in teaching economics. And as such most students base their study of economics on cramming. With this problem confronting our secondary schools, this researcher wishes to identify the influence of instructional media on teaching and learning of economics in senior secondary schools and also investigates on how teachers improvised these teaching aids when needed. Teaching and learning requires adequate of instructional media for a successful implementation of education programmed. However the continuous complaint by teachers' inadequate media or aids has prompted this study.

### **Purpose of the Study**

The general purpose of this study is to determine the influence of instructional media on the teaching and learning of economics in some selected senior schools in Jalingo metropolis of Taraba State. This study specifically sought to:

- a. examine availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State;

- b. assess how often Economics teachers in Jalingo metropolis of Taraba State use instructional media for the teaching of Economics;
- c. examine the influence of instructional media on students' attitude towards learning Economics in Jalingo metropolis of Taraba State; and
- d. investigate teachers' attitude towards the use of instructional materials in teaching of Economics in Jalingo metropolis of Taraba State.

### **Research Questions**

1. To what extent are instructional media available for the teaching and learning of Economics in Jalingo metropolis of Taraba state?
2. How often do Economics teachers in Jalingo metropolis of Taraba State use instructional media for the teaching?
3. To what extent do instructional media influence the students' attitude towards learning of Economics in Jalingo metropolis of Taraba State?
4. What is the teachers' attitude towards the teaching of Economics with the use of instructional media Jalingo metropolis of Taraba State?

### **Research Hypothesis**

**H<sub>01</sub>:** There is no significant difference in the perception of male and female respondents on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State.

**H<sub>02</sub>:** There is no significant difference in the perception of students and teachers on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State.

### **METHODOLOGY**

This study adopted a descriptive survey research design. The population for this study comprised all students in secondary schools in Jalingo metropolis, Taraba State, Nigeria and the entire Economics teachers in the metropolis.

There are 14,791 students across the

<b>Gender</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Male	229	68%
Female	107	32%
<b>School type</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Public	263	78%
Private	75	22%
<b>Status</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Student	280	83%
Teacher	56	17%

secondary schools in Jalingo metropolis of Taraba State, Nigeria. The target population of this study was SS2 and SS3 Economics students and their teachers which were drawn from 28 selected senior schools using simple random sampling technique. A sample of 280 students and 56 teachers were drawn from the selected schools, totaling 336, comprising of 10 students and two (2) teachers from each school. A researcher designed questionnaires was used to gather information from both students and teachers. The questionnaire consisted of two sections: Section A and B. Section A contained demographical data of the respondents, whereas section B contained of items constructed to elicit information from the respondents. The research questions required respondents to make choice from two (2) and four (4) options Likert's scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was subjected to test-retest reliability to ensure its reliability and validity. The data collected from this study was analyzed using descriptive statistics of simple percentages, frequency counts and t-test. Percentages and frequency were also used to analyze the demographic data of respondents and answer research questions while t-test was also used to test the research hypotheses at 0.05 level of significance.

## RESULTS AND DISCUSSION

### Demographic characteristics of respondents

**Table 1:** Demographic information of respondents in Jalingo metropolis of Taraba State based on gender

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*Sources: Field Survey, 2022.*

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The table above showed the distribution of respondents in Jalingo metropolis of Taraba State based on gender. It is revealed from the table that, majority of the respondents 229 (68%) were male, while 107 (32%) were female. The above table showed the distribution of respondents in Jalingo metropolis of Taraba State based on school type. The table shows that higher number of the respondents 263 (78%) were from public schools while 75 (22%) were from private schools. The table above also showed the distribution of respondents in Jalingo metropolis of Taraba State based on status. It was evident from the table that, greater number of the respondents, 280 (83%) were students while 56 (17%) were students.

### Answering of Research Questions

The research questions for the study were answered and data interpreted as presented below:

**Research Question One:** What is the level of availability of instructional media

for the teaching and learning of Economics in Jalingo metropolis of Taraba State?

**Table 2:** Availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State

Instructional media	Available (%)	Not available (%)
Chalk/ white marker board	289(86)	47(14)
Charts and posters,	252(75)	84(25)
Calendars, newspaper, carvings and cardboards	271(81)	65(19)
Overhead projector	290(86)	46(14)
Audio and video recordings	149(44.3)	187(55.7)
Internet/ internet downloaded materials	281(83.6)	55(16.4)
Text books	239(71)	97(29)
Pictures and paintings	184(56.7)	152(45.3)
Flannel boards	153(45.5)	183(55.5)
Resource persons	190(56.5)	146(44.5)
Real objects (Realia)	197(58.6)	48(41.4)

*Sources: Field Survey, 2022.*

Table 2 above revealed the level of availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State. It showed that, 86% of the respondents stated that chalk/ white marker board is available for the teaching and learning of

Economics in Jalingo metropolis, 75% said charts and posters are available, 81% mentioned that, calendars, newspaper cuttings and cardboards, 83.6% mentioned that, internet/ internet downloaded materials are available, 71% confirmed that, text books are available for their use. 56.7%, 56.5% and 58.6% of the respondents respectively stated that, pictures and paintings, resource persons and real objects are also available for the use of both the teachers and the students. This by implication means that, 59.9% of the respondents stated that, audio and video recordings are not available for the teaching and learning of Economics, 56.6% stated that, flannel board are not available for use and 46.7% declared that overhead rector are not available while 46.1 stated that they are available. This implied that, 72.7% of the instructional materials: chalk/ white marker board; charts and posters; calendars, newspaper cuttings and cardboards; internet/ internet downloaded materials; text books; pictures and paintings, resource persons; and real objects are available for the teaching and learning of Economics in Jalingo metropolis of Taraba State.

**Research Question Two:** How often do Economics teachers in Jalingo metropolis of Taraba State use instructional media for the teaching of Economics?

**Table 3:** Use of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State

Instructional media	Often	Some times	Rarely	Never
Chalk/ white marker board	209 (62)	78(23)	13(4)	36(11)
Charts and posters,	120 (36)	172(51)	38(11)	6(02)
Calendars, newspaper cuttings and cardboards	150 (45)	90(26.5)	56(16.5)	40(12)
Overhead projector	50(15)	44(13)	136(40)	106(31)
Audio and	20(3)	100(30)	60(18)	156(46)

video recordings	06)	0)	18)	)
Internet/internet downloaded materials	106 (31.5)	168(50)	12(3.5)	50(15)
Text book	232 (69)	96(28.7)	8(2.3)	0(00)
Pictures and paintings	53(16)	164(49)	48(14)	72(21)
Flannel board	50(15)	40(12)	73(22)	173(51)
Resource persons	24(07)	36(11)	130(39)	146(43)
Real objects	126 (48)	148(5)	38(11)	24(07)

*Sources: Field Survey, 2022.*

Table 3 above revealed the level of use of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State. It showed that, 62%, 69% the respondents stated that chalk/ white marker board and text books are respectively often used in the teaching and learning of Economics in Jalingo metropolis of Taraba State. 36 and 51% (87%) often and sometimes use charts and posters, 45% and 26.5% often and sometimes use calendars, newspaper cuttings and cardboards and 40% and 31% rarely and never use overhead projector. Furthermore, 31.5% and 50%, 49%, 39.% and 43% as well as 37.5% and 45% respectively sometimes use internet/internet downloaded materials; pictures and paintings, resource persons; and real objects. 46% of the respondents stated than audio and video recordings are never used just as 51% stated that flannel board are not used at all. The implication of this is that, chalk/ white marker board, text book and resource persons are often used in the teaching and learning of Economics in Jalingo metropolis of Taraba State while charts and posters; calendars, newspaper cuttings and cardboards; overhead projectors; internet/ internet downloaded materials; pictures and paintings; resource persons; and real objects are

sometimes used in the teaching and learning of Economics in Jalingo metropolis of Taraba State.

**Research Question Three:** To what extent do instructional media influence students' attitude towards learning of Economics in Jalingo metropolis of Taraba State?

**Table 4:** Influence of instructional media on students' attitude towards learning of Economics in Jalingo metropolis of Taraba State

Item/Statement	Scale	Responses	Percentage (%)
Instructional media make what I learn more real and permanent	SA	182	54%
	A	108	32%
	D	21	06%
	SD	25	07%
	<b>TOTAL</b>	<b>336</b>	<b>100%</b>
I have better understanding of Economics anytime instructional media are used	SA	160	47.6%
	A	169	50.4%
	D	07	2.0%
	SD	00	0.0%
	<b>TOTAL</b>	<b>336</b>	<b>100%</b>
Learning in the classroom with good instructional media arouse my interest to learn well	SA	171	50.6%
	A	151	44.9%
	D	14	4.3%
	SD	00	0.0%
	<b>TOTAL</b>	<b>336</b>	<b>100%</b>
The instructional media my economics teacher used in the classroom is always related to the content of the topic and encourages me to learn better	SA	173	51.4%
	A	123	36.6%
	D	15	4.5%
	SD	25	7.5%
	<b>TOTAL</b>	<b>336</b>	<b>100%</b>
A standard instructional media encourages me to attend class	SA	173	51.5%
	A	154	45.8%
	D	07	2.1%
	SD	02	0.6%

	<b>TO</b>	<b>336</b>	<b>100%</b>
	<b>TA</b>		
	<b>L</b>		
Learning become	SA	146	43.4%
boring without	A	148	44.1%
the use of	D	28	8.3%
instructional	SD	14	4.2%
media in the class	<b>TO</b>	<b>336</b>	<b>100%</b>
	<b>TA</b>		
	<b>L</b>		

Table 4 above showed the influence of instructional media on students' attitude towards learning of Economics in Jalingo metropolis of Taraba State. 54% of the respondents strongly agreed that, instructional media make what they learn real and permanent, 47.6% and 50% (97.6%) of the respondents strongly agree and agreed that, they have better understanding of Economics anytime instructional media are used in the class, 50% and 44% strongly agreed and agreed that, learning in the classroom with good instructional media arouse their interest to learn well, 51.4% and 36.6% (88%) of the respondents strongly agreed and agreed that, the instructional media used by economics teacher in the classroom are always related to the content of the topic and encourage them to learn better and also encourage them to attend classes. Similarly, 43.4% and 41.4% (84.5%) of the respondents agreed that, learning becomes boring without the use of instructional media in the class. It can be deduced from this finding that, instructional media make learning real, permanent, better understood, arouse students' interest, and improve students' class attendance and their absence make learning boring.

**Research Question Four:** What is the teachers' attitude towards the teaching of Economics with the use of instructional media?

**Table 5:** Teachers' attitude towards the teaching of Economics with the use of instructional media

<b>ACTIVITIES</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Instructional media make what I teach real and permanent	174(52)	108(32)	32(9.5)	22(6.5)
I have effective teaching materials of Economics anytime I use instructional media in the class	126(37.5)	148(44)	22(6.5)	40(12)
Teaching in the classroom with good instructional media arouse my interest to teach well	172(51)	94(28)	40(12)	30(9)
The instructional media used in the classroom are always related to the content of the topic	168(50)	99(29)	30(9)	39(31)
A standard instructional media encourages me to attend class.	186(55)	104(31)	20(6)	26(8)
I find it difficult to teach well without the use of instructional media in the class	36(11)	13(4)	10(3)	18(5)

*Sources: Field Survey, 2022.*

Table 5 revealed teachers attitude towards the teaching of Economics with the use of instructional media in Jalingo metropolis of Taraba State. 52% of the respondents strongly agreed that, instructional media make what they teach



real and permanent, 37.5% and 44% of the respondents strongly agreed and agreed that, they have effective teaching of Economics anytime they use instructional media in the class, 50% strongly agreed that, teaching in the classroom with good instructional media arouse their interest to teach well, 50% strongly agreed that, the instructional media used by in the classroom are always related to the content of the topic, 55% strongly agreed that, standard instructional media encourages them to attend class while 54% and 31% of the respondents strongly disagreed and disagreed that, they find it difficult to teach well without the use of instructional media in the class. It can be understood from this finding that, instructional media make teaching real, permanent, more effective, arouse interest, increases class attendance but do not find teaching difficult in its absence.

### Testing of Hypotheses

**H<sub>01</sub>:** There is no significant difference in the perception of male and female respondents on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State.

**Table 6:** T-test table for the perception of male and female respondents on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State

Availa bility	N	Mea n	Std. Deviat ion	T	Df	Sig. (2- tail ed)
Femal e	107	18.27	3.242			
	229	17.40	2.327	1.4	56	.14
Male				66	.3	8
					44	

Table 6 shows a calculated t-value of 1.466 and a p-value of .148 testing at an alpha level of 0.05. There was no

significant difference in the perception of respondents on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis; female (M = 18.27, SD = 3.242) and male (M = 17.40, SD = 2.327;  $t(103) = 1.466$ ,  $p = .439$  (two-tailed). Since the p-value is greater than the alpha level ( $p > 0.05$ ), the hypothesis which states that, there is no significant difference in the perception of male and female respondents on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State is therefore retained. Consequently, there is no significant difference in the perception of male and female respondents on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State.

**H<sub>02</sub>:** There is no significant difference in the perception of students and teachers on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State.

**Table 7:** T-test table for the perception of students and teachers on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis

Availa bility	N	Mean	Std. Devi ation	T	Df	Sig. (2- tail ed)
Studen ts	28	18.29	3.132			
	56	16.88	2.395	2.0	28.0	.045
Teache rs					96	43

Table 7 shows a calculated t-value of 2.096 and a p-value of .045 testing at an alpha level of 0.05. There was no significant difference in the perception of respondents on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis; students (M = 18.29, SD

=3.132) and teachers ( $M = 16.88$ ,  $SD = 2.395$ ;  $t(103) = 2.096$ ,  $p = .045$  (two-tailed). Since the  $p$ -value is less than the alpha level ( $p < 0.05$ ), the hypothesis which states that, there is no significant difference in the perception of students and teachers on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State is therefore rejected. Contrariwise, there is a slightly significant difference in the perception of male and female respondents on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State.

## **DISCUSSION**

The very first finding of this study revealed that the following materials are available: chalk/white board, charts and posters, calendars, newspaper cutting and cardboard, internet/internet downloaded materials; text books, pictures, resources persons and real object are available for the teaching and learning of Economics in Jalingo metropolis of Taraba State. It was also revealed that, audio, video recordings, flannel board and overhead projector are not available for the teaching and learning of Economics in the local government. By implication, this shows that the available items are higher than the ones that are not available. Therefore, it can be concluded that there are enough instructional materials for the teaching of Economics in Ilorin south to enhance effective teaching and learning. The availability of adequate instructional materials in the teaching/learning process is very important for effectiveness. This is in line with the Olaitan (1990) when he lamented that without the provision of adequate teaching materials in schools for teaching Economics, the achievement of the Economics curriculum objectives might be quite impossible. Okey (2000) also maintained that availability of instructional resources for teaching is necessary for effective teaching and learning.

The study also discovered that; chalk/white marker board and text book are often used in the teaching and learning of Economics in Jalingo metropolis of Taraba State; posters, calendars, newspaper cutting and cardboards and overhead projector, internet/internet downloaded pictures and paintings, resources person and real object are sometimes used, while audio, video recordings and flannel board are not used at all in the teaching and learning of Economics in Jalingo metropolis of Taraba State. In accordance to the initial finding if this study which revealed the extent to which instructional materials are available, it can be concluded that, despite the availability of these materials, the teachers in Jalingo metropolis of Taraba State only use their prerogative to determine the one to use without considering whether it will be effective teaching and learning or not. This finding is supported by Bolick (2003) where he pointed out that, there is a good relationship between effective teaching and the use of instructional media.

He argued that while some educators have been fascinated by the potential of instructional media in enhancing teaching and learning, some lag behind in using instructional materials during teaching and learning. Others expressed doubts that instructional media will ever incite teaching reform on participation. Instructional media are integral components of teaching-learning situations; it is not just to supplement learning but to complement its process. It then shows that, if there must be an effective teaching learning activity, utilization of instructional media will be necessary Kibe (2011).

The outcome of the findings revealed that instructional media has a great impact on students' attitude towards learning of Economics in Jalingo metropolis of Taraba State. The respondents (students) confirmed that the uses of instructional media by their teachers make what they learn real,

permanent, better understood, arouse their interest and also improve their performance. It also revealed that, the instructional media used by the Economics teachers in the classroom are always related to the content of the topic, therefore, it encourages the students to learn better and also encourage them to attend class. Therefore by implication, the absence of instructional media makes learning boring. This finding is in line with that of Kochhlar (2008) who stated that, some investigators claim that whenever they enhanced their teaching with some of the learning aids, their students get more stimulated because the learning aids help the students to become more attentive. In addition, students' positive attitude generates more interest for the lesson they teach. As a result students participate better in activity.

Another outcome of the study revealed that instructional media influences teachers' attitude towards the teaching of Economics. Most of the sampled respondents (teachers) were of the opinion that instructional media make what they teach real and permanent, and also declared that they do have effective teaching in the classroom anytime they use good instructional materials, it arouses their interest to teach well and encourages them to attend classes regularly. Despite these entirely positive outcomes, the respondents disagreed that the absence of instructional media makes teaching difficult. Therefore it can be said that instructional media has a great impact on teachers' attitude towards teaching of Economics in senior secondary schools in Jalingo metropolis of Taraba State, but its absence does not make them find teaching difficult. This is supported by the study of Olorojaye (2007) who found that, it is generally agreed by both teachers and school administrator that apart from the chalkboard and textbooks which are often available for the teacher to use, there are other materials that aid or are capable of complementing the teacher's effort in teaching/learning

process. Those materials are commonly called "instructional media".

Lastly, it shows that there is no significant difference in the perception of male and female respondents on the availability of instructional media for the teaching and learning of Economics, as both gender perceived the availability and the use. This finding is in line with that of Osuala (2010) in his own contribution said it does not only help to motivate and develop interest on the part of the student, but also help to bring about an enhance respect for teachers knowledge of the subject.

Also there is a slightly significant difference in the perception of male and female respondents on the availability of instructional media for the teaching and learning of Economics in Jalingo metropolis of Taraba State, whereby the students are been affected most if not available but teachers do not find it difficult when not available. This is supported by the study of Olayinka (2016) who conducted a similar study in Nigeria which revealed that students taught with various instructional materials have excellent achievement as compared with those taught without various instructional media.

## **CONCLUSION**

This study explored influence of instructional media on the teaching and learning of Economics in senior secondary schools in Jalingo metropolis of Taraba State. The outcome of the findings revealed that the use of instructional media is imperative in the teaching and learning process. Also the study revealed most of the materials that are available, are not often use by the teachers. Therefore, for learning and teaching to be implanted successfully, there must be effective and efficient use of instructional materials by the teachers. The teachers perceive the use of instructional media in teaching advantageous to themselves and students because it reduces the talk and chalk method.

Furthermore instructional media make what they teach real and permanent, having an effective teaching in the classroom anytime they use good instructional media and it arouses their interest to teach well and encourages them to attend class regularly. Also when good instructional media are provided during teaching, it helps the students stand a better chance of understanding, arouse their interest towards learning and makes what they learn real and permanent and the teacher too will be able to impact required knowledge with ease during teaching. Therefore, there is no doubt that for teaching and learning to be effective, adequate provision of instructional media that will arouse and sustain the students' interest is of utmost important.

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